

**A CONTENT ANALYSIS OF THE CULTURAL REPRESENTATIONS IN
THE ENGLISH TEXTBOOK “ENGLISH FOR NUSANTARA” GRADE
VII JUNIOR HIGH SCHOOL IN INDONESIA**

THESIS



**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember
to fulfill the requirements to get Bachelor's degree (S. Pd)
Faculty of Tarbiyah and Teaching Training
Islamic Studies and Language Education Department
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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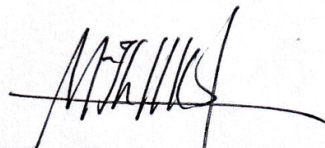
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It has been examined and approved to fulfill the requirements of Bachelor Degree (S. Pd.)
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MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Meaning: “And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.” (Q.S. Ar-Rum [30]: 22)*



*Ministry of Religious Affairs of the Republic of Indonesia. (2019). *The Qur'an and Its Translation*. Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an.

DEDICATION

1. My late father, Muhammad Machfudz, may Allah bless you there. Though you are no longer with us, the values and spirit you instilled in me continue to guide every step I take. May this work be a small tribute to your memory and a reflection of my love and respect for you.
2. My beloved mother, Siti Romlah, a remarkable woman who has always been my source of strength, unwavering prayers, and unconditional love. Thank you for every sacrifice, for your endless patience, and for your boundless affection. Without you, I would not have come this far. May this small achievement bring a spark of happiness to your heart, just as you have always been the light in my life.
3. My dear husband, Abdul Wahid, and our little baby, Putri Atikah Maimunah, you are the greatest motivation behind every sacrifice and effort. Thank you for your love, laugh, patience, and steadfast support.



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At this point, the author would like to express her gratitude and appreciation to the following individuals who assisted, contributed, and encouraged the researcher throughout the course of this research:

1. Prof. Dr. H. Hepni, S.Ag.,M.M.,CPEM., as the Rector of UIN KHAS Jember who has given the permission to do this research.
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6. The author's heartfelt thanks go to all the lecturers at the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq Jember, for the knowledge and inspiration they have shared during my studies.

Lastly, I dedicate this thesis to all English language educators who continue to inspire their students through inclusive and culturally aware teaching practices. May this research contribute positively to the development of more culturally balanced English language materials in Indonesia.

Jember, June 11th, 2025

Churotul Maknunah



ABSTRACT

Churotul Maknunah, 2025: *A Content Analysis of the Cultural Representations in the English Textbook "English for Nusantara" Grade VII Junior High School in Indonesia.*

Keywords: cultural representation, English textbook, Merdeka Curriculum, content analysis, EFL

English textbooks play a crucial role in shaping learners' understanding of language and culture, especially in EFL (English as a Foreign Language) contexts like Indonesia. Despite curriculum reforms that promote cultural balance, previous studies have shown persistent cultural imbalances, often dominated by foreign or target cultures while underrepresenting local and international cultures. A notable gap exists in analyzing English textbooks designed for the recently implemented Merdeka Curriculum, particularly the "English for Nusantara" series, which claims to integrate local wisdom. Whether these reforms had successfully translated into balanced cultural content in textbooks remained unclear.

This study aimed to examine the cultural representations in the English textbook *English for Nusantara* for Grade VII by addressing two research questions: (1) What types of culture are represented in the textbook? and (2) What elements of culture are represented in the textbook? The primary objective was to identify and analyze both the types (source, target, international) and elements (products, practices, perspectives, persons) of cultural content presented in the textbook to evaluate the extent of cultural balance promoted under the Merdeka Curriculum.

The study employed a qualitative content analysis method, focusing on reading texts and illustrations across five chapters in the textbook. Using Cortazzi and Jin's framework for cultural types and Yuen's model for cultural elements, the researcher systematically categorized and coded the data. Cultural references were identified, classified, and quantified to examine the depth and diversity of representation, with emphasis on both textual and visual materials.

The findings showed that the textbook heavily emphasized source culture (73.27%), reflecting Indonesian traditions, daily life, and national identity. Target and international cultures were minimally represented, with only 7.92% and 5.94% respectively. Among cultural elements, "products" are the most frequently featured (49.5%), while deeper aspects like "perspectives" (16.84%) and "persons" (6.93%) are underrepresented. These results suggest that while the textbook aligns with the nationalistic goals of the Merdeka Curriculum, it lacks sufficient intercultural exposure needed to foster global competence. A more balanced integration of diverse cultural content is recommended for future textbook development.

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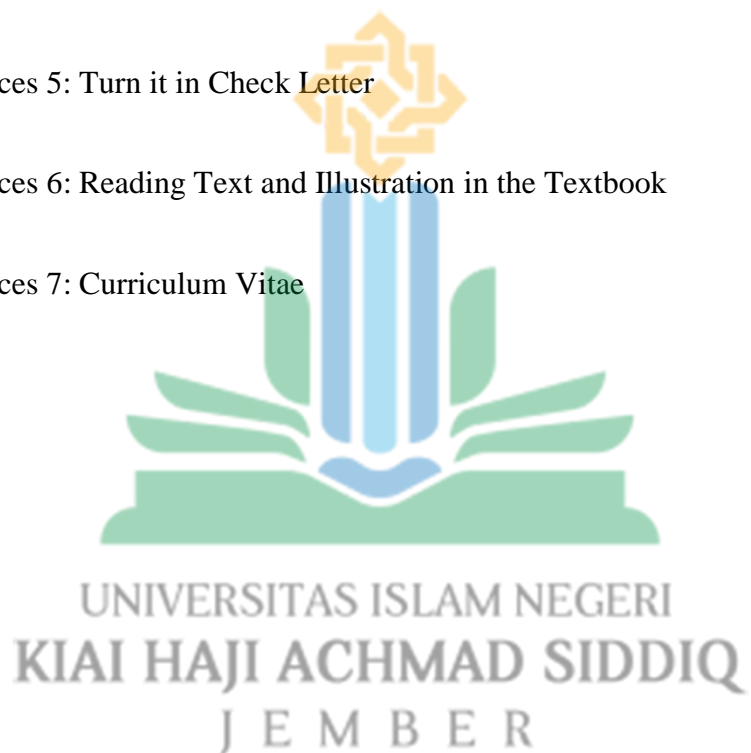
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CHAPTER I

INTRODUCTION

A. Research Background

In Indonesia, English has become an essential subject as it serves as an international language that supports global communication like international news¹, in the education field or work field². Most international organizations use English as their primary language that they use for communication, such as the use of international aviation or international flight standard language, or humanitarian work such as the UN (PBB) and WHO³; even in sports, athletes must at least understand the English so it is easier for them to understand the teammates, coaches, journalist, etc.⁴ Because English is important to learn and is needed in various things, we must know that learning English refers to the process of receiving, understanding and mastering English language skills by an

¹ Widanti Utami, Mega Febriani Sya, Arif Hidayat, *Developing English learning material for grade 4 students*, LADU: Journal of Languages and Education, 2(6), 231-240
<https://doi.org/10.56724/ladu.v2i6.144>

² Putri & Wijayanti (2008) FAKTOR YANG MEMPENGARUHI KEMAMPUAN BERBAHASA INGGRIS MAHASISWA PENDIDIKAN ADMINISTRASI PERKANTORAN. 155, 282.; Juliani Patiyasa Lubis, neng Zahra Nurraya Fitri, Salwa Camilia Ridwan, *Pentingnya Menguasai Bahasa Inggris dan Faktor Yang Mempengaruhi Kemampuan Berbahasa Inggris*, Karimah Tauhid, Volume 3 Nomor 3 (2024). E-ISSN 2963-590X | Lubis et al.

³ Byslina Maduwu, S.Pd. *PENTINGNYA PEMBELAJARAN BAHASA INGGRIS DI SEKOLAH*, Jurnal Warta Edisi ; 50, October 2016 Universitas Dharmawangsa; Chusnu Syarifah Diah Kusuma, *INTEGRASI BAHASA INGGRIS DALAM PROSES PEMBELAJARAN*, Jurnal Efisiensi – Kajian Ilmu Administrasi, Edisi Agustus 2018, Vol. XV No. 2, ISSN 1412-1131, e-ISSN 2528-5750, Hal. 43-50, Fakultas Ekonomi, Universitas Negeri Yogyakarta; Novi Indriyani, Lailatul Usriyah, *PENTINGNYA BELAJAR BAHASA INGGRIS DI SEKOLAH*, Sabilarrasyad: Jurnal Pendidikan dan Ilmu Pendidikan, P-ISSN: 2548-2230, Vol. 7 No. 1 Juni 2022, Universitas Islam Negeri Kiai Haji Achmad Shiddiq Jember; Imam Santoso, *PEMBELAJARAN BAHASA ASING DI INDONESIA: ANTARA GLOBALISASI DAN HEGEMONI*, Bahasa&sastra, Vol. 14, No. 1, April 2014

⁴ Abdul Susila, an article 25 July 2020 <https://www.skor.id/post/alasan-mengapa-bahasa-inggris-penting-bagi-pesepak-bola-indonesia-01345200>

individual⁵. One of the media that can help to achieve this is the use of textbooks, which are very commonly used in Indonesia as the main source of learning recommended by the Ministry of Education and Culture for use in educational units⁶. That's why English learning textbooks are very important in the implementation of teaching and learning activities in Indonesia⁷. This book is not only the main guide for students, but also a guide for teachers as teaching materials. For teachers who do not have enough skills or are not ready to make learning materials according to standards, textbooks provide practical solutions for obtaining teaching materials⁸. Richards⁹ says that a teacher's ability to choose a good textbook as a learning resource is important because this can influence the success of the teaching and learning process.¹⁰

⁵ Luthfi & Ahsani (2020), *Analisis Bahan Ajar Kurikulum 2013 Berbasis multiple Intelligence Kelas IV, Elementary: Islamic Teacher Journal*, 8(1), 19-38. Retrived from <http://journal.iainkudus.ac.id/index.php/elementary> ; Soesilo & Munthe (2020), *Pengembangan Buku Teks Matematika Kelas 8 Dengan Model ADDIE*, *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10 (3), 231-243, <https://doi.org/10.24246/j.is.2020.v10.i3.p231-243> retrieved from <https://repository.uir.ac.id/23285/1/Analisis%20Kebutuhan%20Buku%20Teks%20Mata%20Pelajaran%20Bahasa%20Inggris.pdf>

⁶ SALINAN PERATURAN MENTERI REPUBLIK DAN KEBUDAYAAN REPUBLIK IDONESIA NOMOR 8 TAHUN 2016 TENTANG BUKU YANG DIGUNAKAN OLEH SATUAN PENDIDIKAN, Pasal 1 Ayat 1 <https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/Permendikbud%20Nomor%208%20Tahun%202016.pdf#:~:text=Buku%20teks%20pelajaran%20adalah%20sumber%20pembelajaran%20utama,dan%20Kebudayaan%20untuk%20digunakan%20pada%20satuan%20pendidikan.&text=Buku%20yang%20digunakan%20oleh%20Satuan%20Pendidikan%2C%20baik,dasar%20untuk%20jenjang%20pendidikan%20yang%20lebih%20tinggi.>

⁷ Gustini Rahmawati, *BUKU TEKS PELAJARAN SEBAGAI SUMBER BELAJAR SISWA DI PERPUSTAKAAN SEKOLAH DI SMAN 3 BANDUNG TEXTBOOKS AS LEARNING RESOURCES OF STUDENT AT SCHOOL LIBRARY AT THREE SENIOR HIGH SCHOOL BANDUNG*, Program Studi Perpustakaan dan Ilmu Informasi Departemen Kurikulum dan Teknologi Pendidikan Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia, Thun 5, Volume 5 No. 1 Mei 2015

⁸ Farida & Agustina (2017) *Analisis Bahan Ajar Pada Mata Kuliah Kalkulus Lanjut*, *Aksioma Journal Pendidikan Matematika FKIP Universits Muhammadiyah Metro*, 6(1), 40-47

⁹ Richards, 2001

¹⁰ Edy Waloyo, *Eksistensi Buku Paket Bahasa Inggris Di Sekolah: Pertimbangan Guru Dalam memilihnya*. AL-TARBIYAH: JURNALPENDIDIKAN (The Educational Journal) Vol. 30 No. 1, juni 2020

