

**LOCAL VS GLOBAL CULTURE: A 3P FRAMEWORK
ANALYSIS OF CULTURAL CONTENT IN ENGLISH
TEXTBOOK FOR 12th GRADE IN INDONESIA**

THESIS



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JULY 2025**

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Submitted of the State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements for the degree of Bachelor's Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
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THESIS


It has been examined and approved by the board of examiners in fulfillment of the requirements for the bachelor's degree of education (S.Pd) at the Faculty of Tarbiyah and Teacher Training English Education Department.

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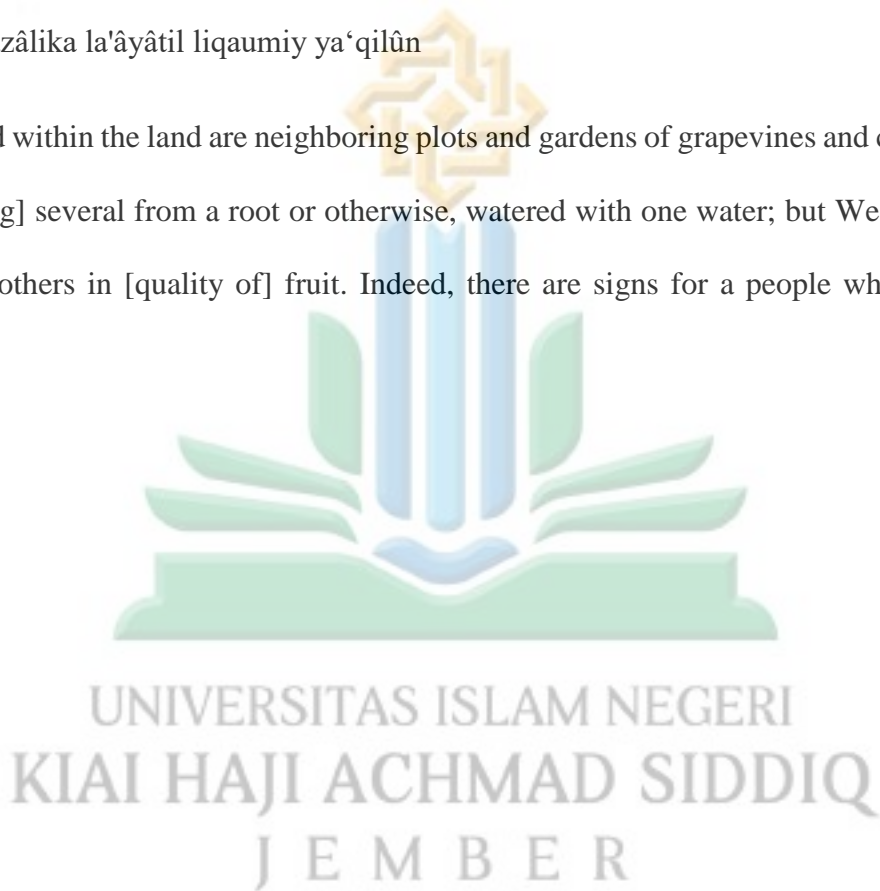

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MOTTO

وَفِي الْأَرْضِ قِطْعٌ مُتَجَاوِرَاتٌ وَجَنَّاتٌ مِّنْ أَعْنَابٍ وَزُرْعٌ وَنَخِيلٌ صِنْوَانٌ وَغَيْرُ صِنْوَانٍ يُسْقَى بِمَاءٍ
وَاحِدٍ وَنُفَضِّلُ بَعْضَهَا عَلَى بَعْضٍ فِي الْأَكْلِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَعْقِلُونَ

Wa fil-ardli qitha‘um mutajâwirâtuw wa jannâtum min a‘nâbiw wa zar‘uw wa nakhîlun
shinwânuw wa ghairu shinwâniy yusqâ bimâ’iw wâhidiw wa nufadldlilu ba‘dlaḥâ ‘alâ ba‘dlin fil-
ukul, inna fî dzâlika la’âyâtil liqaumiy ya‘qilûn

Meaning: And within the land are neighboring plots and gardens of grapevines and crops and palm
trees, [growing] several from a root or otherwise, watered with one water; but We make some of
them exceed others in [quality of] fruit. Indeed, there are signs for a people who reason. (Ar-
Rad/13:4h)*



* “Surah Raad Ayat 4 Tafsir Ibn Kathir | And within the Land Are Neighboring Plots,” accessed May 25, 2025, <https://surahquran.com/tafsir-english-aya-4-sora-13.html>.

DEDICATION

I respectfully dedicate this thesis to the following:

1. My beloved parents, my father, Nur Salim Kadir, and my mother, Almh.

Mimin Kholifatim, have always supported me in writing this thesis. To my dear mother, who always provides support in the form of scolding, sometimes also a wise motivational word or joke to dilute my stressed mind, and to my father, who always provides support in the form of financial, works very hard and always convinces me to be able to finish college, I thank you as much as possible, and I am very grateful to be born as a child of the two of you who has raised and Giving Love Abundantly.

2. To my dear brothers, Nur Laily Aulya Ayuning Grahita, Muhammad Ja'far Shodiq, and Mohammad Khoiron Thoifur Abdillah. I want to express my gratitude to these three brothers, who always prank me and provide meaningful support when I need someone to complain about my thesis.

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5. Abdul Karim, S.Pd.I., M.Pd.I. as an academic assistant lecturer who provides advice on title selection.
6. Dr. Mega Fariziah Nur Humairoh, M. Pd. My supervisor for this thesis supported me, helped me, and advised me during my thesis writing.
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I am well aware that this thesis still needs improvement. Therefore, I am very grateful for the contributions, suggestions, and criticisms given while writing it.

Jember, 2025

Researcher

ABSTRACT

Nur Atsilah Maharani Faizah Putri, (2025): Local VS Global Culture: A 3P Framework Analysis of Cultural Content in English Textbook for 12th Grade in Indonesia.

Keywords: *Content Analysis, Cultural Content, English Textbook Local Culture, Global Culture,*

English textbooks play a crucial role in language learning and cultural transmission. The integration of cultural elements in language teaching materials potentially impacts students' intercultural competencies and global awareness. While previous studies have examined cultural representation in English textbooks, there remains a gap in analyzing how contemporary Indonesian English textbooks balance local and global cultural content. This study addresses this gap by examining the latest English textbook used in Indonesia's Independent Curriculum (Kurikulum Merdeka), specifically "Bahasa Inggris: Tingkat Lanjut: Train of Thought" for grade XII, using a 3P cultural analysis framework.

This research is driven by two main questions: (1) To what extent does the "Advanced English: Train of Thoughts" textbook reflect local and global cultures based on the 3P framework? and (2) How comprehensively does the book represent local and global cultures based on the same framework? The objectives of this study are: (1) to analyze the representation of local and global culture contained in the textbook, and (2) to explore the existence and depth of cultural representation based on the 3P framework. The 3P framework provides a structured approach to examining cultural content through three dimensions: Products (tangible cultural artifacts), Practices (behaviors and customs), and Perspectives (values, beliefs, and attitudes), allowing for a comprehensive assessment of how culture is portrayed in educational materials.

This study employed Interpretive Content Analysis to systematically examine cultural references in all five chapters of the textbook. Cultural elements were identified, coded, and categorized according to the 3P Framework (Products, Practices, and Perspectives), then classified as either local (Indonesian) or global culture. The analysis covered the complete textbook content, with cultural elements being quantified and represented through percentage-based calculations to determine the proportion of local versus global cultural content across all chapters.

The analysis reveals a balanced 50-50 proportion between local and global cultural content across the textbook. Within the framework dimensions, Products category shows 30% local vs 12% global content, Practices demonstrates 31% for local culture and 35% for global culture, and Perspectives indicates 39% in local culture and 53% in global culture. The cultural representation follows a systematic

alternating pattern across chapters, ensuring consistent exposure to both cultural perspectives throughout the learning progression.

These findings demonstrate that the textbook adequately balances cultural representation both quantitatively and structurally, supporting intercultural competence development while maintaining local cultural identity. The study contributes to understanding how educational materials can foster global citizenship without compromising cultural authenticity in English language teaching contexts.



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CHAPTER I

INTRODUCTION

1.1. Background Of Study

Culture is a sensitive topic with broad discussion insights in all fields, including military, health, fashion, and education. Culture itself has a different uniqueness according to the place where culture appears or is created under surah Ar-Rad verse 14, which says²:

وَفِي الْأَرْضِ قِطْعٌ مُتَجَاوِرَاتٌ وَجَنَّاتٌ مِّنْ أَعْنَابٍ وَزُرُوعٌ وَخَيْلٌ صَبُؤَانٌ وَغَيْرُ صَبُؤَانٍ يُسْقَى بِمَاءٍ وَاحِدٍ وَنُفِضَتْ بِهَا عَلَى بَعْضٍ فِي الْأَكْلِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَعْقِلُونَ

wa fil-ardli qitha‘um mutajâwirâtuw wa jannâtum min a‘nâbiw wa zar‘uw wa nakhîlun shinwânuw wa ghairu shinwâniy yusqâ bimâ‘iw wâhidiw wa nufadldlilu ba‘dlahâ ‘alâ ba‘dlin fil-ukul, inna fî dzâlika la‘âyâtil liqaumiyya‘qilûn

Meaning: “And within the land are neighboring plots and gardens of grapevines and crops and palm trees, [growing] several from a root or otherwise, watered with one water; but We make some of them exceed others in [quality of] fruit. Indeed in that are signs for a people who reason”.