Apart from the importance of English textbooks in Indonesia, a curriculum policy must be followed in order to find books that meet the current Indonesian curriculum standards. Currently, schools in Indonesia use the Merdeka Curriculum (Kurikulum Merdeka) as the national curriculum. The Merdeka Curriculum is a development of the 2013 curriculum and was launched by the Ministry of Education and Culture in February 2022¹¹. The Merdeka Curriculum book standards are set through the Regulation of the Minister of Education, Culture, Research and Technology (Mendikbudristek) No. 12 of 2024, which regulates the implementation of the Merdeka Curriculum in all educational units¹². The Merdeka Curriculum has several advantages, including; simpler and deeper learning, freer learning, more relevant and interactive, providing freedom to create quality learning, providing opportunities for students to explore their interest and talents¹³. The freedom to create quality learning, such as choosing teaching materials in The Merdeka Curriculum, allows for broader and more relevant cultural representation in textbooks. This is because teachers have the flexibility to adapt learning materials to students' needs and interests, focusing on essential materials and character

¹¹ Mohammad Rafatta Umar, Charren Galuh Indraswari, Dwi Desky Setiawan, Reivana Calista, Fatkhuri, Program Studi Ilmu Politik, Universitas Pengembangan Nasional "Veteran" Jakarta, Indonesia, *Analisis Model Kebijakan kurikulum Merdeka di Indonesia*, Amandemen: Jurnal Ilmu pertahanan, Politik dan Hukum Indonesia, Volume. 2 Nomor. 1 Tahun 2025

¹² <https://kurikulum.kemdikbud.go.id/> ; <https://kurikulum.kemdikbud.go.id/berita/detail/telah-terbit-peraturan-mendikbudristek-no12-tahun-2024-tentang-kurikulum-pada-paud-jenjang-pendidikan-dasar-dan-menengah>

¹³ Deni Prurbowati, *Kurikulum Nasional 2024 di Depan Mata, Apa Kabar Kurikulum Merdeka? Kurikulum Nasional Harus diterapkan di sekolah negeri dan swasta*, Retrived from <https://akupintar.id/info-pintar/-/blogs/kurikulum-nasional-2024-di-depan-mata-apa-kabar-kurikulum-merdeka>

development of the Pancasila Student Profile¹⁴ as well as local environmental and cultural characteristics¹⁵. Also, a study shows that good cultural understanding can improve the quality of learning and encourage active participation of students from diverse cultural background¹⁶. In addition, cultural sensitivity also plays an important role in creating an inclusive learning environment and supporting the holistic development of student¹⁷. With the explanation above, the selection of textbooks to be used as teaching materials is left entirely to the teacher on duty with the aim of being free to choose the material that is aligned with the learning needs and interests of the students.

¹⁴ Antonius Eko Wahyudi, Sunarni Sunarni, Nurul Ulfatin, *Implementasi Kurikulum Merdeka Berorientasi Pembentukan Karakter Profil Pelajar Pancasila di Sekolah Dasar*, Jurnal Merdeka Kemasyarakatan Vol. 8 No. 2 (2023) Articles, Wahyu Hidayat, Khamim Zarkasih Putro, *Implementasi Kurikulum Merdeka dalam Pendidikan Pancasila di Sekolah Dasar: Profil Pelajar sebagai Aset Bangsa*, Journal of Nusantara Education Volume 3 – Nomor 2, April 2024 (79-90)

¹⁴ Sleeter, C. E. (2018) *Multicultural education as social activism*, Routledge; Gay, G. (2010) *Culturally responsive teaching: Theory, research, and practice*. Teacher College Press; Trisnawati Kusumawardhani, Ismail, et al, Strategi Meningkatkan Pemahaman dan Sensitivitas Budaya dalam Menyambut Tantangan Kurikulum Merdeka, Indonesian Research Journal on Education, Volume 4, Nomor 2 tahun 2024, Halaman: 942-949

¹⁵ Siaran Pers Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor: 487/sipers/A6/VIII/2022, *Kurikulum Merdeka Beri Kebebasan Siswa Memilih Materi Pembelajaran*, <https://www.kemdikbud.go.id/main/blog/2022/08/kurikulum-merdeka-beri-kebebasan-siswa-memilih-materi-pembelajaran> ; Awalludin, Nur Aisyah, Indah Cahyani, Mustafiyanti, *Prinsip dan Faktor Yang Mempengaruhi Kurikulum Merdeka*, Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa Vol.2, No.3 Juli 2024

¹⁶ Sleeter, C. E. (2018) *Multicultural education as social activism*, Routledge; Gay, G. (2010) *Culturally responsive teaching: Theory, research, and practice*. Teacher College Press; Trisnawati Kusumawardhani, Ismail, et al, Strategi Meningkatkan Pemahaman dan Sensitivitas Budaya dalam Menyambut Tantangan Kurikulum Merdeka, Indonesian Research Journal on Education, Volume 4, Nomor 2 tahun 2024, Halaman: 942-949

¹⁷ Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Education Review*, 84(1), 74-84; Nieto, S., & Bode, P. (2018) Affirmation, solidarity, and critique: Dialoging with Nieto and Bode's affirming diversity, *International Journal of Multicultural Education*, 29(1), 5-19; Trisnawati Kusumawardhani, Ismail, et al, Strategi Meningkatkan Pemahaman dan Sensitivitas Budaya dalam Menyambut Tantangan Kurikulum Merdeka, Indonesian Research Journal on Education, Volume 4, Nomor 2 tahun 2024, Halaman: 942-949

According to McGratch¹⁸, textbooks carry cultural contents. Cultural representation in textbooks is the depiction or production of meaning from a culture presented in the book. Good cultural representation can help students understand the values of global citizenship. That's why textbooks play an important role to provide valuable inputs in exposing students to new cultural expressions and diversity of cultures.¹⁹ Because Language and culture are inseparable and bound to each other²⁰, it is common to find culture in textbooks, especially language material textbooks. Cultural representation in language learning plays a vital role in developing socio-cultural awareness and global citizenship in learners. Indirectly, learners who are learning a new language are not only about mastering vocabulary and grammar but also about understanding the cultural context in which the language is used.²¹ Language forms cultural continuity from the past to the present because it not only conveys information but can also build emotional and social connections between members of society both locally and globally²². While global citizenship can bring various benefits, including increased understanding of diverse cultures, improved communication skills, and better problem-solving abilities, that is why language, culture representation and global citizenship values are closely

¹⁸ McGratch, 2002

¹⁹ Lund, 2006

²⁰ Kramsch, 1998; Brown, 2000; 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 2014)

²¹ Laelah Azizah S. Suhaeb, *MEMAKAI BUDAYA LOKAL DAN GLOBAL DALAM PENGAJARAN BAHASA AASING*, *Lingua Didaktika* Volume 3 No 2, Juli 2010

²² Andika, P. (2024) *Peran Penting Bahasa dalam Membentuk Identitas Budaya*, Kumparan.com. ;

interrelated²³. It can help the teacher as someone who leads the learning process to easily modify the lessons based on student needs and make it more fun and enjoyable for them. In the context of teaching English as a foreign language in Indonesia, cultural content is sensitive and can create tensions for students and teachers. Because in the one hand, foreign cultural content is often admired and desired to be discussed, but on other hand, there is a suspicion of bias in discussing a cultural material, which creates a dilemma when teaching when teaching about foreign cultures such as English.²⁴

Cultural representation in English textbooks often unbalances with the dominant culture of certain countries. The previous study that written by Ihsan shows that there is a cultural imbalance in the English textbooks used by senior high school grade three in Cianjur. Ihsan said;

“Some target culture contents that found in the textbook were not carried out in what Peterson & Coltrane²⁵ stated as a ‘non-judgmental way’, where one culture to another is treated equally and the cultural difference is explained with grounded reasons. Some cultural contents seem to imply that one culture is better than the other.”

²³ UNESCO (2023) *What You Need to Know about Global Citizenship Education*, www.unesco.org, <https://www.unesco.org/en> ; Heny Mulyani, Kokom Komalasari, Mitra Permatasari, Maria Lufriansya Bribin, Suriaman, *TRANSFORMASI PENDIDIKAN KEWARGANEGARAAN GLOBAL DI ERA ABAD 21 : ANALISIS IMPLEMENTASI DAN TANTANGAN*, JURNAL KEWARGANEGARAAN, Transformasi Pendidikan Kewarganegaraan, Volume 21, Nomor 1 (2024): September 2024

²⁴ Lauder, 2008; Gisela Elshadelin, & Mateus Yumarnamto, *Cultural Contents in Two English Textbooks in Indnesia: Representations and Sources of Culture*, (journal 2020)

²⁵ Peterson & Coltrane, 2003

Another study stated that a foreign culture that is too dominant will cause various negative impacts such as loss of identity, cultural inequality, dependence on foreign culture and so on.²⁶

Despite the importance of cultural balance in English textbooks, previous studies reveal persistent issues of cultural imbalance. Ihsan's²⁷ study found that senior high school English textbooks in Indonesia predominantly featured target culture content, often presenting Western culture as superior to local culture. Similarly, Hermawan and Noerkhasanah²⁸ identified that 61% of the cultural content in Indonesian English textbooks represented inner-circle countries, while local Indonesian culture comprised only 23%.

However, a critical gap exists in analyzing textbooks developed specifically for the Merdeka Curriculum. While previous studies examined textbooks under the 2013 curriculum, no comprehensive cultural content analysis has been conducted on the newly published "English for Nusantara" series, which claims to integrate local wisdom and Indonesian cultural values. Furthermore, existing research shows contradictory findings: some studies advocate for more source culture inclusion for

²⁶ Ines Tasya Jadidah, Muhammad Raihan Alfarizi, Levi Lure Liza, Wira Sapitri, Nabila Khairunnisa, *Analisis Pengaruh Arus Globalisasi Terhadap Budaya Lokal (Indonesia)*, Academy of Social Science and Global Citizenship Journal, AoSSaGCJ, Vol. 3, Issue 2, (2023) page 40-47

²⁷ 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 2014), 2(2), 14-25

²⁸ Budi Hermawan, Lia Noerkhasanah, (2012), *TRACES OF CULTURES IN English TEXTBOOKS FOR PRIMARY EDUCATION*, Indonesian Journal of Applied Linguistics, Vol. 1 No. 2 (January 2012)

better comprehension by Sudartini²⁹, while others support the balanced representation of all cultural types, as Weninger & Kiss³⁰ noted.

Therefore, this study aims to fill this gap by analyzing the cultural representations in the “English for Nusantara Grade VII” textbook. It examines whether this new textbook achieves the cultural balance promoted by the Merdeka Curriculum or perpetuates the cultural imbalance found in previous textbook generations. This analysis is crucial for understanding whether curriculum reform has translated into meaningful changes in cultural representation within English language teaching materials.

B. Research Question

Based on the background of the study that explained above, the researcher found two research problems;

1. What types of culture based on Cortazzi and Jin’s frameworks are represented in the textbook?
2. What elements of culture based on Yuen’s frameworks are represented in the textbook?

C. Research Objective

1. To identify and analyze the type of culture based on Cortazzi and Jin’s frameworks that is represented in the textbook.
2. To analyze the elements of culture based on Yuen’s frameworks that are represented in the textbook.

²⁹ Siti Sudartini, *INSERTING LOCAL CULTURE IN English LANGUAGE TEACHING TO PROMOTE CHARACTER EDUCATION*, Jurnal Pendidikan Karakter, tahun II, Nomor 1, Februari 2012

³⁰ Weninger & Kiss, 2013

D. Research Significances

Theoretically, the results of this study are expected to contribute to research and educational goals, especially in designing textbooks that can focus on how the textbook presents and depicts the cultural balance both the target culture, the source culture or the international culture, not only through text, but also through images, illustrations, and activities that presented in the textbook so that they can be learned easily and enjoyably both for students and teachers.

Practically, the researcher hopes that the results of this study can be helpful,

1. For Teachers

This study is expected to provide helpful information for teachers to be more careful in selecting textbooks that will be used as teaching materials. Therefore, teachers can be wiser in utilizing the contents of the textbooks that are used, especially in books that have a bias towards a particular culture.

2. Further researches

This study is expected to provide information and references that support further research.

E. Research Scope

This study focused specifically on analyzing cultural representations in the “English for Nusantara” Grade VII textbook published by the Indonesian Ministry of Education and Culture in 2022.

The scope of this research is delimited as cultural balance that represented by the types of culture and elements of culture that contained in the book. The research was carried out using a category table and calculating the average of each predetermined category. In addition, the scope of culture in this study includes various aspects of human life such as language, art, clothing, eating, food, beliefs and social values. This study will not discuss the effectiveness of the textbook on student learning outcomes.

F. Definition of Key Terms

a. Content Analysis

According to Berelson³¹ and Kerlinger³², the definition of content analysis is a technique in research that is used to study and analyze communication systematically, objectively and quantitatively regarding the messages that appear.³³ In short, according to Krippendorff³⁴ and Silverman³⁵ content analysis is creating categories in a series of words or stories³⁶ through steps that can be applied in different context or replicable, valid, and reliable.³⁷ In addition to the established definitions, the researcher views content analysis as a method used to examine the content within a medium—such as reading texts or images in a

³¹ Berelson, 1952

³² Kerlinger, 1986

³³ Wimmer and Dominick, 2000: 135; Rachmat Kriyanto, *Teknik Praktis Riset Komunikasi* (Jakarta: Kencana Prenada Media Group, 2010), 232-233

³⁴ Krippendorff, 2018.

³⁵ Silverman, David (2011), *Interprating qualitative data*. 4th ed. Los Angles: Sage. ISBN/ISSN: 9780857024213

³⁶ Yuli Azmi Rozali, *PENGGOAAN ANALISIS KONTEN DAN ANALISIS TEMATIK*, Forum Ilmiah Volume 19 Nomor 1 Januari 2022

³⁷ Try Marcellia, (2020), *ANALISIS NILAI-NILAI SOSIAL PADA BUKU SISWA KELAS IV SD/MI TEMA 1 "INDAHNYA KEBERSAMAAN" KURIKULUM 2013*, Univertas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

textbook—by identifying, categorizing, and interpreting cultural messages embedded in the material. This method allows for a deeper understanding of how certain values, perspectives, and representations are communicated through both verbal and visual elements. By focusing on specific indicators, such as types and elements of culture, content analysis becomes a valuable tool to explore not only what is explicitly presented, but also the underlying cultural narratives conveyed through educational materials. In this research, researcher analyzed an English textbook called **English for Nusantara SMP/MTs Kelas VII**. It was written by Indonesian textbook writers and published by the Ministry of Education and Culture of Indonesia in 2022. The textbook also comes with a teacher's book as guidance to use the textbook. Two aspects of culture analyzed: first the type of culture and, second the elements of culture. Then researcher groups the research categories into two focuses: first, reading text, and second, images or illustrations in the textbook.

b. Cultural Representation

According to Stuart Hall³⁸, Croteau and Hoynes, representation is the result of a selection process in the media which emphasizes certain things, such as the production of meaning through certain symbols.³⁹

³⁸ Stuart Hall (2005: 18-20)

³⁹ Wahyu Budi Nugroho, *Sekilas "REPRESENTASI" menurut Stuart Hall*, Sangla Institute for Individual Emancipation <https://www.sanglah-institute.org/2020/04/sekilas-representasi-menurut-stuart-hall.html> ; https://etheses.iainkediri.ac.id/4603/3/933511016_bab2.pdf

Culture, according to Koentjaraningrat⁴⁰, Cortazzi and Jin, is the result of human civilization that includes the entire system of ideas, action, and human works such as the institution of knowledge, law, art, and various other aspects of culture, both tangible and intangible in social life which is studied and become part of human beings and are used to interpret the actions, words and thought patterns of others which are mass-produced and consumed by mass media. In this study, two aspects of cultural representation were examined. First was the type of culture, and second was the element of culture.

Firstly, type of culture. Cortazzi and Jin⁴¹ distinguish three types of cultural content in textbooks and materials there are source culture, target culture and international culture.⁴²

Secondly is elements of culture. The researcher adopted Yuen's conceptualization of culture that categorized culture content into four elements there are products, practices, perspectives, and persons.⁴³

To explain how the classification of cultural types and cultural elements was applied in textbook analysis, the researcher followed several steps. First of all, the researcher marked the page that contained reading passages and visual illustrations that related to the reading text.

⁴⁰ Koentjaraningrat, 2000:181

⁴¹ Cortazzi and Jin, 1999

⁴² Sari Diana, *CULTURAL CONTENTS IN AN English AS A FOREIGN LANGUAGE (EFL) TEXTBOOK FOR SENIOR HIGH SCHOOL*, *ELT in Focus*, Vol. 4(2) December 2021; Tahan H. J. Sihombing & Mai Xuan Nhat Chi Nguyen, *cultural Content of an English textbook in Indonesia: tect analysis and teachers' attitude*, (Asian English journal 2022)

⁴³ Tahan H. J. Sihombing & Mai Xuan Nhat Chi Nguyen, *cultural Content of an English textbook in Indonesia: tect analysis and teachers' attitude*, (Asian English journal 2022)

After that, the researcher read the reading passage and summarized the reading content. For the illustration, the researcher made notes by describing the illustration. Then the researcher identified the two aspects of cultural content inside the reading passage and the illustration. After identifying the cultural contents the researcher will classify the type of culture in terms of Cortazzi and Jin⁴⁴ framework and classify the elements of culture in terms of Yuen's⁴⁵ framework.

c. English Textbook

Textbooks are the main reference that used in schools, which contain learning material in the context of increasing faith and piety, character and physical also spiritual personalities which are arranged based on educational standards. Based on the above definition, English textbook is textbook that used in schools which contain learning material about English language (EIL) and have an important role in learning English.

The textbook that chosen for analysis in this study was *English for Nusantara SMP/MTs Kelas VII*. It was written by Indonesian textbook writers and published by the Ministry of Education and Culture of Indonesia in 2022. The textbook is 249 pages long and consists of 5 chapters organized by themes. Each chapter commonly has learning objectives, reading texts, dialogues, visual materials, grammar items,

⁴⁴ Cortazzi and Jin, 1999

⁴⁵ Yuen, 2011

and exercises on language skills. The textbook also comes with a teachers' book as guidance to use the textbook.

This textbook was selected due to two considerations. Firstly, this book was the most current textbook that officially published by the Indonesian Ministry of Education and Culture to be used by grade 7 junior high school students in Jimbaran, Bali, Indonesia. Second, because it was the most current English textbook officially released by the Ministry, it had likely not yet been evaluated in terms of its cultural content.



CHAPTER II

THEORITOCAL FRAMEWORK

A. Previous Study

The researcher choose five previous studies that related and relevant with this study. This research has been reviewed with the previous five researches such as journal which is relevant to the study.

1. *Cultural Content of an English Textbook in Indonesia: Text Analysis and Teachers' Attitudes* (2022) written by Tahan H. J. Sihombing and Mai Xuan Nhat Chi Nguyen.⁴⁶

This research using content analysis for the method to analyze the book called *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*. This study analyze the types of culture such as source culture, target culture, and international culture that are presented in a high school level English textbook in Indonesia and teachers' attitudes toward this cultural representation.

The result of the study shows that the *Bahasa Inggris* textbook used in high school in Indonesia was dominated by source culture (Indonesian culture), target culture (USA and UK), international culture (e.g. India, Singapore, Argentina, and Italy), and culture-neutral content. Also from the interview analysis showed that the teachers that use the textbook in their English classroom contrasting viewed toward the domination of source culture in the textbook. This

⁴⁶ Tahan H. J. Sihombing & Mai Xuan Nhat Chi Nguyen, *cultutal Content of an English textbook in Indonesia: tect analysis and teachers' attitude*, (Asian English journal 2022)

research finding suggests important implications for English language teaching curriculum makers, textbook writers, and English language teachers regarding culture teaching.

Meanwhile, in this research, the researcher will focus on finding the type of culture and elements of culture in the textbooks that will be studied.

2. *Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java (2014) written by Ihsan Nur Iman Faris.*⁴⁷

This research generally is descriptive qualitative research attempting to “investigate the quality of the relationship, activities, situations or materials method by Fraenkel, Wallen, & Hyun. This research involved selecting the text, determining the unit to be coded, developing content categories, and analyzing data. The data of the research were collected from reading passages in English textbooks for senior high school entitled “Look Ahead” that were used in senior high school in Cianjur to reveal what and how the cultures are represented in the textbook.

This study shows that 77.05% cultural contents refer to the target culture, 13.11% cultural contents refer to the source culture, and 09.84% cultural contents refer to the international culture. Regarding how culture is represented in the textbook, generally, culture is represented

⁴⁷ Ihsan Nur Iman Faris, *Cultural Content Analysis of an English Textbook for Senior Hing School Grade Three in Cianjur, West Java*, (journal of English and education 2014)

by the aesthetic sense (37.70%), the sociological sense (31.15%), the pragmatic sense (19.67%), and the semantic sense (11.84%).

Meanwhile in this research, besides to researching what type of culture that represented in the textbook, the researcher will also research about what elements of culture that represented in the textbook.

3. *Cultural Contents in Two English Textbooks in Indonesia: Representations and Sources of Culture* (2020) a journal that written by Gisela Elshadelin and Mateus Yumarnamto.⁴⁸

This study was conducted to explore how cultural contents were represented in two English textbooks one of them was published by a national publisher that represents a local course book, while the other one was published by Cambridge and used in the Indonesian context, representing a global course book. The first textbook is *Bahasa Inggris*, the second textbook is *Think*, that used by students of grade 12 in Indonesia. This study uses qualitative analysis text and visual illustrations by Krippendorff to analyze the data within a specific context in which culture that represented in both textbooks. This study aimed at understanding different cultural sources that represents in the both textbooks.

Meanwhile, in this research, researcher will only focused on using one textbook, called *English for Nusantara SMP/MTs Kelas VII* and

⁴⁸ Gisela Elshadelin, & Mateus Yumarnamto, *Cultural Contents in Two English Textbooks in Indonesia: Representations and Sources of Culture*, (journal 2020)

will focus on finding the type of culture and elements of culture in the textbooks that will be studied.

4. *Representation of Culture in EFL Textbook: A Linguistic and Content Analysis of My Book of English* (2022) written by Hayat Aoumeur and Melouka Ziani.⁴⁹

This research uses content and a linguistic analysis method that investigates the representations of cultural aspects in the textbook, which is used by the first-year middle school in Algeria. This study shows that cultural and social representations capture both the tendencies of cultural heritage preservation and the promotion of innovation and change. However, Aoumeur and Ziani stated that the book that has been studied shows that the original aim of studying English globally is not appropriate because of the cultural imbalance, which tends more towards Algerian culture as the source culture that contained in the book.

Meanwhile in this research, researcher will research the type and elements of culture so researchers will find whether the book is balance or imbalance in culture.

5. *A Content Analysis of The Cultural Representations of Three ESL Grammar Textbook* (2020) written by Sasan Baleghizadeh and Leyli Amiri Shayesteh.⁵⁰

⁴⁹ Hayat Aoumeur and Melouka Ziani, *Representation of Culture in EFL Textbook: A Linguistic and Content Analysis of My Book of English*, (Arab World English Journal 2022)

⁵⁰ Sasan Baleghizadeh & Leyli Amiri Shayesteh, *A Content Analysis of The Cultural Representations of Three Grammar Textbooks*, (journal 2020)

This research uses a data analysis method. In order to analyze the cultural dimension presented in the textbook, which is *Understanding and Using Grammar* by Azar & Hagen, 2017, *Communicate What You Mean: A Concise Advanced Grammar* by Revised by Eckstut, 1997, and *Oxford Practice Grammar* by Yule, 2020, the researchers went through all the activities and exercise in the textbooks, and content analyzed the text-based exercises only. The descriptive content analysis was carried out based on the data analysis framework by Yuen that organizes cultural elements into four categories there are products, practices, perspectives, and persons. This study's findings show that *practices* dimension was the most dominant cultural element in all three textbooks, and then *products*, *perspectives*, and *persons* with the least frequency and percentages.

Meanwhile, besides the elements of culture researcher will do research about the type of culture.