From the verse, showing the diversity that exists in the world, even though the same water flows, or breathing the same air with the same soil composition can produce different plants³ just like human civilization, even though living on the same land does not rule out the possibility of cultural differences. For

² “Surah Raad Ayat 4 Tafsir Ibn Kathir | And within the Land Are Neighboring Plots,” accessed May 25, 2025, <https://surahquran.com/tafsir-english-aya-4-sora-13.html>.

³ “Surat Ar-Ra’d Ayat 4 Arab, Latin, Terjemah Dan Tafsir | Baca Di TafsirWeb,” accessed May 25, 2025, <https://tafsirweb.com/3964-surat-ar-rad-ayat-4.html>.

example, the Indonesian people have different customs and customs from each archipelago, which shows that even though they live in the same country, the people have a variety of cultures that adapt to the place. It can be concluded that every culture in every city or country has its own characteristics that present its place.

In this era, cultural diversity in the world of education has experienced a very rapid development influenced by the effects of Globalization. Within this development, the impact produced for the field of education, especially on textbooks, has undergone a significant change, which was previously used as a form of teaching the attitude of love for the homeland and the preservation of local culture in a place for modernization.⁴ For example, there is now a widespread introduction of kebaya in a style combined with a specific country's culture. Of course, this trend raises questions about the awareness of basic knowledge of local culture, which is seen from the sensitivity of the current generation. It is difficult to recognize the core of local culture, and the original cultural values fade as time goes on.

This difficulty is exacerbated by the lack of examination of indigenous cultural elements in educational resources, especially in English textbooks that mainly emphasize global culture within the cross-cultural communication framework. This disparity leads to a shallow understanding of local culture among students, as the emphasis is primarily oriented towards adapting to a

⁴ Yazid Hady and Ade Zaenudin, "EFEK GLOBALISASI DALAM PERSPEKTIF PENDIDIKAN," *Hikmah: Journal of Islamic Studies* 17, no. 2 (December 4, 2021): 149–59, <https://doi.org/10.47466/hikmah.v17i2.202>.

foreign culture rather than preserving one's own cultural identity.⁵ In an era of globalization.

Educational institutions have examined this situation and play a role in character development and improvement in the era of Globalization.⁶ Essential knowledge and awareness of Indonesian culture are absolute obligations in all educational institutions, from kindergarten to university high school.⁷ The specific context in this case refers to the learning of English, which is strongly related to the rapid development of Globalization since English was crowned as an international language and the increase in second-language speakers (Native English) that exceeds the native speakers in the world today⁸ has resulted in English being made a compulsory subject and tested nationally in Indonesia. Cultural awareness can be taught through various means, one of which is a language class with various learning media that can be anything, one of which as an English textbook.

The needed English Textbook plays an important role in the learning class, be it elementary, intermediate, or Upper intermediate level, by providing

⁵ Nur Hasanah, "Dampak Globalisasi Terhadap Eksistensi Budaya Lokal Dalam Kurikulum Pendidikan Nasional," *Jurnal Ilmiah Pendidikan Dan Sosial* 10, no. 2 (n.d.).

⁶ Edy Supryady, "Keputusan Menteri Nomor 262/M/2022 Perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran," May 21, 2025, <https://bpmkaltara.kemdikbud.go.id/2022/07/13/keputusan-menteri-nomor-262-m-2022-perubahan-atas-keputusan-menteri-pendidikan-kebudayaan-ri-set-dan-teknologi-nomor-56-m-2022-tentang-pedoman-penerapan-kurikulum-dalam-rangka-pemulihan-pembelajara/>.

⁷ Karen Risager, "Cultural References in European Foreign Language Textbooks: An Evaluation of Recent Tendencies," in *Mediating Languages and Cultures*, ed. Dieter Buttjes and Michael Byram (Clevedon: Multilingual Matters, 1991), 181–92.

⁸ Jeremy Harmer, *The Practice Of English Language Teachin*, 2007, <http://archive.org/details/the-practice-of-english-language-teachin>.

"Common Linguistic and cultural input to teaching."⁹ Tomlison stated in the *Language Acquisition and Language Learning Materials* that a good English language learning book contains material that encourages English language acquisition, mediates internal language learning¹⁰ and introduces local culture to learn.¹¹ This opinion is also supported by McKay, who said that the integration of local culture in books can increase students' motivation in the learning process.¹² This strengthens local cultural materials that must be included in English textbooks. Meanwhile, learning a language requires studying the culture of the language being studied, as well as learning English, which is an international language. The customs and beliefs of the target language are automatically learned by the student

Moreover, English is closely related to global cultures, commonly called global cultures. Many English textbooks use global culture to visualize and illustrate the material taught. Global culture included in English textbooks often raises pros and cons that affect and relate to the diminished cultural awareness due to the process of globalization that leads the world to become a multicultural society. Lack of cultural awareness can also result in intercultural conflicts that result in fatal¹³ Like acculturation that occurred in the kebaya case. Another

⁹ Risager, "Cultural References in European Foreign Language Textbooks."

¹⁰ Swain, "Sociocultural Theory in Second Language Education," *Multilingual Matters*, 20150212GMT00:00:00, <https://www.multilingual-matters.com/page/detail/sociocultural-theory-in-second-language-education>.

¹¹ Kramsch, *Language and Cultural in ELT*, Routledge, 2016.

¹² McKay, "Teaching English As An International Language: Implications for Cultural Materials In The Classroom" 9, no. 4 (n.d.): 7–11.

¹³ Arif Ansori, "(PDF) Kegagalan Komunikasi Antarbudaya Suku Dayak Dan Madura Pada Konflik Sampit Tahun 2001," accessed May 25, 2025,

example of the fatality of cultural conflicts due to a lack of cultural awareness is the occurrence of missing culture (the phenomenon of cultural disappearance slowly). This phenomenon has occurred in Indonesia with the rise of weddings using Javanese customs using Barbie look makeup by eliminating the pakem that is a characteristic of Javanese *manten* because learning about sacred traditional ceremonies has decreased.

The example of a traditional Javanese wedding that adopts a Barbie-style makeup style reflects a significant change in cultural meaning. In this case, the sacred meaning of traditional rituals such as *panggih*, *siraman*, and the use of traditional clothing and makeup such as *paes ageng* or *paes solo basahan* has begun to be replaced by modern aesthetics that do not reflect the philosophical values of Javanese culture. This phenomenon shows the homogenization of culture that occurs due to the entry of global cultural flows without any filtering and critical understanding of local culture.

This Global culture shift is reflect and educational matrials, particulary ini also In the English textbook for Grade XI published local, the discussion on cultural awareness places more emphasis on the importance of understanding foreign cultures for intercultural communication. Unfortunately, there is no adequate emphasis on understanding and preserving local culture as part of the nation's identity. This is in line with Soni's statement, which states that the dominance of global culture in the curriculum and teaching materials can result

in the fading of awareness of local culture if it is not balanced by strengthening one's own cultural identity¹⁴ This statement was reinforced by Soni Ariawan who stated that global culture should not dominate local culture.¹⁵

The presence of global culture in the teaching materials often makes students less aware of local culture. In English textbooks applied in Indonesia, the focus of learning is more on understanding foreign cultures and intercultural communication, while attention to preserving local culture is usually very minimal. Maharani and Yusro added that EFL textbooks in Indonesia tend to feature foreign cultures more often than local cultures, although there are local elements that are starting to be incorporated.¹⁶ This situation causes a decline in cultural awareness among the younger generation. As stated by Wibowo if teaching materials emphasize foreign cultures without sufficient balance to Indonesian culture, this can trigger problems of cultural identity.¹⁷

In addition, Rakhmawati also emphasized that the lack of representation of Indonesian culture in elementary textbooks can hinder the development of students' cultural identity as a whole.¹⁸ This statement is also supported by the

¹⁴ A Soni, "Globalisasi Dan Tantangan Identitas Budaya Lokal Dalam Pendidikan.," *Jurnal Pendidikan Dan Kebudayaan* 25, no. 1 (2020).

¹⁵ Kurniawan Soni, "Investigating Cultural Dimension In EFL Textbook by Using Byram Checklist," *REGISTER JOURNAL* 13, no. 1 (2020): 123–52.

¹⁶ Intan Nabila, "(PDF) A Cultural Content Analysis of the EFL Textbook for Primary Education in Indonesia," accessed May 25, 2025, https://www.researchgate.net/publication/366225150_Cultural_Content_Analysis_of_the_EFL_Textbook_for_Primary_Education_in_Indonesia.

¹⁷ A Wibowo, "Pendidikan Bahasa Inggris Dalam Era Globalisasi: Dampak Dominasi Budaya Global Terhadap Identitas Lokal Dalam Kurikulum," *Jurnal Pendidikan Bahasa Dan Sastra* 8, no. 2 (2019): 145–58.

¹⁸ Nelly Mustapidaturrohman, "An Analysis of Cultural Content in English Textbooks For Primary Education in Indonesia," *NOBEL: Journal of Literature and Language Teaching* 13, no. 1 (2022).

legislation of Permendikbudristek No. 7 of 2022, which says the content standards in educational books from elementary to secondary school classes must meet the scope of material made based on mandatory content by the provisions of laws and regulations, and include the value of Pancasila¹⁹ grains. This shows that the English textbook must balance both cultures.

The balance of these two cultures underlies several Researchers' evaluation of English textbooks circulating internationally and nationally, Like Jeeyoung's and Toledo-Sandoval research compares global culture with the local culture listed in English textbooks distributed internationally.²⁰ Research by Afrianto et al. also states that cultural representation in junior high school textbooks in Indonesia is still dominated by Western culture, thus ignoring the cultural context of students.²¹ It is reinforced by Miranti et al who reveal that both cultures must be interpreted equally.²²

Based on these educational challenges, this research addresses the critical need for systematic analysis of cultural representation in Indonesia's latest English textbooks. The study examines "Bahasa Inggris: Tingkat Lanjut: Train

¹⁹ Supryady, "Keputusan Menteri Nomor 262/M/2022 Perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran."

²⁰ Jeeyoung Shin, Zohreh R. Eslami, and Wen-Chun Chen, "Presentation of Local and International Culture in Current International English-Language Teaching Textbooks," *Language, Culture and Curriculum* 24, no. 3 (2011): 253–68, <https://doi.org/10.1080/07908318.2011.614694>.

²¹ Afrianto Akhmad Mukhamirudin, Dewi Amalia Saptani, and Ima Rifatun Nafiah, "THE EVALUATION OF CULTURAL-RELATED CONTENT IN INDONESIAN ENGLISH TEXTBOOKS," *J-ELLiT (Journal of English Language, Literature, and Teaching)* 1, no. 1 (December 27, 2017): 8–13, <https://doi.org/10.17977/um046v1i12017p8-13>.

²² Miranti, Mukodam, and Anwar, "Representasi Budaya Dalam Materi Pemebelajaran Budaya Bahasa Indonesia Kurikulum Merdeka Tingkat SMA," *Asatiza: Jurnal Pendidikan* 5, no. 2 (2023): 1855–69.

of Thoughts untuk SMA/MA Kelas XII," recently distributed under the Independent Curriculum (Kurikulum Merdeka), to assess how contemporary educational materials balance local and global cultural content.

To ensure comprehensive and systematic analysis, this study employs the 3P Framework (Products, Practices, and Perspectives) as the primary analytical tool. This framework was selected because it offers several methodological advantages: (1) systematic categorization of cultural elements into tangible artifacts (Products), behavioral patterns (Practices), and underlying belief systems (Perspectives); (2) comprehensive coverage that captures both visible and invisible aspects of culture; and (3) compatibility with intercultural communicative competence goals in language education. While acknowledging the framework's limitations in addressing cultural power dynamics, its structured approach provides the analytical precision necessary for objective assessment of how educational materials can foster balanced intercultural understanding while preserving local cultural identity.²³

Despite growing scholarly attention to cultural representation in English textbooks, there remains a significant gap in the analysis of contemporary Indonesian educational materials. Most previous studies have focused on older textbook editions or how deeply and how much culture presented in English textbook without employing a comprehensive analytical framework. Systematic investigations of materials under the newly implemented Merdeka Curriculum,

²³ Oxana Dema and Aleidine Kramer Moeller, "Teaching Culture in the 21st Century Language Classroom," n.d.

particularly the *Train of Thoughts* textbook series, are still limited. While several studies have applied various approaches to analyzing cultural content this study more focused on local and global culture elements and use application of the 3P Framework (products, practices, perspectives) specifically in the context of Indonesian English textbooks remains scarce. This framework, however, is considered highly relevant for evaluating cultural representation in a more holistic and in-depth manner. Its application is particularly important within the context of the Kurikulum Merdeka, which emphasizes values of diversity, critical thinking, and intercultural competence in the learning process.

1.2. Research Question

From the problem presented in the background of the study, Researchers found two questions, as follows:

1. To what extent does the English Textbook: *Bahasa Inggris: Tingkat Lanjut: Train of Thought untuk SMA/MA Kelas XII (Kurikulum Merdeka)* reflect the local and global culture on the 3P Framework?
2. How comprehensively does the English Textbook: *Bahasa Inggris: Tingkat Lanjut: Train of Thought untuk SMA/MA Kelas XII (Kurikulum Merdeka)* represent local and global culture on the 3P Framework?

1.3. Research Objective

The objectives of this Research related to the Research question are:

1. To Analyze local and global culture contained in the English Textbook: *Bahasa Inggris: Tingkat Lanjut: Train of Thought untuk SMA/MA Kelas XII (Kurikulum Merdeka)*
2. To explore the presence local and global culture contained in the English Textbook: *Bahasa Inggris: Tingkat Lanjut: Train of Thought untuk SMA/MA Kelas XII (Kurikulum Merdeka)*

1.4. Research Significant

1. Theoretically

This study aims to examine the balance of local and global cultural representations in 12th-grade English textbooks in Indonesia using the 3P (Products, Practices, and Perspectives) approach. This analysis is closely related to the development of Intercultural Communicative Competence (ICC), which includes cultural knowledge, cross-cultural communication skills, and an open attitude towards differences.²⁴ This research also supports the formation of the character of students who are "globally diverse", by the values in the Pancasila Student Profile outlined in the Independent Curriculum. This research is expected to contribute theoretically to the development of educational theories,

²⁴ Michael Byram, *Teaching and Assessing Intercultural Communicative Competance* (Multilingual Matters, 1997).

especially in the context of interculturally oriented language learning. By revealing the extent to which textbooks reflect cultural diversity and dynamics, these findings can enrich the intercultural pedagogical discourse that emphasizes the importance of cultural awareness as an integral part of language competence while strengthening the theoretical foundation that language teaching cannot be separated from the cultural dimension, as well as encouraging the birth of learning models that are more inclusive, reflective, and relevant to global and global contexts.

2. Practically

This Research could increase teachers' understanding of the use of textbooks. The data and results obtained can be used to examine what needs to be added and what needs to be subtracted during the learning process using an English textbook. Meanwhile, for the next Researcher, the result of this study can be used as previous Research or a reference for another researcher on the same topic. The study displays an understanding of local and global cultures in English textbooks. This study can also offer an overview of using the 3Ps cultural framework model to analyze cultural representation.

1.5. Definition of Key Terms

1. Local Culture

Local culture can be interpreted as a set of customs, values, and social practices that develop in a group of people in a certain area, which become the identity and characteristics of that group.²⁵

Local culture refers to the distinctive set of values, practices, traditions, and symbolic systems that characterize specific communities within defined geographical boundaries.²⁶ Local culture refers to the unique customs, values, traditions, and social practices that define communities within specific regions. In this study, it focuses on contemporary Indonesian cultural elements that remain active in daily life, such as oral traditions (folklore, myths, sayings), customary ceremonies (life-cycle events, religious and harvest rituals), kinship systems (matrilineal or patrilineal structures), local values (norms, ethics, worldviews), and traditional arts and crafts (dance, music, weaving, carving). These cultural elements, drawn from various Indonesian regions as reflected in the textbook, are selected to highlight the richness, diversity, and ongoing significance of local culture in shaping and preserving Indonesian identity.

²⁵ Weni Ramadani and Anni Holila Palungan, "Integrating Local Culture In English Language Teaching to Increase Learners' Motivation to Speak English" (Thesis, Universitas Negeri Medan, 2022).

²⁶ Abdullah and Irwan, *Agama dan Kearifan Lokal Dalam Tantangan global* (Sekolah Pasca Sarjana UGM, 2008),
[//eperpus.kemenag.go.id%2Findex.php%3Fp%3Dshow_detail%26id%3D22724%26keywords%3D](http://eperpus.kemenag.go.id%2Findex.php%3Fp%3Dshow_detail%26id%3D22724%26keywords%3D).

2. Global Culture

Kachru suggests that Global culture refers to any culture originating from a country that uses English as the native language of the country itself.²⁷ Global culture in this study refers to cultural elements that transcend national borders and are widely adopted through globalization, often spread via English-language media and education. These include international entertainment (e.g., Hollywood films, global music), digital platforms (social media, e-commerce), lifestyle trends (fashion, consumer habits), and shared values like individualism and technological progress. The research focuses on how such global elements, as presented in the textbook, coexist with Indonesian local culture to promote students' intercultural competence and global awareness.

3. 3P Cultural Framework

The 3P Cultural Framework, established by the Standards for Foreign Language Learning in the 21st Century (1999), analyzes culture through three interconnected dimensions: Perspectives (underlying values, beliefs, and worldviews), Practices (observable behaviors, customs, and social activities), and Products (tangible and intangible cultural creations including art, institutions, and

²⁷ Edited by Braj B. Kachru, "UI Press | Edited by Braj B. Kachru | The Other Tongue," accessed May 25, 2025, <https://www.press.uillinois.edu/books/?id=p062001>.

traditions). These elements operate as an integrated system where beliefs shape behaviors, which create cultural artifacts.

This framework effectively captures both local and global cultural complexity. For instance, Balinese Nyepi reflects Hindu-Balinese spiritual values (Perspectives) through silence rituals and community ceremonies (Practices), producing Ogoh-ogoh sculptures and traditional calendar systems (Products). Similarly, global social media culture embodies connectivity and digital identity values (Perspectives) via content creation and online interaction (Practices), generating platforms, digital communities, and influencer economies (Products).

In this study, the 3P Framework serves as the analytical tool for systematically identifying and categorizing cultural elements within the English textbook. Cultural data will be classified as

Perspectives when representing beliefs, values, or worldviews; as Practices when depicting behavioral patterns, customs, or social activities; and as Products when showing cultural artifacts, institutions, or creative expressions. This categorization enables objective assessment of how local Indonesian and global cultural content are balanced across the three cultural dimensions to foster intercultural competence.