Similarities and Differences of Previous Study

No.	Research Title	Differences	Similarities
1.	Journal by Tahan H.J. Sihombing & Mai Xuan Nhat Chi Nguyen entitled “Cultural Content of an English Textbook in Indonesia: Text Analysis and Teacher’s Culture	<p>a. The previous research use textbook analysis checklist and semi-structured interview as the data collection instruments, while this research just using textbook as data collection instruments.</p>	<p>a. The researcher and the previous research use textbook as a data analysis and data collection.</p> <p>b. The researcher and the previous research use content analysis as research method.</p> <p>c. The researcher and the previous research use type of culture and elements of culture as variable of the research.</p> <p>d. The researcher and the previous research use Indonesian textbook as analysis material.</p>
2.	Journal by Ihsan Nur Iman Faris entitled “Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java”	<p>a. There is no difference between the previous research and this research.</p>	<p>a. The researcher and the previous research use textbook as a data analysis and data collection.</p> <p>b. The researcher and the previous research use content analysis as research method.</p>

No.	Research Title	Differences	Similarities
			<p>c. The researcher and the previous research use type of culture as variable of the research.</p> <p>d. The researcher and the previous research use Indonesian textbook as analysis material.</p>
3.	Journal by Gisela Elshadelin & Mateus Yumarnamto entitled “Cultural Contents in Two English Textbooks in Indonesia: Representations and Sources of Culture”	<p>a. The previous research using qualitative analysis text and visual illustration as a research method, while this research using content analysis only as research method.</p> <p>b. The previous research use two English textbook, one of them is local ELT textbook and the other is global ELT textbook as data analysis, while this research only using one textbook as data analysis.</p> <p>c. The previous research use global culture and elements of culture as the variable of research while this research use type of culture and elements of culture as the variable of research.</p>	<p>a. The researcher and the previous research use elements of culture as variable of research.</p> <p>b. The researcher and the previous research use local textbook as data analysis.</p>

No.	Research Title	Differences	Similarities
4.	Journal by Hayat Aoumeur & Melouka Ziani entitled “Representation of Culture in EFL Textbook: A Linguistic and Content Analysis of My Book of English”	a. The previous research using linguistic analysis and content analysis as a research method, while this research using content analysis only as research method.	a. The researcher and the previous research use textbook as a data analysis and data collection. b. The researcher and the previous research use content analysis as research method. c. The researcher and the previous research use type of culture as variable of the research.
5.	Journal by Sasan Baleghizadeh & Leyu Amiri Shayesteh entitled “A Content Analysis of the Cultural Representations of Three ESL Grammar Textbooks”	a. The previous research using three ESL grammar textbook while this research using just one textbook.	a. The researcher and the previous research use textbook as a data analysis. b. The researcher and the previous research use content analysis as research method.

Previous studies on cultural representation in Indonesian English textbooks reveal consistent patterns of cultural imbalance. A critical research gap exists as no comprehensive cultural content analysis has been conducted on textbooks specifically designed for the Merdeka Curriculum, particularly the “English for Nusantara” series launched in 2022. This curriculum explicitly emphasized local wisdom

integration and cultural balance, yet whether these principles manifest in actual textbook content remains unexplored.

Therefore, this study addresses this gap by analyzing cultural representations in the “English for Nusantara” Grade VII textbook, examining whether curriculum reform has translated into more balanced cultural content. This analysis is novel as it is the first to apply established cultural frameworks with the importance of cultural balance as material in English textbooks, potentially revealing whether Indonesia’s educational reform achieves its stated cultural objective.

B. Theoretical Framework

a. Intercultural Language Teaching and Learning

Intercultural language teaching and learning emphasizes the importance of integrating cultural knowledge and awareness into the process of language education. According to Anthony⁵¹, intercultural language learning involves not only acquiring linguistic competence but also developing intercultural competence, which includes the ability to understand and interpret cultural differences. This approach encourages students to engage in reflection, comparison, and dialogue between their own culture and the cultures embedded in the target language. Intercultural competence is essential in preparing learners to communicate effectively and appropriately in diverse cultural contexts.

⁵¹ Liddicoat, Anthony J., and Anela Scarino. *Intercultural Language Teaching and Learning*. Malden, MA: Wiley-Blackwell, 2013.

In the context of EFL education in Indonesia, intercultural language learning is crucial for equipping students with the skills to interact with people from different cultural backgrounds, fostering mutual respect and understanding. This theoretical lens supports the idea that textbooks should incorporate a variety of cultural perspectives to support holistic language and cultural development.

b. Teaching Reading

Teaching reading in the EFL classroom involves not only helping students to decode words but also developing their ability to comprehend and critically engage with texts. Harmer⁵² states that effective reading instruction should integrate both bottom-up processes (decoding letters and words) and top-down processes (activating background knowledge and predicting content). In an EFL context like Indonesia, teaching reading is essential for developing students' vocabulary, grammar awareness, and cultural understanding.

Grabe and Stoller⁵³ emphasize the importance of extensive and intensive reading strategies. Intensive reading involves detailed understanding of shorter texts, often used for language focus, while extensive reading promotes fluency and enjoyment through longer texts. These strategies are useful in textbook analysis because reading texts in English books are designed not only to test comprehension but also to introduce cultural content and support language learning goals.

⁵² Jeremy Harmer, *How to Teach English* (Essex: Pearson Longman, 2007).

⁵³ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (Harlow: Pearson Education, 2002).

Teaching reading is closely tied to content and context. Teachers must select reading materials that are both linguistically appropriate and culturally relevant. Therefore, the way culture is embedded in reading texts is crucial, as it shapes learners' interpretations and engagement. By examining how textbooks teach reading through cultural content, this study aligns with the theoretical principles of EFL reading pedagogy.

c. The Concept of Textbook

a) Definition of Textbook

Book word comes from the words *Biblio* (Greece), *Bibliotec* (Germany), *Bibliothèque* (France), and *Biblioteka* (Spain/Portugal), which has meaningful references, book. Indonesian Encyclopedias explain the word book in various meanings. Book word has meaning encompassing all writing and pictures that are written and painted on all kinds of papyrus (a type of paper made from grass that comes from the Nile river, which is processed by grinding and functions as a writing tool) sheets, palm leaves, parchment, and paper in various form as like as a roll, perforated and tied or binding in the front and back it uses leather, fabric, cardboard, or wood as a cover.⁵⁴

According to Soeatminah in Wiji Suwarnos' book state that "book is information in the form of sheets of paper that printed, folded, and tied into one on the back and given a cover at the front and last

⁵⁴ Boenjamin Setiawan, Dr., Eduardus Nugroho, Dr., Budi Santoso Tanuwibowo, Ir., dkk, *Ensiklopedia Nasional Indonesia*

pages”.⁵⁵ The statement above according to the Indonesian Encyclopedia and Soeatminah has described a book physically.

United Nations Educational, Scientific, and Cultural Organization (UNESCO) in Puwonos’ book express beliefs about book,

“Books are the main container of information, research as a source civilization and recreation, encourages national development, enrich personal life, maintain mutual respect between nations of different nationalities and culture, and strengthen the desire for peace in the heart of the world for every man and woman as UNESCO hopes”.⁵⁶

From UNESCOs’ statement above, it can be concluded that books are the main tool for humans as a means of information and research for human education.⁵⁷

Books or textbooks are a learning media that used in schools and college to support a teaching program. Textbook also can be a source of information that is helps students in learning activities and achieving the learning goals.⁵⁸ Textbook also play a dominant role in English teaching in Indonesia.

Textbooks have an important role in teaching foreign languages in classrooms; as Richard said that in an effective learning situation,

⁵⁵ Wiji Suwarno, *Perpustakaan & Buku: Wacana Penulisan & Penerbitan*, (Jogyakarta: Ar-Ruzz Media, 2011), 59.

⁵⁶ Puwono, *Pemaknaan Buku Bagi Masyarakat Pembelajar*, (Jakarta: CV, Agung Seto, 2008)

⁵⁷ UIN Banten <https://repository.uinbanten.ac.id/1707/4/BAB%20II.pdf> , 20.

⁵⁸ <https://sc.syekhnurjati.ac.id/esscamhs/BAB214111610015.pdf> , 10.

textbooks are the only source of input provided to the learner and the instructional practice that takes place in the classroom.⁵⁹

b) Criteria of Good Textbook

Cunningsworth highlights the criteria of the good textbook as follows: (1) aims and approach, (2) design and organization, (3) language content, (4) skills, (5) topic, (6) methodology, (7) teacher's book logy, (8) practical consideration. Furthermore, Alamri (2008) elaborated the more detail criteria. He adds other criteria, including language, topics, social and cultural content, flexibility, teachability, and testing.⁶⁰

Tomlinson⁶¹ also recommends that great language instructing materials should have a few qualities;

- 1) The material should make it simpler for understudies to get information.
- 2) The material should help understudies increment their self-assurance.
- 3) The materials should be pertinent and valuable.
- 4) The materials should show the understudy's local language.
- 5) The material should offer understudies the chance to utilize the objective language to accomplish open objectives.

⁵⁹ Sasan Baleghizadeh & Leyli Amiri Shayesteh, *A Content Analysis of The Cultural Representations of Three Grammar Textbooks*, (journal 2020), 4

⁶⁰ Sirajul Munir, Nina Suzanne, Yulnetri, *Developing Criteria of an English Textbook Evaluation for Indonesian Senior High School*, IAIN Batusangkar, Ta'dib Journal, Vol 24 (2), 2021, (July-December).

⁶¹ Tomlinson, 1998.

- 6) The materials ought to consider that understudies have distinctive learning styles.
- 7) The material should consider that understudies have separation full of feeling perspectives.
- 8) The materials should boost the poetical for learning by empowering scholarly, stylish, and enthusiastic contribution that invigorates both ways cerebrum action.
- 9) The material should give a chance to criticise the outcomes.

c) Function of Textbook

Richard (2005) demonstrates eight fundamental roles or functions of textbooks in any curriculum:

- 1) Textbooks create a program with a structure that guides teachers and students through the course.
- 2) Textbooks ensure the possibility for standardized instruction in which all the learners receive similar material and will be assessed for similarity.
- 3) An appropriate and well-developed textbook will improve the quality of learning.
- 4) Textbooks accompanied by other recourses, such as CDs, cassettes, etc., provide a high variation in presenting the material.
- 5) Textbooks efficiently save teachers' time and energy to allocate to teaching rather than material production.

- 6) Textbooks supply teachers and learners with the appropriate sample of the target language.
- 7) Textbooks can also educate inexperienced teachers.
- 8) Textbook usually enjoys a high standard of design and quality in production, resulting in visually appealing material in any program.⁶²

d. Culture

Culture, as broadly defined, is the products of human civilization that includes institutions, ideas, artefacts, and many other cultural aspects, the tangible and the intangible ones.⁶³

The word of culture comes from the Latin language *colere*, which means working the land, managing, and tending the fields. This understanding, which was originally agrarian, was further applied to matters of a spiritual nature, and some interpreted it as a way of life, means certain of life that shows a certain identity in a nation.⁶⁴

According to Cortazzi and Jin⁶⁵, culture is not just about values or traditions, but also about how people understand the world and give

⁶² Alonso & Ponte, 2016; Baker, 2011; Weninger & Kiss, 2013; Sasan Baleghizadeh & Leyli Amiri Shayesteh, *A Content Analysis of The Cultural Representations of Three Grammar Textbooks*, (journal 2020), 4

⁶³ Gisela Elshadien & Mateus Yumarnamto, *Cultural Contents in Two English Textbooks in Indonesia: representations and Sources of Culture*, Jounal 2020, p. 61.