4. Cultural Content

Tajeddin states that culture is an important aspect of learning a language.²⁸ This statement is supported by Richards and Schmidt (2002), who state that “In foreign language teaching, the culture of the language may be taught as an integral part of the curriculum”.²⁹ The cultural content in question refers to the national culture of Indonesia (regional culture) and world culture (all cultures of countries that are native English speakers) with the existence of cultural content.

In this study, cultural content is related to how cultural elements—both local (national) culture and global culture—are integrated in the language learning process, especially in learning English as a foreign language. Cultural content in this context includes values, customs, social norms, and cultural practices that reflect the background of the people who speak the language, as well as introducing the diversity of Indonesian culture as an identity.

5. English Textbook

English textbooks are a source of various learning materials that will be integrated into the English learning process. In language

²⁸ Zia Tajjedin, “Exploring the Hidden Agenda in the Representation of Culture in International and Localised ELT Textbooks: The Language Learning Journal: Vol 43, No 2,” accessed May 25, 2025, <https://www.tandfonline.com/doi/abs/10.1080/09571736.2013.869942>.

²⁹ Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Routledge, 2013).

learning, English textbooks are commonly used as facilitators in visualizing the material that the teacher will convey. In addition, the researcher also focused on newly published English textbooks, curriculum companion books, and books used as assessment or evaluation materials. Researchers prioritize textbooks that not only support the achievement of linguistic goals but also contain relevant aspects of local and global cultures.

The selected books are published nationally and are expected to provide a balanced representation between local Indonesian culture and global culture, to optimize students' understanding of cultural diversity in the context of language learning. The book analyzed in this study is entitled *Advanced English: Train of Thoughts for Senior High School/Vocational High School Grade XII*, published by the Book Center. This book has an ISBN 978-602-427-961-5, is the first edition, and was written by Sunengsih, Trisnendri Syahrizal, Maya Defianty, Winda Ari Anggraini, Gema August Setiawan, and Dadan. This book was compiled and published in order to support the implementation of the Merdeka Curriculum, which emphasizes the development of Pancasila student profiles, strengthening.

CHAPTER II

REVIEW OF LITERATURE

2.1 Previous Study

Before this study, several studies on culture were conducted in books. Some of them have differences and similarities with Research conducted by Researchers. Below is the Research in question:

1. Flor Toledo-Sandoval (2020) This study reviewed local textbooks and international English textbooks using Byram's. Similar to this previous study that used a mixed method, this Research also uses a mixed method that focuses on the application of Byran's Framework in the data analysis step has two steps, namely: the first step is to identify content culture, and The result of this study suggests that the publishing process demands a systemic change, and locally produced ELT materials require urgent content evaluation and improvement³⁰
2. Rizki Muhammad Ardian Setiadi, (2022) This previous study has the same aim as analysis cultural content, which focuses on the analysis of target culture in English textbooks published locally, with differences in the application of Research Design that uses the Qualitative method. The result of this study is that the target culture

³⁰ Toledo and Sandoval, "Local Culture and Locally Produced ELT Textbooks: How Do Teachers Bridge the Gap? - ScienceDirect," accessed May 25, 2025, <https://www.sciencedirect.com/science/article/abs/pii/S0346251X20307223>.

in the English textbook can potentially increase students' interest in English, which in turn can improve their learning motivation³¹

3. Weni Ramadiani and Anni Holila Pulungan (2021) This previous study has the same aim as culture analysis, exploring how local culture is integrated into English language teaching to increase learners' motivation to speak English. This Research was conducted using descriptive qualitative data collected through observation, interview, and audio recording. The result revealed that integrating local culture into learning English was more accessible for the learners. The result revealed that integrating local culture into learning English was more accessible to the learners. The learners had a willingness to speak English since most of them were familiar with cultural input.³²
4. Jung Min Zhang and Meng Lin (2022) This previous study is related to this Research in almost the same purpose and data collection as Jungmin's Research aimed to establish an analytical Framework based on Yuen's classification criteria for cultural content and draws on Kachru's concentric circle model to analyze the features of culture presentation in the new edition of China's

³¹ Rizki Muhammad Ardian Setiadi, Daniel Simanjuntak, and Mohammad Santosa Mulyo Dinatingrat, "The Representation of Target Culture in a Locally Published English Textbook," *IALLTEACH (Issues In Applied Linguistics & Language Teaching)* 4, no. 2 (December 27, 2022): 142–48, <https://doi.org/10.37253/ialltech.v4i2.7254>.

³² Weni Ramadani and Anni Holila Palungan, "Integrating Local Culture In English Language Teaching to Increase Learners' Motivation to Speak English" (Thesis, Universitas Negeri Medan, 2022).

senior high school English textbooks, this study used 3P'S Framework to analyze Local culture which is integrated into books published locally. This previous study takes data to analyze and is carried out in three steps: Define and Adjust the Analysis Framework, Coding, and Calculate the Proportion. The result of this research is that the cultural content in textbooks transmitted by teachers can also be provided with relevant teacher training on the concept of cultural content compilation for students.³³

5. Siti Marwah Ulfa (2022) This study aimed to analyze the Representation of local culture in the textbook. This study used a Qualitative method and employed Moran's (2001) cultural dimensions. Utilize two artifacts in the textbook: artifacts, images and textual artifacts containing assignments and materials. Subsequently, four components are described visually and textually; product, practice, perspective, and person. Then, the local culture will be introduced, including institutions, art forms, places, lives, and intellectual values. The result of this study is that locals have a culture that includes intellectual values. Cultural aspects of the local culture of the product are performed in art forms, places, and institutions, and The Representation of local culture through products, practices, perspectives, and persons in Research

³³ Jungmin Zhang and Meng Liu, "An Investigation of Culture Presentation in ELT Textbooks in the Context of English as an International Language | Journal of Language Teaching and Research," accessed May 25, 2025, <https://jltr.academypublication.com/index.php/jltr/article/view/3583>.

recommends that teachers be aware of local cultural elements in textbooks and consider these aspects as presented to students.⁴⁰ This previous study is related to this Research, which uses the 3P's Framework, which is only distinguished in the cultural sub-aspects of the person section. In the 3P's Framework, the person aspect is not included in the cultural analysis.³⁴

6. Soni Ariawan (2020) This Research aimed to investigate cultural dimensions in an English textbook prescribed for senior high school in Indonesia, which the Ministry of Education and Culture officially published. This previous study has a similar aim to this Research, analyzing the cultural content presented in the English Textbook published locally. The methodology used in this last Research is a Qualitative approach that employs Byram's Checklist. The result of this Research is that the present English textbook is on the way to perfection regarding proportionally represented cultural dimensions. The textbook has widely incorporated local culture in the eight dimensions but presents other cultures, target language cultures, and international cultures toward intercultural communicative competence.³⁵

³⁴ Siti Marwah Ulfa, "The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII," *Journal of English Language Teaching and English Linguistics* 7, no. 1 (January 29, 2022), <https://doi.org/10.31316/eltics.v7i1.2137>.

³⁵ Kurniawan Soni, "Investigating Cultural Dimension In EFL Textbook by Using Byram Checklist," *REGISTER JOURNAL* 13, no. 1 (2020): 123–52.

Table 2.1
The similarities and differences between the previous study and
this Research

1	2	3	4
No.	Journal	Similarities	Differences
1	Local Culture and Locally Produced ELT Textbooks: How do Teachers Bridge the Gap?.	Both presented the local culture in English textbooks.	<ul style="list-style-type: none"> • The previous study used Byram's checklist, this Research uses the 3P culture Framework. • The previous study used a mixed method, this research uses a quantitative method. • This previous Research used four books, which were published by Mineduc, while this Research uses Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (KUMER) as source data.
2	The Representation of Target Culture in Locally Published English Textbook.	Both present the local culture in English textbooks.	<ul style="list-style-type: none"> • The previous study uses a qualitative method, while this Research uses the qualitative content analysis.

1	2	3	4
			<ul style="list-style-type: none"> The previous Research used Think Globally Act Locally (used by 9th grade) as source data, while this research uses Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (KUMER) as source data.
3	Integrating Local Culture in English Language Teaching to Increase Learners' Motivation to Speak English.	The two discussed how to integrate local culture.	<ul style="list-style-type: none"> The previous Research used a natural observation situation, while this Research uses content analysis and table checklist tailored to the 3P culture Framework.
4	An Investigation of Culture Presentation in ELT Textbooks in the Context of English as an International Language.	Both present the local culture in English textbooks.	<ul style="list-style-type: none"> The previous study used a qualitative method, while this Research uses the quantitative method The previous study employed classification criteria for cultural content and Kachru's (1990) concentric circle model to create an analysis Framework for

1	2	3	4
			<ul style="list-style-type: none"> • coding cultural content in textbooks, while this Research uses the 3P model. • The previous search used high school English textbooks published by the People's Education Press of China in 2019 as source data, while this Research uses Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII as source data
5	The Representation of Local Culture in Indonesian Junior High School English Textbook: When English Rings a Bell, Grade VIII.	Both present the local culture in English textbooks.	<ul style="list-style-type: none"> • The previous research used a qualitative method and employed Moran's Cultural dimension, while this Research uses the quantitative method and employs a 3P model. • The previous study used When English Rings a Bell Grade VIII as source data, while this Research uses Bahasa Inggris

1	2	3	4
			Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (KUMER) as source data.
6	Investigating Cultural Dimensions in EFL Textbook by Using the Byram Checklist.	Both present the local culture in English textbooks.	<ul style="list-style-type: none"> The previous research used a qualitative method and employed Byram's checklist; this Research uses the Quantitative method and employs a 3P model This previous Research used Buku Siswa Bahasa Inggris SMA Kelas 10 as source data, This Research uses Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (KUMER) as source data

Previous studies have shown that other researchers also analyze local cultural content in English textbooks. Some examine how English Text describes the local culture of each region or country (USA, England, New Zealand ect), and some discuss how to integrate local culture contained in English textbooks (locally published or curriculum companion) into the learning process in the classroom and outside the school, as seen in this research on cultural integration of an English

textbook. Of all the previous studies presented in the table, analyzing the local culture presented in the table only analyzes how deeply and how much local culture is presented and associated with the learning material in every sub-chapter.

Meanwhile, in this study, the Researcher focused more on analyzing local and global cultural content in English textbooks published locally. This study also analyzed local and global cultures presented in the English textbook and compared the results. The second difference between previous studies number two, five, and six with this study is that the book used in this study is the latest published book from the Ministry of Education and Culture, which is adapted to the latest curriculum, namely the Kurikulum Merdeka with the title of the book "Tingkat Lanjut: Train of Thoughts." In addition, this study also uses the 3Ps (Perspective, Product, and Practice)³⁶ as an indicator, a content analysis checklist was used to collect the data. This research also applied a coding content analysis checklist for data collection, adopting the model code by Jackie F. K. Lee & Xinghong Li.³⁷

³⁶ "National Standards for Foreign Language Education Project. Standards for Foreign Language Learning in the 21st Century." (Lawrence, KS: Allen Press, Inc, 1999).

³⁷ Jackie F. K. Lee and Xinghong Li, "Cultural Representation in English Language Textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong," *Pedagogy, Culture & Society* 28, no. 4 (October 1, 2020): 605–23, <https://doi.org/10.1080/14681366.2019.1681495>.

2.2 Theoretical Framework

1. Local Culture

Local culture, according to past masters, is all ideas, views, activities, and results of the activities of a community from a particular area.³⁸ Meanwhile, in the context of English textbooks, local culture means learning material. Hall defines Representative of local culture in English textbooks as the utilization of language as a means to communicate the significance and interpretation of the local culture³⁹ which in this study, local culture refers to Indonesian culture. Jacob Ranjabar in Abidin also said that Indonesia has three cultural groups, each of which has distinctive characteristics that become the identity of the cultural pattern.⁴⁰ The three groups are divided based on the nature and plurality of Indonesian society, namely, Tribal culture, which has the same meaning as regional culture or culture born by each individual. In contrast, general culture depends on aspects of acculturation between regional cultures that develop somewhere and are commonly carried out by two tribes. Finally, national culture means cultural unity regardless of tribe, religion, and customs.

³⁸ Ismail Nawari, "Konflik Umat Beragama Dan Budaya Lokal / Nawari Ismail, Muhaimin AG | Dinas Perpustakaan Dan Arsip Daerah DIY," accessed May 25, 2025, <https://balaiyanpus.jogjaprovo.go.id/opac/detail-opac?id=287681>.

³⁹ Stuart Hall, *Representation: Cultural Representations and Signifying Practices* (Sage Publications, 2024), <https://openlibrary.telkomuniversity.ac.id/pustaka/210963/representation-cultural-representations-and-signifying-practices.html>.

⁴⁰ Yusuf Zainal Abidin and Beni Ahmad Saebani, *Pengantar sistem sosial budaya*, ed. Pustaka Setia (Bandung: CV Pustaka Setia Bandung, 2022), <https://digilib.uinsgd.ac.id/57952/>.

This national culture is referred to as local culture that develops and is agreed upon in society as a guideline for life⁴¹. It is applied to materials related to real life. For example, in the book *Advanced English: Train of Thoughts for Senior High School/MA Class XII (Kurikulum Merdeka)*, the third chapter contains the beauty of the Indonesian archipelago as material related to a traveler or vacation. Apart from being an interpretation of culture in the form of language communication, local culture has several functions as⁴²: Local culture serves as a meeting point for various members of society, ranging from tribes, religions, ideologies, and education. 2; Local culture functions as an unwritten law that acts as a sinful and social norms. 3; Culture becomes the control point of society in the guidelines of social life (for example, the tradition of 40 days of the dead).

2. Global Culture

Following Brown, who said 'A language is a part of culture and a culture is a part of a language',⁴³ Global culture relates to international languages. This statement is supported by Samovar, who argues that as the world becomes more interconnected, our lives are increasingly dependent on people and events in other parts

⁴¹ Nawari, "Konflik Umat Beragama Dan Budaya Lokal / Nawari Ismail, Muhaimin AG | Dinas Perpustakaan Dan Arsip Daerah DIY.", 43

⁴² Nawari. 13

⁴³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Prentice Hall Regents, 1994), 165.

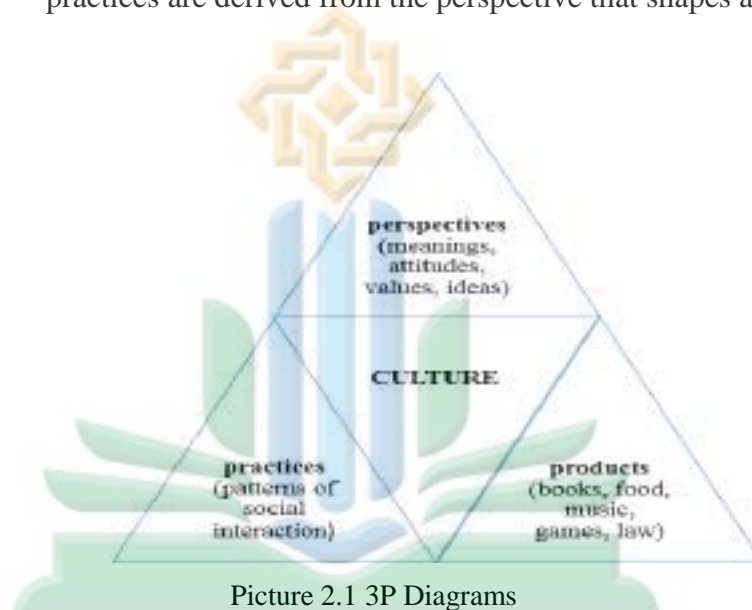
of the world⁴⁴ which is briefly explained as cultural fusion due to Globalization. Of course, Globalization has a significant role in mixing cultures. One of the proofs is that since English was declared an international language, the culture and criteria for various things are centered on the country that originated in England. Of course, this also affects the world of education; English learning must be a compulsory lesson in every school. The material, book content, and learning methods are also more or less influenced by the mixture of local and global culture published and interpreted in locally published books. This phenomenon sparked the term global culture.

Global culture is defined as all cultural variations from various local and national cultures. Global culture is defined as the culture of all English-speaking countries. Meanwhile, in the context of English textbooks, global culture is defined as a target culture that simultaneously learns the target language. For example, Representation of global culture in the book *Advanced English: Train of Thoughts for Senior High School/MA Class XII* (independent curriculum) in unit four raises the theme of online payments and online shopping culture.

3. 3P Culture Framework

⁴⁴ Larry A. Samovar et al., *Communication Between Cultures* (Cengage Learning, 2016), 2.

The 3P cultural Framework, better known as 3P cultural Theory, was first coined by the "Standards for Foreign Language Learning in the 21st Century," formulated by Sandy Cutshall. The cultural Framework is illustrated with "Perspective" at the top and "Product" and "Practice" as the basis, showing how products and practices are derived from the perspective that shapes a culture.⁴⁵



Picture 2.1 3P Diagrams

Source: <https://www.actfl.org/uploads/files/general/Resources-Publications/Cultures.pdf>

In this study, the 3P's Cultural Framework is applied by classifying each data obtained in each chapter in the form of images and text. Data identification is carried out by adjusting textual data and image data with cultural aspects based on the 3P's Framework as follows:⁴⁶

⁴⁵ Sandy Cutshall, "More Than A Decade of Standards:: Integrating 'Communication' in Your Language Instruction | PDF | Reading Comprehension | Foreign Language," accessed May 25, 2025, <https://id.scribd.com/document/512998358/Communication>.

⁴⁶ Sandy Cutshall, "More Than A Decade of Standards:: Integrating 'Communication' in Your Language Instruction | PDF | Reading Comprehension | Foreign Language," accessed May 25, 2025, <https://id.scribd.com/document/512998358/Communication>.

1) Perspective

A deep understanding of something can define a cultural perspective. Assessment, vision, and classification of culture are at this stage. Myths, cultural norms, and beliefs are included in the material for someone who is looking at the world without these cultural pieces, or how to interpret the culture around them maximally.

2) Practice

Cultural product refers to what is produced from a cultural perspective, whether tangible or intangible. Cultural products can also be interpreted as consumer goods that the general public will enjoy, for example, wayang kulit performances originating from Java or regional specialties (ex, pempek, seblak, or nasi padang). Meanwhile, in the

English book, the product described will be in the form of illustrations, images of cultural products that are interpreted in learning materials.