⁶⁴ Faisal Badroen, et.al. 2007: 179, Library documents of Rau Islamic University (UIR)

⁶⁵ Cortazzi and Jin, 1999

meaning to the behavior of others. These assumptions, ideas, and beliefs shape the lens through which we interpret others.⁶⁶

In short, culture is the holistic combination of learned and shared values, beliefs, priorities, and behavioral norms that form the basis for individuals' dealings with all situations that occur in society and life. Its practices that create cohesion in a group and are the core concept within which anthropologists work.

e. The Concept of Culture

The earliest conceptualizations of culture were similar to what is called ethnicity nowadays. However, contemporary cultural understanding includes much more. Culture allows the unification of people and the division between groups. At the same time, it is possible for a culture to be part of many cultures or subcultures at once.⁶⁷

In the previous study, Sihombing & Nguyen has adopted Yuen's conceptualization of culture as it appeared to be comprehensive and practical in analyzing the cultural content of the textbook.⁶⁸

Yuen categorized culture content into four elements: there are;

(1) products, (2) practices, (3) perspectives, and (4) persons. Yuen

⁶⁶ Sari Diana, *CULTURAL CONTENTS IN AN English AS A FOREIGN LANGUAGE (EFL) TEXTBOOK FOR SENIOR HIGH SCHOOL*, *ELT in Focus*, Vol. 4(2) December 2021

⁶⁷ Aimee Bentley-Henson, *Defining And Understanding Culture*, <https://study.com/learn/lesson/concept-of-culture.html#:~:text=Culture%20is%20the%20holistic%20combination,comes%20into%20contact%20with%20another.>, 2021.

⁶⁸ Tahan H. J. Sihombing & Mai Xuan Nhat Chi Nguyen, *Cultural Content of an English Textbook in Indonesia: Text Analysis and Teachers' Attitudes*, *Asian Englishes Journal*, 2022.

highlights the importance of culture in language learning and how the representations of various cultural aspects in language textbooks are unavoidable she said that “In general, learning a language involves leaning different aspects of the culture in which the language is used and sometimes also how other cultures are represented in that particular culture because language depicts culture of its own and other cultures too. ... when learning a language, learners are also exposed to the cultures represented in there materials”.⁶⁹

First is Products. Products are the traditional forms of cultural content. Products refer to tangible and intangible creations of a particular culture. They are artifacts of culture such as food, fashion, works of art like paintings and literature, as well as various forms of entertainment in the society. The second is Practice. Practices refer to patterns of social interaction practices and behaviors that are maintained by the members of a community. They include customs, laws, ways of life, and other aspects of socio-cultural practices such as how the community usually has different ways of greeting, dress codes, artifacts, gestures and other non-verbal communication, and also traditions that are related to holiday celebrations. The third is Perspectives. Perspectives, also known as ‘subjective culture’, can be defined as the philosophical meaning, beliefs, and values underlying cultural practices and products of society. Perspectives are more

⁶⁹ Gisela Elshadien & Mateus Yumarnamto, *Cultural Contents in Two English Textbooks in Indonesia: representations and Sources of Culture*, Jounal 2020, p. 62.

abstract entities referring to the ways people see the world. The concept of gender equality, democracy, capitalism, and many other ideas which can also shape and reshape the world views of a society might be viewed differently among different societies. Finally, the fourth is Persons. Persons, also known as a ‘celebrity culture’, refer to well-known figures of a particular community. Persons also can be a representative of a culture in that the persons are culturally influential and famous and he or she could show a cultural identity representing his or her community.

Based on Cortazzi and Jin, the materials in a textbook culturally are categorized into the source culture, the target culture, and the international culture.⁷⁰

The first culture is the source culture. The source culture materials refer to materials presenting language learners’ own culture which means accommodating learners’ need to talk about their culture with visitors and helping learners to be more aware of their own culture. The second culture is the target culture. The target culture material is refers to materials presenting the culture of English native speakers’ countries such as The United States (USA) and The United Kingdom (UK). The aim of the target culture material is usually to expose users to the cultural context of the target language. The last culture is the international culture. The international culture materials

⁷⁰ 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, 2014, 2 (2), 14-25, p. 16.

refer to materials presenting a wide variety of cultures in countries where English is not used as a first or second language, but as an international language, such as in China and Brazil. The aims of the international culture materials are raising users' intercultural awareness and making users familiar with various socio-cultural contexts.

To sum up, both frameworks were selected to complement each other in achieving the objectives of the study. The researcher chose Cortazzi and Jin's framework for its clear classification of cultural types—source, target, and international—which is suitable for examining the cultural balance in the textbook and provides a reliable reference due to its widespread use in EFL analyses, whereas Yuen's framework was selected to include both surface and deeper cultural aspects, allowing for a more comprehensive evaluation of how meaning is constructed and whether the textbook promotes intercultural understanding and critical thinking.

f. English Textbook

English textbooks are textbooks that are often used as English teaching and learning materials by teachers at both schools and universities. English textbooks are a very important subject to use as learning material considering the large amount of material contained in them that can help students to improve their English skills, such as

grammar, examples of daily activity conversation and even culture in various countries. The researcher's statement is supported by Garinger's⁷¹ words that explain that textbooks can provide a variety of different service objectives for teachers, such as as a core source, a source of material, inspiration in classroom activities, and a curriculum⁷². That's why textbooks, or English textbooks as English learning material, are so important to use.



⁷¹ D Garinger, 2002, Textbook Selection for thw ESL Classroom, *Center for Applied Linguistics Digest*. Retrived from

<https://www.academia.edu/19090994/TextbookselectionfortheESLclassroom>

⁷² Lia Aprilia, Evi Karlina Ambarwati, *AN ANALYSIS OF ENGLISH TEXTBOOKS "MY NEXT WORDS" FOR THE FOURTH GRADE*, Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa Inggris IKIP, June 2023, Vol. 10 No. 1, Page 88

CHAPTER III

RESEARCH METHOD

A. Research Design

Qualitative content analysis was used in this research to analyze cultural representations in English textbooks. As Krippendorff defines it, content analysis is “a research technique used to make replicable and valid inferences from texts to their contexts of use,”⁷³ and it offered a methodical approach to analyzing textual and visual material.

Since the goal of the research was to comprehend the nature and features of cultural content rather than just count its frequency, a qualitative method was used. Qualitative content analysis is well suited to examining the underlying meanings and cultural implications found in instructional materials, as Schreier observes.

The study looked at both obvious material (explicit cultural references) and hidden material (implicit cultural values and perspectives) in the Grade VII textbook "English for the Islands" through document analysis.

The data collection procedure was methodical and based on Krippendorff's content analysis methodology:

1. Preliminary Reading: The full book was read in order to become acquainted with its structure and content arrangement.

⁷³ Krippendorff, 1989, p. 403.

2. Data Identification: All reading texts and related visual content were identified throughout the five chapters. Prioritizing the reading of texts that often include the most cultural information.
3. Data Selection: Texts and their immediately associated images were chosen for analysis. Grammar exercises, listening scripts, and culturally neutral activities were not included.
4. Data Documentation: Selected materials were classified by chapter, page number, and type (reading text or visual material).
5. Initial Coding: The preliminary cultural content of each chosen text and image was identified by labelling them.

The focus on reading passages aligns with previous studies⁷⁴ that identify reading texts as primary carriers of cultural information in language textbooks.

B. Instrument of the Study

The primary data source for this research is the "English for Nusantara SMP/MTs Kelas VII" textbook, published by the Indonesian Ministry of Education and Culture in 2022. The textbook specifications are as follows:

- Authors: Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, Aji Jehan Fellani, Raymon Rahmadhani.
- Publisher: Ministry of Education and Culture, Republic of Indonesia
- Year of Publication: 2022

⁷⁴ Shin et al., 2011; Tajeddin & Pakzadian, 2020

- Total Pages: 249
- Number of Chapters: 5 (thematically organized)
- Components: Learning objectives, listening activities, reading texts, dialogues, visual materials, grammar sections, and skill-based exercises

This textbook was selected based on two criteria: (1) it is the official English textbook for Grade VII under the Merdeka Curriculum, currently used in schools including those in Jimbaran, Bali; and (2) limited research has been conducted on its cultural content, with only two previous studies identified ⁷⁵, neither of which comprehensively analyzed cultural representation using established frameworks.

As the instruments of study, the researcher made two textbook analysis checklists based on types of culture and elements of culture using reading passages and images in the textbook. These two checklists were developed based on two cultural frameworks that exist in the literature. The first framework was Cortazzi and Jin's types of culture (source culture, target culture, and international culture) and also researcher also added Culture neutral contents as the cultural item in the textbook which did not

⁷⁵ Melania Indar Nur Febraningrum, Bambang Suroso, *A Content Analysis of English Textbook "English for Nusantara" for 7 Grade Junior High School in Kurikulum Merdeka*, November 14, 2023 Universitas Muhammadiyah Purwokerto, Proceedings Series on Social Science & Humanities, Volume 13; Verry Handayani, 2023, *A Cultural Content Analysis of "English for Nusantara" Textbook for 7th Grade by The ministry of Education*, IAIN Kudus <http://repository.iainkudus.ac.id/10605/#:~:text=Researchers%20used%20the%20seventh%2Dgrade,%2C%20critical%2C%20and%20creativity>)

referred to any culture, such as scientific explanation, health or news, etc⁷⁶. Tajeddin and Teimournezhad said that they agreed with the proposed idea by the Cortazzi and Jin, then added a fourth aspect named the “culture-free” or culture-neutral aspect. This culture referred to culture elements that did not belong to any particular culture

The second framework was Yuen’s elements of culture (products, practices, perspectives, and persons).

To acquire or obtain the intended research results, the researchers used books that were selected to be studied, and analyzed according to the type of culture and elements of culture. After the researcher analyzed the type of culture and elements of culture from the book that had been selected, the researcher processed the data that has been obtained, interpreted the data and finally prepares a research report.

C. Procedure of Data Collection

The data of the research were collected from reading passages in English textbook *English for Nusantara SMP/MTs Kelas VII* that were used by grade 7 junior high school students in Indonesia, the purpose was to reveal what and how the cultures are represented in the textbook. The data of the research mainly were in the form of reading passages from the English textbook. The reading passages were chosen because they had a

⁷⁶ Tajeddin, Z., & Teimournezhad, S. (2014). *Exploring the hidden agenda in the representation of culture in international and localized ELT textbooks*. The Language Learning Journal, 43(2), 180-193; Ryan Ghassan Albari, Harumi Manik Ayu Yamin, *CULTURAL CONTENT ANALYSIS ON GOVERNMENT-ISSUED ENGLISH LEARNING TEXTBOOKS*, Jurnal Edulingua Vol 7. No.2, Desember 2020

high possibility of containing cultural values.⁷⁷ The data were collected by selecting the reading passages that are available in each unit of the textbook. Illustrations were also analyzed but only if they help describing the contents of the reading passages.

As Klaus Krippendorff has defined content analysis as it “seeks to analyze data within specific content in view of the meanings someone (a group of culture) attributes to them. Krippendorff said that the key procedures to approach the content analysis involve; defining the research question. In this research, the researcher defined the research question as: *What type of cultures that are represented in the textbook?* and *What elements of culture that are represented in the textbook?* Secondly, selecting relevant data means choosing the relevant data such as text, images, or other material that were analyzed in the book. Third, identifying units of analysis which are in this research, the unit of analysis used by the researcher is an english textbook called *Eglish for Nusantara SMP/MTs Kelas VII*. Fourth, developing a coding scheme with precise rules, in this research researcher used keywords and phrases that had been defined before, such as type of cultures and elements of cultures. Fifth, coding the data with reliability checks. Sixth, analyzing the coded data and last, interpreting the results with consideration for context and potential biases as an effort to avoid wrong conclusions and misinterpretation.⁷⁸

⁷⁷ Adaskou, Britten, & Fahsi, 1990

⁷⁸ Amy Luo, *Content Analysis | Guide, Methods & Examples*. Scribbr, 2023, June 22.
<https://www.scribbr.com/methodology/content-analysis/>

Data analysis was divided into two main steps. First, in order to reveal what cultures were represented in the textbook, the contents in the reading passages were categorized as the source culture, the target culture, the international culture, or culture neutral.⁷⁹ The source culture refers to Indonesian culture. The target culture refers to British, American, Canadian, etc. or the cultures belonging to Inner Circle countries.⁸⁰ The international culture refers to cultures which do not belong to the source culture and target culture. Culture neutral contents are contents in the textbook which do not refer to any culture, such as scientific explanation.

Then, in order to reveal how the cultures are represented in the textbook, the cultural contents found in the reading passages were categorized into products, practices, perspectives and persons.⁸¹

D. Technique of Data Analysis

In this research, the researcher used the data analysis framework from Cortazzi and Jin to identify the types of culture in the textbook and the data analysis framework from Yuen to identify the four aspects of elements of culture. The procedures of content analysis of the textbook, in this research were adapted from the Krippendof data analysis technique.