3) Product

Cultural practice refers to the way or use of cultural products. Usually, in this stage, culture will be in direct contact with customs, social settings, religious rituals, and daily life (ex, endhog-endhogan, gotong-royong, and eating ketupat during Eid). Learning books are often illustrated in

the form of small conversations, readings, or pictures to facilitate an understanding of how cultural practices exist around students.

The data is then summarized through coding to calculate the total number of both text and images. The Classification based on the three aspects above makes it easier for the Researcher to identify textual and visual elements in English textbooks. Moran divides aspects of culture into five (products, practices, perspectives, and persons), and these three aspects cannot be separated and are interrelated.⁴⁷ A simple example of the relationship between the three can be seen in traditional ceremonies held in each region of Indonesia. Customary rituals were initially formed because of a group of people's beliefs (perspective), which were then manifested in community practice (practice) and produced customs called local culture (product). These aspects also provide differences in every meaning of the word culture.

4. Cultural Content

In learning English, learning materials can be in the form of anything around it, including text, audio, images, assessments, and skill development in the language.⁴⁸ These essential components

⁴⁷ Mubarak Alkhatnai et al., "Teaching Culture: Perspectives in Practice," *TESOL Quarterly* 40, no. 4 (2006): 867, <https://doi.org/10.2307/40264319>.

⁴⁸ Moch Imam Machfudi, "The Long Term Impact of an English Language Teacher Training Program on Teachers' Practices in Madrasah Tsanawiyah in Indonesia" (phd, University of Southern Queensland, 2017), <https://doi.org/10.26192/5bf77e3df93e1>.

make up an English textbook.⁴⁹ The advantage of this era is that all learning books already contain cultural Representation⁵⁰ Rizky stated that many previous studies have researched content in English textbooks, both local and global cultures. Teachers and students are easily exposed to various cultures by integrating the culture into the textbook. Moreover, books with cultural content in them help students recognize their identity as individuals, improve skills and cultural awareness, and receive information about a foreign culture.⁵¹ In previous studies, many researchers have compared and identified social and cultural aspects through images.⁵² Visualization in books is believed to be heavily influenced by Globalization⁵³ Globalization is believed to influence book visualization heavily. For example, economically related material in English textbooks primarily uses images of

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⁴⁹ MUFIDATI AFIFAH, "An Analysis of Culture Values in The English Textbook Entitled 'When English Rings A Bell' for Eight Grade Student of Junior High School" (undergraduate, Education and Teacher Training Faculty English Education Department, 2021), <https://digilib.uinkhas.ac.id/3909/>.

⁵⁰ Setiadi, Simanjuntak, and Diningrat, "The Representation of Target Culture in a Locally Published English Textbook."

⁵¹ Yeny Prastiwi, "Transmitting Local Cultural Knowledge through English as Foreign Language (EFL) Learning as a Means of Fostering 'Unity in Diversity,'" *Academic Journal of Interdisciplinary Studies* 2, no. 3 (2013): 507–13.

⁵² Ulfa, "The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII."

⁵³ Will Baker, "From Cultural Awareness to Intercultural Awareness: Culture in ELT | Request PDF," accessed May 25, 2025, https://www.researchgate.net/publication/271834404_From_cultural_awareness_to_intercultural_awareness_Culture_in_ELt.

supermarkets or large global malls (e.g., McDonald's, Segway, and other global brands)⁵⁴ Rather than using traditional markets.

This phenomenon is a place to promote local culture (in the sense of L2 culture), which is targeted at language learners around the world. Cultural integration through textbooks carried out during learning aims to develop or compare cultures between foreign and native languages, which is expected to give birth to cultural awareness and appreciation of different cultures. Books with local content and target language culture can have the effect of high appreciation value that can increase cultural awareness, and are also required to reflect appreciation and respect for cultural differences, both intracultural and intercultural.⁵⁵ This value of appreciation and respect is needed in Indonesia, where every class is multicultural.⁵⁶

5. English Textbook

Books are an important aspect of the learning process and a tool for transferring the essence of knowledge from teachers to students. They have many functions.⁵⁷ The same is true of Lund,

⁵⁴ Sabrina Oktoria Sihombing, "Paper Pengetahuan Pelanggan, Kualitas Layanan, Keahlian Pelanggan Dan Loyalitas," accessed May 27, 2025, https://www.academia.edu/1975580/Paper_Pengetahuan_Pelanggan_Kualitas_Layanan_Keahlian_Pelanggan_dan_Loyalitas.

⁵⁵ Isheryakova Joanna Rinatovna, "The Inevitable Role of Literature in Building Intercultural Communication Competence among EFL Learners," *International Journal of Language Learning and Applied Linguistics* 2, no. 4 (April 17, 2023): 98–101, <https://doi.org/10.51699/ijllal.v2i4.1453>.

⁵⁶ Zhang and Liu, "An Investigation of Culture Presentation in ELT Textbooks in the Context of English as an International Language | Journal of Language Teaching and Research," 885.

⁵⁷ Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Routledge, 2013).

who stated that books have many roles for students. Lund believes that books can integrate cultural values when teachers provide learning about new cultures from different places.⁵⁸ In addition, books are also a link between teachers and students when the learning process takes place. This is related to books that become a window to the world, so that they can become an ideology or basis for learning to begin.⁵⁹

The learning process consists of several lesson plans, which, of course, are one of the aspects that comprise a book to be used in the classroom. Setyono and Widodo also argue that books are a compilation of several texts that are intentionally chosen based on policymakers, writers, and curriculum goals.⁶⁰

Therefore, books can help the learning process and teach self-identity through cultural content, by representing values, norms, and perspectives that reflect social and cultural backgrounds. Cunninghamworth also stated that one of the other roles of the book is to be a syllabus, This is because books can outline

⁵⁸ Ragnhild Lund, "A Hundred Years of English Teaching a View of Some Textbooks," *Education Linguistics*, n.d.

⁵⁹ Behrouz Jamalvandi and Mohammad Aliakbari, "Realization of Culture in English Textbooks in Chinese High School Level," accessed May 25, 2025, https://www.academia.edu/11861742/Realization_of_Culture_in_English_Textbooks_in_Chinese_High_School_Level.

⁶⁰ Budi Setyono, "(PDF) The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis," *ResearchGate*, December 9, 2024, https://www.researchgate.net/publication/331461434_The_representation_of_multicultural_values_in_the_Indonesian_Ministry_of_Education_and_Culture-Endorsed_EFL_textbook_a_critical_discourse_analysis.

the learning goals clearly and in a targeted manner. In conclusion, the book becomes a unity of the curriculum consisting of cultural values and state ideology embedded in a form of learning material.

In accordance with several books published locally, especially those compiled in the context of the Independent Curriculum, they also began to display cultural elements to support the strengthening of intercultural competence and perspectives. In contrast to books published internationally, the main difference lies in the scope and depth of cultural representation, where international books emphasize multicultural perspectives, while locally published books still focus on limited national culture with global elements.



CHAPTER III

RESEARCH METHOD

3.1 Research Approach and Design

This study used textbook analysis that focuses on content analysis, intending to identify meaning from a particular document or archive.⁶¹ This study employs a textbook analysis approach, specifically focusing on content analysis, with the aim of identifying and interpreting the meanings embedded in written documents, particularly English language textbooks. Content analysis is chosen because it offers a systematic and structured methodology to explore cultural representations. This method enables the researcher to objectively evaluate the extent to which cultural elements are present in the teaching materials, as well as how these elements are categorized and interpreted within the context of language education.

The analysis focused on two main aspects using the 3P framework (Perspectives, Practices, and Products). First, the depth of cultural representation, which refers to the extent to which cultural elements are meaningfully and thoroughly integrated into the text, measured by the number of cultural elements analyzed. Second, the proportion of local and global cultural representation, which was determined through analysis based on the 3P framework, which is examined by calculating the frequency and percentage of each type of culture throughout the textbook, as manifested in narratives, dialogues, illustrations, and learning activities.

⁶¹ Sugiyono Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)* (Bandung: Alfabeta, 2019).

3.2 The Source of Data

The data for this study were obtained from the English textbook entitled “*Bahasa Inggris: Tingkat Lanjut: Train of Thought untuk SMA/MA Kelas XII*” which is part of the Kurikulum Merdeka. This book was published by the Ministry of Education, Culture, Research, and Technology in 2022, and compiled by Sunengsih et al. The book with this second series was chosen because it is designed as a companion material for the newly ratified curriculum in Indonesia, namely the Kurikulum Merdeka, and contains a balanced representation between local Indonesian culture and global culture, so that it can optimize analysis in research on cultural diversity in language learning

Table 3.1
Table List of Book Chapter.

Chapter	Topic
1	Digging The Hidden Gem of Borneo(Kalimantan)
2	Conneted to Social Media
3	Get in Touch With Nature
4	Future Method of Payment
5	Today's Life

Apart from being a companion to the newest curriculum, this book is often used by teachers or schools that still need to implement the Kurikulum Merdeka as a source of learning activities and material additions. This can be known from the frequency of use and visits to book libraries recorded on the official website of the Ministry of Education, Culture, Research, and Technology. Based on data available on the Ministry

of Education and Culture's SIBI platform, books for students have been downloaded around 550 times.⁶² while teachers' handles have been downloaded around 380 times.⁶³ This data reflects a significant level of interest from users in the material provided, as well as shows the relevance and need for the book in the learning process. This book is also available in complex and soft files accessed through book outlets throughout Indonesia. Researchers use the E-book version to facilitate the data collection process because the E-book version is more economical, easier to get, and easier to use. Look at Table 1.2 for more details about the content of the book.

3.3 Instrument

This study employs a textbook analysis checklist as its primary research instrument. The checklist takes the form of a systematic table containing categories of cultural representation, designed to facilitate the detailed and structured collection of data. It serves as a central tool in the data collection process, enabling the researcher to document cultural elements found in the textbook with accuracy and consistency.

To develop the checklist, the researcher first conducted a comprehensive review of prior studies focused on content analysis of English language textbooks, particularly those examining cultural representation. Through a comparative analysis of the formats and

⁶² "SIBI - Sistem Informasi Perbukuan Indonesia," accessed May 25, 2025, <https://buku.kemdikbud.go.id>.

⁶³ "SIBI - Sistem Informasi Perbukuan Indonesia," accessed May 25, 2025, <https://buku.kemdikbud.go.id>.

analytical approaches employed in these previous studies, the researcher selected and adapted a coding table model developed by Jackie F. K. Lee and Xinghong Li (seen appendix 6).⁶⁴ This model was chosen for its proven effectiveness in systematically classifying cultural elements, especially within the context of textbook analysis in Asian educational settings.

As the analytical framework, the researcher incorporated the 3P model (Products, Practices, and Perspectives) introduced by Cutshall, which classifies cultural content into three key dimensions. To support researcher as a single researcher, a set of coding labels was assigned within the checklist to make accurate data classification, including Product (Pd), Perspective (Pr), Practice (Pc), Local Culture (Lc), Global Culture (Gc), Page (P), and Unit (U). By integrating Cutshall's conceptual 3P framework with the coding model developed by Lee and Li Xinghong, this checklist enables the researcher to systematically record and categorize cultural representations found in the textbook Bahasa Inggris: *Tingkat Lanjut: Train of Thought untuk SMA/MA Kelas XII (Kurikulum Merdeka)*. The use of this instrument supports both descriptive and analytical objectives, contributing to a comprehensive understanding of how culture is portrayed in Indonesian English language textbooks.

⁶⁴ Jackie F. K. Lee and Xinghong Li, "Cultural Representation in English Language Textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong," *Pedagogy, Culture & Society* 28, no. 4 (October 1, 2020): 605–23, <https://doi.org/10.1080/14681366.2019.1681495>.

Table 3.2
Table Checklist of Data

No.	Code
1	U1/P3/PR/LC
2	U1/P4/PR/LC
3	U1/P6/PR/LC
4	U1/P7/PR/LC
5	U1/P10/PR/LC

3.4 Data Collection Technique

The first step in this research process is thoroughly reviewing the data sources. The researcher read and listened carefully to several relevant locally published English language texts, to identify the book that best suits the objectives and focus of the research. After going through an initial selection process, the researcher chose the book *Train of Thoughts: Advanced English for Senior High School Grade XII* as the main object of the research. This book is part of implementing the Merdeka Curriculum which is currently used nationally at the senior high school level. The selection of this book is based on the consideration that this book is the latest edition compiled to support a learning approach that is under the newest curriculum and contains various learning materials that cover language skills and insert thematic content related to social and cultural life, both in local and global contexts.

The second step is to evaluate the contents of the book using the 3P analysis framework (Products, Practices, Perspectives). At this stage, the researcher read and reviewed the entire contents of the *Train of Thoughts*

book in depth to identify the cultural elements contained therein. The researcher then made an initial grouping of cultural content based on its origin, namely local culture and global culture.

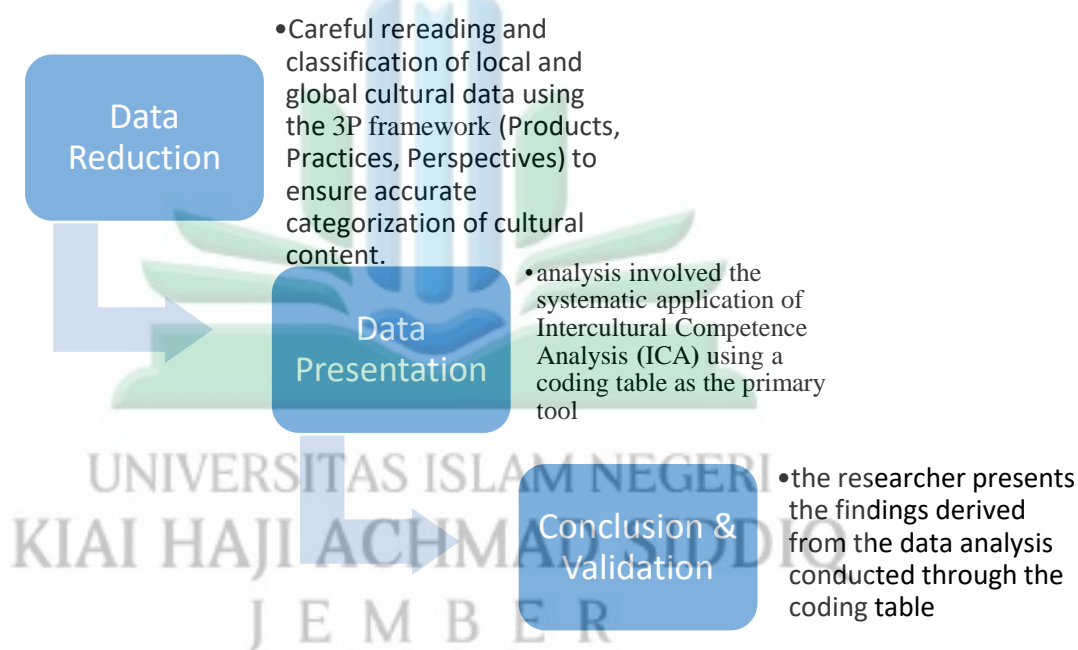
The last step is identify cultural aspect by 3P Framework. After grouping based on cultural origin was carried out, the researcher continued with the classification stage using table coding 3P framework, which includes three main aspects in cultural representation: cultural products such as artifacts, food, clothing, and works of art; cultural practices such as customs, traditions, and patterns of social interaction; and cultural perspectives that reflect the values, beliefs, and outlooks on life of the community concerned. Each cultural element found—both from local and global cultures—was evaluated and categorized into one or more of these three aspects.

3.4 Data Analysis Procedures

This study adopted Interpretive Content Analysis (ICA) to analyze the data. This data analysis makes it possible to analyze data based on categorized content. This analysis aims to identify the meaning of a particular document or archive.⁶⁵ Krippendorff's explains that this analysis also measures the frequency, order, or intensity of occurrence of words, phrases, or sentences. Following Baig also said ICA encompasses analyzing, interpreting, or decoding elements within the chosen textbooks.

⁶⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2013).

Through this data analysis, researchers can also improve understanding with visuals, readings, cultural meanings, or invisible themes represented in the English textbook analyzed. Meanwhile, this study involves the analysis of a checklist sheet for data analysis. Implement coding categorized by the 3ps Framework by Cutshall that follows the style of Jackie F. K. Lee & Xinghong Li. The code is applied to identify cultural elements carried out in three stages of Research, namely data reduction, data presentation, and conclusion and validation.⁶⁶



Picture 3.1
Analysis Procedure Chart

At the data reduction stage, In this stage the researcher conducted a careful rereading of the data collected during the data collection phase. The data encompassed both local and global cultural representations that had

⁶⁶ Miles, Huberman, and Saldana.

been previously identified and categorized using the 3P framework (Products, Practices, and Perspectives). This process aimed to ensure that each cultural content element was accurately classified according to the cultural dimensions defined in the 3P framework. For instance, descriptions of traditional food were categorized under products, social activities or customs under practices, and societal values or worldviews under perspectives.

The second stage of the analysis involved the systematic application of Interpretive Content Analysis (ICA) using a coding table as the primary tool. The coding table was developed to help organize, categorize, and analyze the identified cultural elements found in the textbook *Train of Thoughts: Advanced English for SMA/MA Class XII*. These elements were classified along two dimensions: cultural origin (local or global) and cultural aspect (as defined by the 3P framework).

Each cultural element was recorded in the coding table, along with details such as page number, mode of presentation (text, illustration, dialogue, activity, etc.), cultural origin, and 3P category. After all the data had been entered, the researcher calculated the frequency of each cultural element using a basic percentage formula:

$$\text{Percentage (\%)} = \left(\frac{\text{Number of elements in a specific category}}{\text{Total number of cultural elements}} \right) \times 100$$

This calculation was used to determine the proportion and distribution of cultural representations in the textbook, both in terms of

quantity and the extent of coverage across cultural aspects. The resulting quantitative data allowed the researcher to identify observable patterns, such as the dominance of local or global culture, or the overrepresentation of a specific cultural dimension from the 3P framework.

In the final stage, namely the conclusion and validation phase, the researcher presents the findings derived from the data analysis conducted through the coding table. The calculated frequencies and percentages of cultural representation are systematically presented to illustrate the proportion of local and global cultures, as well as the distribution of each cultural aspect based on the 3P framework (Products, Practices, and Perspectives).

The researcher then interprets the data to identify patterns of cultural representation within the Train of Thoughts textbook, such as the tendency for cultural dominance in specific chapters or imbalances in the coverage of cultural dimensions. This interpretation is not solely based on the frequency of cultural elements but also takes into account the contextual presentation and the depth of cultural content reflected in both textual and visual components.