The data analysis procedure included six methodical steps:

1. Unitizing: Each reading passage and visual material was handled as a separate unit of analysis.

⁷⁹ Cortazzi & Jin, 1999

⁸⁰ Kachru, 1992

⁸¹ Yuen, 2011

2. First-level Coding: Based on specific mentions of nations, nationalities, or cultural environments, units were coded for cultural type (source, target, international, or culture neutral).
3. Second-Level Coding: The cultural components of each unit were identified and classified as items, practices, viewpoints, or people.
4. Documentation: The analysis matrix recorded the results, and representative examples were highlighted for qualitative discussion.
5. Verification: 20% of the data was recoded after a two-week break to guarantee reliability, which resulted in an intra-rater reliability of 87%.
6. Interpretation: Patterns in cultural representation were found, with a focus on distributional balance and adherence to the goals of the Merdeka Curriculum.⁸²

E. Trustworthiness

To ensure research quality, several measures were implemented:

1. Credibility: Use of established theoretical frameworks and detailed examples from the textbook.
2. Dependability: Clear documentation of analysis procedures and decision-making processes.
3. Confirmability: Maintenance of an audit trail including coding sheets and analysis notes.

⁸² Siska Atsalia Fadila *ANALISIS KEMAMPUAN MENULIS CERITA PENDEK BERDASARKAN UNSUR INTRISTIK PADA SISWA SEKOLAH DASAR* Universitas Pendidikan Indonesia 2020
https://repository.upi.edu/57169/4/S_PGSD_1606650_Chapter3.pdf ; Cohen, Manion, Morrinson, 2007.

4. Transferability: Comprehensive description of context and methodology to enable replication.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of this study are based on a comprehensive content analysis of the English textbook *English for Nusantara Grade VII Junior High School*, published by the Indonesian Ministry of Education and Culture in 2022. The analysis focused on two primary dimensions: (1) The types of culture represented in the textbook, classified into source culture (Indonesian culture), target culture (native English-speaking cultures), and international culture following Cortazzi and Jin's framework, and (2) The elements of culture, namely products, practices, perspectives and persons, following Yuen's framework.

Table 1 | The Types of Cultures in reading text of English for Nusantara SMP/MTs Grade VII

Chapter	The Source Culture	The Target Culture	The International Culture
Chapter 1	Daily life activity of people in Indonesia	Addressing someone as Mr. , Mrs. , or Miss that used in formal situation in countries that used English as their first language. ⁸³	Parkour is a sport from France. Parkour is an activity which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. ⁸⁴

⁸³ Ika Lestari Damayanti, etc, 2022, *English for Nusantara SMP/MTs Kelas VII*, pg 17

⁸⁴ Ibid, pg 32

Chapter	The Source Culture	The Target Culture	The International Culture
		<p>Stone skipping is a sport that popular in some areas, especially in countries such as Scotland, Wales, and the United States.</p> <p>Basketball was created in the United States, precisely in Springfield, Massachusetts. The originator was Dr. James Naismith, a physical education teacher at the YMCA (Young Men's Christian Association). He created this game in 1891.⁸⁵</p>	<p>Badminton originates from India, specifically from the city of Pune with the original name Poona, although the name "badminton" comes from the name of a house in England.⁸⁶</p> <p>The first mobile game appeared in Japan in 1999 through the i-mode platform developed by NTT Docomo.⁸⁷</p>
Chapter 2	<p>Daily life activity of people in Indonesia.</p> <p>Banana fritters are known as a very popular traditional food and have been part of Indonesian culinary culture for centuries.</p> <p>Fried rice, rujak, pecel,</p>	<p>People in Great Britain usually have a tea time in the afternoon and usually served it with sweet and savory snacks. Meanwhile for people in Turkey they start their day with a cup of a tea and drinking throughout the day.</p>	<p>Tea is served as welcome food when visiting Turkish household.</p>

⁸⁵ Tempo <https://www.tempo.co/olahraga/sejarah-permainan-bola-basket-perkembangan-dan-aturannya-1177420>

⁸⁶ Britannica <https://www-britannica-com.translate.goog/sports/badminton>

⁸⁷ Wikipedia https://en-m-wikipedia-org.translate.goog/wiki/History_of_mobile_games?_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=sge#:~:text=Pada%20tahun%201999%2C%20NTT%20Docomo,mengumumkan%20simulasi%20kencannya%20Tokimeki%20Memorial%20

Chapter	The Source Culture	The Target Culture	The International Culture
Chapter 3	<p>Daily life activity of people in Indonesia</p> <p>Traditional house like Bolon in North Sumatra, Joglo in Central Java, Gadang in West Sumatra, Bale in Sakenem, Bali, and many more.</p> <p>In most Asian countries, people remove their shoes as a sign of respect and for cleanliness.</p>	<p>In countries especially with cool temperatures, they wear slippers or house shoes indoors.</p> <p>In countries especially with cool temperatures, they wear slippers or house shoes indoors.</p>	<p>In most Asian countries, people remove their shoes as a sign of respect and for cleanliness.</p> <p>In countries especially with cool temperatures, they wear slippers or house shoes indoors.</p>
Chapter 4	<p>Daily life activity of people in Indonesia.</p>		
Chapter 5	<p>Daily life activity of people in Indonesia.</p> <p>Pencak silat is an indigenous culture of Indonesia.</p>	<p>Basketball was created in the United States, precisely in Springfield, Massachusetts. The originator was Dr. James Naismith, a physical education teacher at the YMCA (Young Men's Christian Association). He created this game in 1891</p>	<p>The oldest school in the world is in Chengdu, China</p>

Table 2 / The Elements of Culture in reading text of English for Nusantara SMP/MTs Grade VII

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
Chapter 1 – Unit 1	Section 2	Did You Know		Laws: Addressing someone as Mr. , Mrs. , or Miss that used in formal situation in countries that used English as their first language.		
Chapter 1 – Unit 2	Section 3	Did You Know	No illustration Sports: stone skipping, parkour.			
	Section 4	No illustration Read the text about people's hobbies	Products: fishing rod, fishing net, bucket, novel, smart phone, internet, racket, shuttlecock Sports: Badminton, mobile games Places: a court for playing badminton	Practice: Fishing, doing mobile games with friend, playing badminton. Activity: Reading novel.	World view: Fishing can relief stress	Common people, Jonathan Crhistie (Indonesian badminton player)
		Accompanying illustration				

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
	Section 5	Hobbies	Product: Novel, smart phone, internet, racket, shuttlecock.	Practice: Doing mobile games with friend, playing badminton.		Common people, Jonathan Crhistie (Indonesia n badminton player)
		Accompanyi ng illustration	Sport: Badminton, Mobile games	Activity: Reading novel.		
	Section 6	Pak Edo's Hobby	Places: a court for playing badminton	Product: Bicycle, helmet, shirt, shoes, shirt.	Practice: reading bicycle	World view: Cycling can make the body healthier, increase immune cell activity and does not cause pollution.
		No Illustration	Food: A bottle of water	Place: Park.		
Chapter 1 – Unit 3	Section 3	Galang and friends	Product: Jacket, hijab, glasses, crutch	Activities: Playing badminton, playing basketball, playing soccer	World view: Doing sport can make mental and physical health better	Common people
			Sport: Badminton, basketball.			

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
		Accompanying illustration	Product: Vase, jacket, hijab, glasses.	Daily life: Reading novel, sewing Doing pose regarding to take a picture		Common people
	Section 4	Made. The basketball player	Product: Cap, crutch, wheelchair Sport: Basketball		World view: doing sports can make mental and physical health better	Common people
		Accompanying illustration	Product: Wheelchair, basket ball	Activity: Using wheelchair while dribbling a basket ball		Common people
Chapter 2 – Unit 1	Section 2	Monita and Galang Re talking about their favorite food and drinks	Food: Banana fritter, fried rice, a bottle of sweet tea			Common people
		Accompanying illustration	Food: Banana fritter, fried rice, a bottle of sweet tea			Common people
Chapter 2 – Unit 2	Section 2	Galang's favorite snack	Product: Oil Food: Banana fritters, sprinkles,	Activity: Making banana fritters Phrase: Finger-licking	World view: Finger-licking is an English phrase that has meaning	

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
			Gratted cheese, palm sugar		that the food is so delicious that can make someone licking their finger after eat the food	
	Section 3	No illustration Reading the illustration	Product: A paper with shopping list, a picture of a brownie			Common people
	Section 4	Mind map	Food: Pecel, rujak, peanut sauce, boiled vegetables, sliced fruits			
Did You Know		Accompanying illustration Tea Time	Food: Pecel, rujak Food: Tea	Culture custom: People in Great Britain usually have a tea time in the afternoon and usually served it with sweet and savory snacks. Meanwhile for people in Turkey they start their day with a cup of a tea and drinking throughout the day.	World view: Tea is the drink for any emotional situation. Tea is served as welcome food when visiting Turkish household.	

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
Chapter 2 – Unit 3		Accompanying illustration	Food: Tea			
	Section 3	Reading the illustration	Product: Utensils, a packet of instant bubur			Common people
	Section 4	Read the text on the illustration	Product: A paper with a traditional fried rice recipe			
Chapter 3 – Unit 1	Did You Know	Reading text	Product: Traditional house like Bolon in North Sumatra, Joglo in Central Java, Gadang in West Sumatra, Bale in Sakenem, Bali, and many more.		World view: There's still a lot of traditional houses in Indonesia	
Chapter 3 – Unit 2	Section 2	No illustration Let's Clean Up		Practice: Cleaning the house		Common people
		Accompanying illustration	Product: Mop, duster	Practice: Cleaning the house		Common people
	Section 4	Making Sticker Signs	Art: Paintings Product: Label or sticker	Practice: Making stickers	Idea: Making sticker and put in on every part of house so it can be a reminder about what to	Common people

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
Chapter 3 – Unit 3					do to keep the house neat and clean.	
		Accompanying illustration	Product: Label or sticker			Common people
	Did You Know	No Shoes in the House	Product: Shoes	Culture custom: In most Asian countries, people remove their shoes as a sign of respect and for cleanliness.	World view: In countries especially with cool temperatures, they wear slippers or house shoes indoors.	
	Section 2	Accompanying illustration Tips to Separate Rubbish	Product: A sign Product: Organic rubbish, non-organic rubbish	Activity: Separating rubbish into organic and non-organic rubbish	World view: Separating rubbish is useful in maintaining environmental cleanliness, improving public health, and facilitating waste management.	
	Enrichment	Accompanying illustration Tips to Separate Recycling Items No illustration	Product: Bin Product: Rubbish, bin	Practice: Separating recycling items		

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
Chapter 4 – Unit 1	Section 5	My Class Schedule	Place: School	Daily life: Activities at school	Idea: Having a class schedule at school can make activities easier to do	
		Accompanying illustration				Common people, student
	Did You Know	Reading text	Place: Indonesia	Practice: At Indonesian school, the students learn local languages besides Indonesian languages and English.	World view: Indonesian people can speak more than one language including their mother tongue and Bahasa Indonesia	
		Accompanying illustration				Common people wearing traditional dress
Chapter 4 – Unit 2	Section 2	Ibu Ayu's Online Class	Product: Video conferencing application	Academic activity: Teacher using video conferencing application to talk, explained the materials, and do discussions with students virtually	Idea: Using video conferencing application make teaching activity easier to do	Common people, teacher and students
		No illustration				

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
Chapter 4 – Unit 3	Did You Know	Netiquette	Product: Netiquette	Practice: Netiquette is Network Etiquette that related to anything that we can do or don't do in online interaction.		
	Section 6	No illustration Reading the illustration	Product: Infographic	Academic writing: Make an infographic as the learning tips		
	Section 2	Accompanying illustration My Study Habit	Place: corner of the bedroom	Activity: Studying in the corner of the bedroom	Idea: Studying in the corner of the bedroom makes the study atmosphere calmer and more focused	Common person
	Section 3	Accompanying illustration Andre, my study buddy	Literature: Making a study goal and a study plan		Idea: make a study plan so the learning activities are more organized	Common person Common person
		Accompanying illustration				Common person

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
Chapter 5 – Unit 1	Section 5	Did You Know	Place: The oldest school in the world is in Chengdu, China			
Chapter 5 – Unit 2	Section 5	SMP Merdeka Basketball Club	Place: School yard Sport: Basketball	Activity: Practice basketball for tournament		
	Section 6	No illustration Pipit Likes Pencak Silat	Sport: Pencak silat		World view: Martial art can help protect yourself from danger	
Chapter 5 – Unit 3	Section 2	No illustration School Festival at SMP Merdeka	Place: School Product: Festival, art exhibitions (paintings, statues, and crafts), competition (sports and arts)		World view: Festival is a lively event or activity that celebrated by a community, whether to commemorate an important event, or as a form of entertainment and cultural celebration.	
		No illustration				

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
	Section 3	My Classroom	Place: Classroom Product: tables, chairs, desk, blackboard	Academic activity: Doing academic activity in the classroom		
		No illustration				

Table 3 / The Frequency of Cultural Contents that Represented in the “English for Nusantara” Textbook.

Category of Culture	P1 (Product)	P2 (Practices)	P2 (Perspectives)	P2 (Persons)	Total
The Source Culture	36	23	8	7	74 (73.27%)
The Target Culture	4	3	1	0	8 (7.92%)
The International Culture	4	1	1	0	6 (5.94%)
The Culture-neutral	6	1	6	0	13 (12.87%)
Total	50 (49.50%)	28 (27.71%)	16 (16.84%)	7 (6.93%)	101 (100%)

1. Types of culture

The analysis revealed that all three types of culture based on Cortazzi and Jin’s frameworks are represented in the textbook alongside culture-neutral content. The representation was found to be uneven:

- **Source Culture** (Indonesian) was the most dominant, accounting for 63.45% of the total cultural content. This includes depictions of Indonesian daily life, traditional food such as banana fritters and pecel,

cultural practices such as pencak silat, and architectural heritage such as Joglo, Bolon, and Gadang houses. This high percentage indicates that the textbook places a strong emphasis on promoting national identity and familiar cultural references for Indonesian students. While this supports cultural relevance and relatability, it may limit students' exposure to diverse global or English-speaking cultures.

- **Target Culture**, representing English-speaking countries (e.g., the US and the UK), comprised only 8.65% of the content. Examples include references to tea culture in Britain and the origins of Basketball in the US. This relatively low percentage suggests that the textbook provides limited insight into the everyday life, values, or traditions of native English-speaking societies, which could restrict learners' understanding of authentic language use in its original cultural context.
- **International Culture** (e.g., China, Japan, Turkey, France, India) was present in 6.71% of the content, primarily in references to food, sports, or educational traditions. This indicates a modest effort to introduce students to global diversity beyond both their own and native English cultures. However, its limited proportion may not be sufficient to develop broad intercultural awareness.
- **Culture-neutral content**, which does not refer to any particular culture⁸⁸, made up 20.19% of the material. These included general practices such

⁸⁸ Tajeddin, Z., & Teimournezhad, S. (2014). *Exploring the hidden agenda in the representation of culture in international and localized ELT textbooks*. The Language Learning Journal, 43(2), 180-193; Ryan Ghassan Albari, Harumi Manik Ayu Yamin, *CULTURAL CONTENT ANALYSIS ON*

as study habits or environmental cleanliness or health that are not culturally specific. The inclusion of culture-neutral content suggests a focus on universal themes that are accessible to learners regardless of cultural background. However, excessive use of such content may reduce opportunities for meaningful intercultural comparison.

2. Elements of culture

In terms of cultural elements based on Yuen's frameworks:

- **Products** were the most frequently represented element, accounting for 49.50%. These included food, clothing, tools, sports equipment, and places. This indicates that the textbook emphasized tangible and easily recognizable cultural elements, which are often more straightforward for learners to identify and understand. However, overreliance on products may limit the deeper exploration of cultural values or beliefs.
- **Practices** constituted 27.71%, covering customs, daily routines, sports, and academic habits. This suggests that the textbook offers some insight into how people behave within cultural contexts, which is essential for developing functional and pragmatic cultural understanding.
- **Perspectives** represented 16.84% of the data, reflecting cultural values such as health consciousness, environmental awareness, and hospitality. Although this proportion is lower, it reflects an effort to expose learners to the underlying beliefs and worldviews that shape cultural practices—an important step toward developing intercultural competence.

- **Persons**, which refer to culturally significant or representative individuals, were the least represented at 6.93%. most references were to local public figures or common people rather than international icons. The minimal representation of persons suggests a lack of personal or human connection to cultural narratives. Including more figures from various cultural backgrounds—both local and international—could enhance students’ understanding of cultural identity through real-life role models.

B. Discussions

The findings suggest that the textbook *English for Nusantara* demonstrates a clear predominance of Indonesian (source) culture. This aligns with the Merdeka Curriculum’s emphasis on integrating local values and wisdom into educational materials. The strong representation of source culture provides familiarity and reliability for Indonesian learners, facilitating language acquisition by anchoring new concepts within known cultural contexts. As Cortazzi and Jin⁸⁹ stated, it can help learners understand the foreign language through a familiar lens, making it easier to process new linguistic information while affirming their cultural identity.

However, the significantly lower presence of target and international cultures presents both pedagogical and intercultural challenges. Given that English is a global language, limited exposure to

⁸⁹ Cortazzi and Jin, 1999

the cultural contexts in which it is naturally used may hinder learners' development of intercultural communicative competence. As Byram⁹⁰ and Cortazzi & Jin argue, language learning is inherently cultural, and understanding the cultural context of language use is crucial to meaningful communication. Byram⁹¹ emphasizes that learners should develop not only linguistic but also intercultural competence, which includes attitudes of openness, knowledge of cultural practices, and skills to interpret and relate across cultures.

Furthermore, the dominance of **products** over other cultural elements implies a focus on surface-level aspects of culture. While tangible cultural artefacts (such as food and clothing) are important, deeper cultural components, particularly **perspectives** and **persons**, are essential for developing global citizenship, empathy, and critical thinking. The underrepresentation of cultural **perspectives** suggests a missed opportunity to foster learners' understanding of values, ideologies, and worldviews embedded in various cultures. Moran⁹² distinguishes between surface culture, such as products and deep culture, such as perspectives and values. Overemphasizing surface elements may prevent students from fully engaging with the meaning behind cultural behaviors. Yuen⁹³ also notes that many textbooks underrepresent personal dimensions of culture,

⁹⁰ Byram, 1997

⁹¹ Ibid.

⁹² Moran, P, 2001, Teaching Culture

⁹³ Yuen, 2011

such as real individuals, which can limit students' emotional connection to the content and reduce cultural relatability.

The limited presence of **target culture** content could also reflect an intention to reduce Western cultural dominance, a concern raised in previous studies such as Ihsan's and Hermawan & Noerkhasanah's. Ihsan⁹⁴ criticized English textbooks that overly highlight Western lifestyles, arguing they may unintentionally promote cultural dependence. Similarly, Hermawan & Noerkhasanah⁹⁵ warned against the marginalization of local wisdom due to disproportionate exposure to target culture.

Nevertheless, this well-intentioned cultural resistance should not lead to isolation. A balanced approach, such as integrating source, target, and international cultural content, would effectively promote both language proficiency and intercultural sensitivity. Cortazzi and Jin⁹⁶ support this idea, proposing a balance of source, target, and international cultures to develop learners' global understanding while maintaining local identity.

Regarding pedagogical implications, the current cultural representation supports a nationalistic perspective aligned with Merdeka Curriculum values but may limit the learners' exposure to diverse worldviews. Textbook developers and policymakers should consider

⁹⁴ Ihsan Nur Iman, *Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java*

⁹⁵ Hermawan & Noerkhasanah, 2012

⁹⁶ Cortazzi and Jin, 1999

enhancing cultural content's diversity and depth to meet both national identity and global competence goals. This is in line with the current push in global education to foster intercultural communicative competence (ICC), which combines language skills with critical cultural awareness, as recommended by Byram⁹⁷.



⁹⁷ Byram, 1997

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study examined the cultural representations embedded in the English textbook *English for Nusantara Grade VII Junior High School*, published by the Indonesian Ministry of Education and Culture in alignment with the Merdeka Curriculum. Utilizing the frameworks of Cortazzi and Jin for cultural types and Yuen for cultural elements, the study identified the frequency and nature of cultural content in both textual and visual components of the textbook.

The findings indicate a clear predominance of **source culture** (Indonesian), which accounted for more than half of the cultural content. While this reflects the curriculum's emphasis on local identity and relevance, it raises concerns about the limited representation of **target culture** (English-speaking countries) and **international culture** (non-native English-speaking countries). These cultural types were significantly underrepresented, limiting students' opportunities to develop intercultural awareness and global competence.

In terms of cultural elements, the textbook overwhelmingly featured **products** such as food, traditional clothing, and objects, while **practices, perspectives, and persons** received less attention. This suggests that cultural representation in the textbook remains surface-

level and does not sufficiently address deeper cultural meanings or promote critical engagement with diverse worldviews.

In conclusion, while *English for Nusantara* successfully reflects Indonesian culture and supports national educational goals, it lacks the cultural diversity and depth necessary for preparing students to engage in global communication. A more balanced and comprehensive approach to cultural representation is needed to align with the broader goals of English language education and 21st-century competencies.

B. Suggestions

Based on the findings and analysis, the researcher offers the following suggestions:

1. For Textbook writers and Publishers:

Textbook developers should strive for greater **cultural balance** by incorporating a more equitable distribution of source, target, and international cultural content. Additionally, deeper cultural elements, such as values, beliefs, and culturally significant individuals, should be included to enhance learners' intercultural understanding.

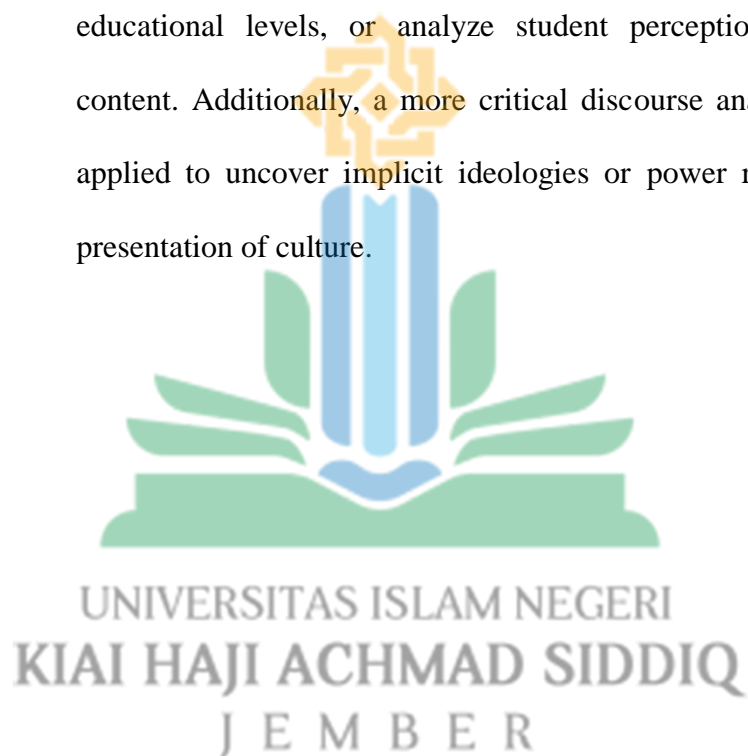
2. For English Teachers:

Teachers are encouraged to **complement the textbook** with additional materials that introduce diverse cultural perspectives. This can help fill the gaps in representation and foster critical cultural awareness among students. Teachers should also facilitate

discussions that go beyond surface-level cultural knowledge and engage students in exploring cultural similarities, differences, and values.

3. For future researchers:

Further research can explore cultural representation in other textbooks under the Merdeka Curriculum, compare across educational levels, or analyze student perceptions of cultural content. Additionally, a more critical discourse analysis could be applied to uncover implicit ideologies or power relations in the presentation of culture.



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Appendices 1

DECLARATION OF AUTHENTICITY

The undersigned below:

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Stated that the thesis untitled “A Content Analysis of the Cultural Representations in the English Textbook “English for Nusantara” Grade VII Junior High School in Indonesia” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 11th of June 2025

Author



Churotul Maknunah

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Appendices 2

A CONTENT ANALYSIS OF THE CULTURAL REPRESENTATIONS IN THE ENGLISH TEXTBOOK “ENGLISH FOR NUSANTARA” GRADE VII JUNIOR HIGH SCHOOL IN INDONESIA

TITTLE	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM
A Content Analysis of The Cultural Representations of an English Textbook in Indonesia	1. Type of culture	1. The Source Culture 2. The Target Culture 3. The International Culture	An English textbook (English For Nusantara)	1. Research method: Content Analysis (textbook analysis) 2. Data collection method: Textbook analysis	1. What culture the textbook represents? 2. How the cultures are represented in the textbook?
	2. Elements of culture	1. Products 2. Practices 3. Perspectives 4. Persons		3. Data analysis techniques using textbook analysis.	

Appendices 3

Table 1 / The Type of Culture in English for Nusantara SMP/MTs Kelas VII

Chapter	Unit	The Source Culture	The Target Culture	The International Culture
Chapter 1	Unit 1. Galang from Kalimantan			
	Unit 2. I Love Fishing			
	Unit 3. My Friends and I			
Chapter 2	Unit 1. My Favorite Food			
	Unit 2. My Favorite Snack			
	Unit 3. A Secret Recipe			
Chapter 3	Unit 1. My House			
	Unit 2. My House Chores			
	Unit 3. Let's Clean Up!			
Chapter 4	Unit 1. My Class Schedule			
	Unit 2. My Online Class			
	Unit 3. My Study Habits			
Chapter 5	Unit 1. School Buildings			
	Unit 2. Extracurricular Activities			
	Unit 3. School Festival			

Table 2 / The Elements of Culture in reading text of English for Nusantara SMP/MTs Kelas VII

Chapter – Unit	Section	Reading Text	Product	Practice	Perspective	Person
Chapter 1 – Unit 2	Section 4	Read the text about people's hobbies				
		Accompanying illustration				
	Section 5	Hobbies				
		Accompanying illustration				
	Section 6	Pak Edo's Hobby				
		No Illustration				
Chapter 1 – Unit 3	Section 3	Galang and friends				
		Accompanying illustration				
	Section 4	Made. The basketball player				
		Accompanying illustration				
Chapter 2 – Unit 1	Section 2	Monita and Galang Re talking about their favorite food and drinks				
		Accompanying illustration				
Chapter 2 – Unit 2	Section 2	Galang's favorite snack				
		No illustration				
	Section 3	Reading the illustration				
		Accompanying illustration				
	Section	Mind map				

	4	Accompanying illustration				
	Did You Know	Tea Time				
		Accompanying illustration				
Chapter 2 – Unit 3	Section 3	Reading the illustration				
		Accompanying illustration				
	Section 4	Read the text				
		Accompanying illustration				
Chapter 3 – Unit 1	Did You Know	Reading text				
		No illustration				
Chapter 3 – Unit 2	Section 2	Let's Clean Up				
		Accompanying illustration				
	Section 4	Making Sticker Signs				
		Accompanying illustration				
	Did You Know	No Shoes in the House				
		Accompanying illustration				
Chapter 3 – Unit 3	Section 2	Tips to Separate Rubbish				
		Accompanying illustration				
	Enrichment	Tips to Separate Recycling Items				
		No illustration				
Chapter 4 – Unit 1	Section 5	My Class Schedule				
		Accompanying illustration				
	Did	Reading text				

	You Know	Accompanying illustration				
Chapter 4 – Unit 2	Section 2	Ibu Ayu's Online Class				
		No illustration				
	Did You Know	Netiquette				
		No illustration				
	Section 3	Read an online chat between Pipit and Monita				
		Accompanying illustration				
	Section 6	Reading the illustration				
		Accompanying illustration				
Chapter 4 – Unit 3	Section 2	My Study Habit				
		Accompanying illustration				
	Section 3	Andre, my study buddy				
		Accompanying illustration				
Chapter 5 – Unit 2	Section 5	SMP Merdeka Basketball Club				
		No illustration				
	Section 6	Pipit Likes Pencak Silat				
		No illustration				
Chapter 5 – Unit 3	Section 2	School Festival at SMP Merdeka				
		No illustration				
	Section 3	My Classroom				
		No illustration				

Table 3 | The Frequency of Cultural Contents that Represented in the “English for Nusantara” Textbook.

Category of Culture	P1 (Product)	P2 (Practices)	P2 (Perspectives)	P2 (Persons)	Total
The Source Culture					
The Target Culture					
The International Culture					
The Culture-neutral					
Total					



Appendices 4

JURNAL JADWAL PENELITIAN

No.	Hari dan Tanggal	Kegiatan	Keterangan	TTD
1	09 Desember 2024	Penelitian Kepustakaan		
2	11 Desember 2024	Membaca dan meneliti buku yang hendak diteliti		
3	02 Februari 2025	Memulai penulisan penelitian		
4	18 Mei 2025	Menyelesaikan penelitian		

Mengetahui,
Dosen Pembimbing



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Appendices 5

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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

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Telah lulus cek Similarity dengan menggunakan aplikasi Drillbit UIN KHAS Jember dengan skor pengecekan BAB I-V sebesar 13,4%, dengan rincian sebagai berikut.

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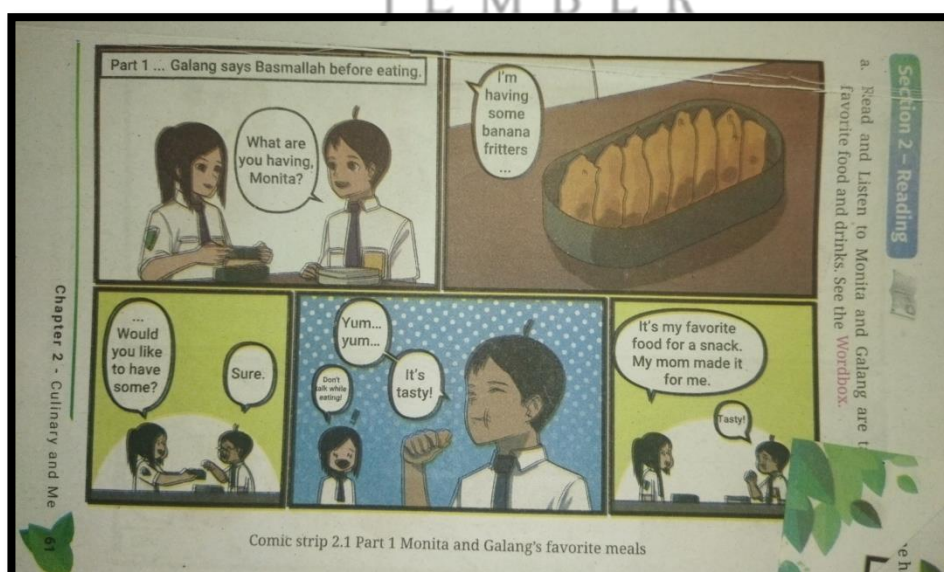
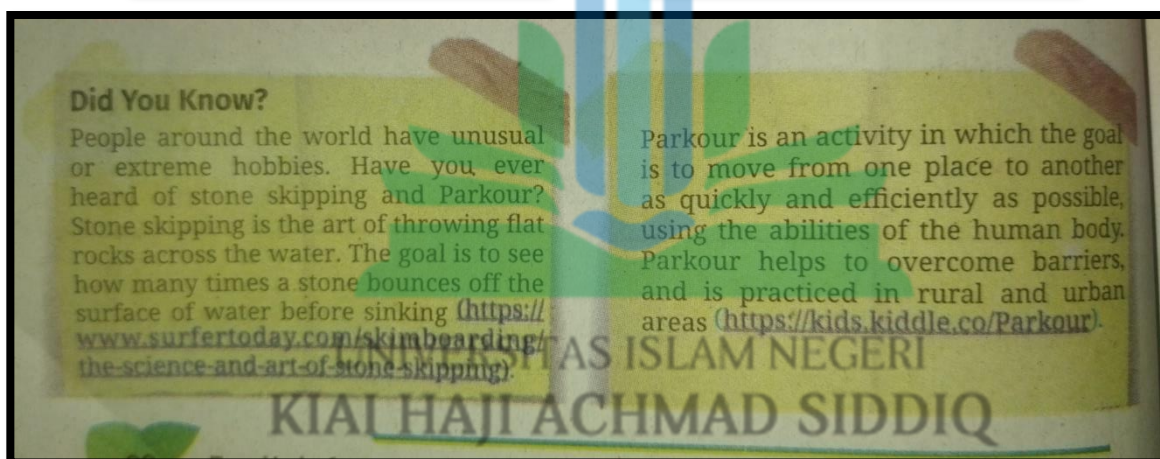
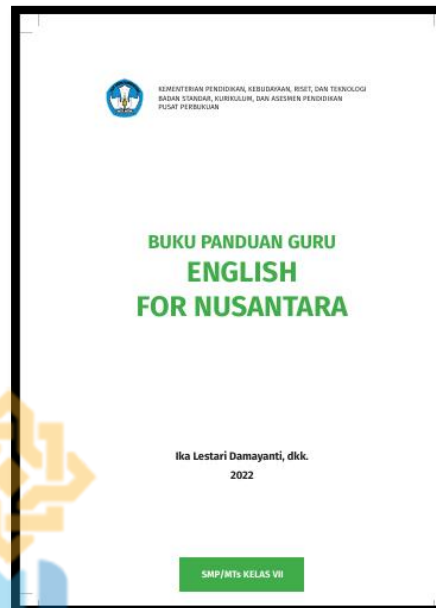
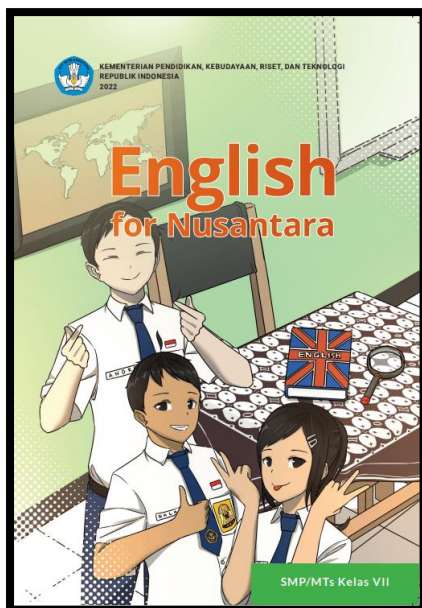
Jember, 20 Mei 2025
Penanggung Jawab Cek Plagiasi
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Appendices 6 / Reading text and Pictures



Section 6 - Your Turn: Reading

a. Read the text about Pak Edo's Hobby. See the **Words**.

Pak Edo's Hobby

Pak Edo's hobby is cycling. He goes cycling every morning. He always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.

b. Answer the questions on Worksheet 1.19 based on the texts.

Worksheet 1.19

Enrichment: Miming and Guessing a Hobby

Handwritten notes on pink paper:

- Person: unknown
- Product: cycle, helmet, t-shirt, shorts, shoes, a bottle of water, park
- Perspective: cycling can make healthy body, make immune cells more active, cycling good for the environment and minimum release pollution
- Practice: reading bicycle

Questions on blue paper:


- Where does he go for cycling?
- What does he do on weekends? What does he do on weekends?
- Why is cycling useful for health and the environment?
- When does he go cycling?

Section 4 - Reading

a. Read a text about Made, the Basketball Player.

Handwritten notes on pink paper:

- Person: unknown
- Product: cap, catch
- Sports: Basketball
- Practice: =
- Perspective: x



Picture 1.4 Made

Made the Basketball Player

Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.

Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called **Kalimantan Wheelchair Basketball**. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.


Chapter 1 - About Me

Did You Know?

Tea Time


Every country has a tea culture. It's more than just a beverage. It's all about culture and the people.

In **Great Britain**, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In **Turkey**, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meeting with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.



KIAI HAJI ACHMAD SIDDIQ

Worksheet 4.10



Did You Know?

There are a total number of 17,508 islands in Indonesia and the people speak different languages. There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English. Students from **South Kalimantan**, for example, learn Bahasa Banjar at primary school as a local content subject. What local language do you learn at school?

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