3.5 Trustworthiness

The data obtained when conducting Research needs to be tested the correctness and validity. This research was used as a triangulation source and intra-rater reliability to check the data. Louis described triangulations as a powerful way of demonstrating concurrent validity, particularly in

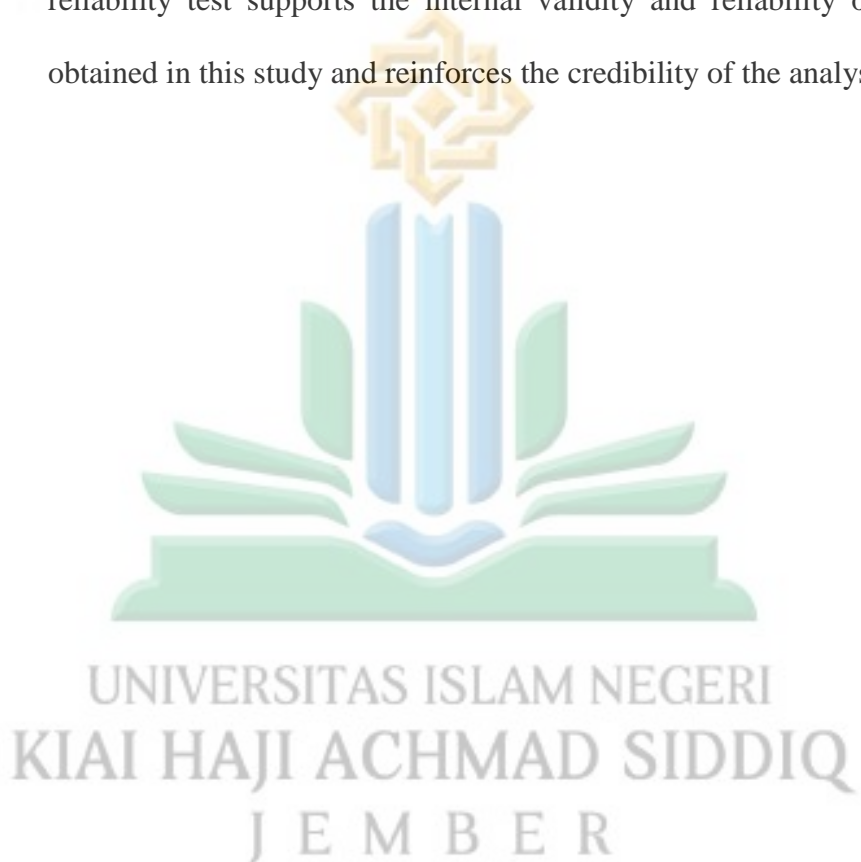
qualitative Research.⁶⁷ Triangulation has several types, including time triangulation, space triangulation, theoretical triangulation, investigator triangulation, etc. However, in this study, the Researcher chose to use source triangulation. Source triangulation in this study is carried out by checking data using data sources (text and image) and the internet related to specific topics, such as an example of checking the correctness of data about the nomination of 100 dream hotels of tourists; the Researcher checks the nominations through the official website Travel & Leisure. Then, the validity of the data that has been checked is further ensured through library reviews and document reviews in previous studies and Research related to culture and analysis.

Meanwhile, to ensure the accuracy and consistency of the data, the researcher also conducted an intra-rater reliability check, given the researcher's role as a sole investigator. This process involved four rounds of repeated analysis on the same data set, conducted on the following dates: August 1, 2024 (first reanalysis), August 9, 2024 (second reanalysis), August 29, 2024 (third reanalysis), and September 7, 2024 (fourth reanalysis).

The results of these four reanalysis sessions demonstrated a high level of consistency in the coding and classification of cultural elements,

⁶⁷ Louis Cohen and Lawrence M, "Research Methods in Education - 8th Edition - Louis Cohen - Lawrence M," accessed May 25, 2025, https://www.routledge.com/Research-Methods-in-Education/Cohen-Manion-Morrison/p/book/9781138209886?srsId=AfmBOooTzXSYca2k6N0nC_S3_P6kdJvI6_rDo51tfl30Xf-lhuODEkxN.

both in terms of cultural categories (local and global culture) and the dimensions of the 3P framework (products, practices, and perspectives). No significant differences were found between the initial and repeated analyses, indicating that the researcher maintained interpretative consistency and stable application of the instrument. Thus, the intra-rater reliability test supports the internal validity and reliability of the data obtained in this study and reinforces the credibility of the analysis results.



CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings and the discussion of this study. This stage aims to provide a detailed explanation of the methodology in chapter three and the final results of the Research. Two findings are obtained from this study: 1) To analyze local and global culture contained in English Textbook: Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka) and 2). To explore the presence of Local and global culture that is contained in the English Textbook: Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka)

4.1 FINDINGS

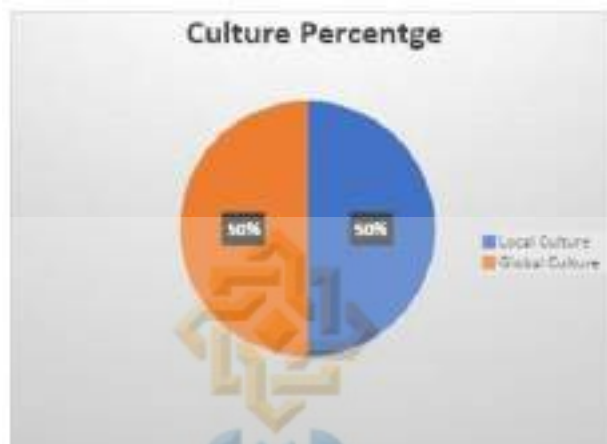
4.1.1 Cultural Representation in English Textbook: *Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka)*: 3P's Framework.

A. Overview of Culture Elements Distribution

Based on the analysis of the Buku Bahasa Inggris Tingkat Lanjut: *Train of Thoughts* for SMA/MA Grade XII, developed within the framework of the *Kurikulum Merdeka*, a total of 102 representative data items were identified across the book's five main chapters. These data items were categorized into two primary cultural origins: local culture and global culture, each reflecting distinct sets of values intended to be conveyed through the learning process.

Local culture is represented through 51 data items, consisting of both textual and visual content. The data highlights local issues such as marine environmental preservation in Kalimantan, the use of traditional fishing tools (*bubu*), communal values such as *gotong royong* (mutual cooperation), and Indonesia's biodiversity. Visual representations of local culture include depictions of domestic tourist destinations like Nihiwatu, traditional clothing, and everyday activities of local communities that embody Indonesian cultural identity.

Conversely, global culture is also represented by 51 data items. These reflect values and practices relevant to international society. Content related to global culture includes topics such as the global phenomenon of social media, cancel culture, minimalist lifestyles, and digital payment systems. In visual form, global culture is illustrated through images of international icons, everyday global community activities, and symbols of popular global culture, representing modern life in a global context. From the analysis, the researcher found that the total number of data related to local culture reached 51 items, and 51 items related to global culture then the results obtained from these calculations are illustrated in the following chart diagram



Picture 4.1

Chart Diagram Of Cultural Content

The chart shows the results of the percentage of local and global cultural content contained in the *English Textbook Tingkat Lanjut Train of Thoughts for SMA/MA Class XII (Kurikulum Merdeka)*, both textual and image data as a whole from the first chapter to the last chapter resulting in a balanced distribution of data between local culture and global culture. The percentage of local culture is recorded at 50%, while global culture covers 50%. Although there is a slight difference in the aspects distributed between these two cultural categories, the final result is quite balanced, indicating that the textbook "*Bahasa Inggris Tingkat Lanjut: Train of Thoughts*" for grade XII (*Kurikulum Merdeka*) pays almost equal attention to local and global cultural representation

From the 102 data, the researcher also found 65 of textual data and 37 items of image data taken from the brainstorming section, reading passage,

assessment, skill deepening, practice questions, grammar focus, and enrichment in each chapter (see appendices 5 and 6).

From that, the data has been found researcher calculate 20 items data prespective, 16 item data practice dan 30 items data product of local culture and 27 item data prespective, 18 item data practice and 6 item data product of global culture. From this number, the researcher calculates the percentage of the aspect of 3p aspect consist 39% prespective, 31 practice, 30% of local culture and 53% prespective, 35% practice and 12% Product of global culture

Table 4.1
Table Distribution of Data

<i>Chapter</i>	<i>Local</i>	<i>Global</i>	<i>Aspect</i>	<i>Percent</i>	
1	20	1		Local	Global
2	2	27	perspective	39%	53%
3	16	3	Practice	31%	35%
4		11	Product	30%	12%
5	3	9			
<i>Jumlah</i>	51	51			

Table 4.1 shows that each chapter focuses on one culture. In chapter one, it can be seen that the table shows a high value of local culture, with a total amount of data related to local culture reaching 20 items; this indicates that chapter one focuses on Presenting local culture, which includes

presenting local culture and explaining details about the island of Kalimantan. Chapter Two focuses on global culture, with a total amount of global culture data reaching 27 items, which emphasizes knowledge of social media, and Chapter Three promotes local culture with found local culture data items attaining 16 data items that show the uniqueness of Nihiwatu Island which is one of the best tourist recommendations in the world, chapter four leans towards global culture attain 11 data items related to a local culture which is associated with the cashless phenomenon, modern banks, as well as online payments, and chapter five discusses global culture attain 9 data items related to global culture that focus on changing people's consumption activities (maximalist and minimalist).

In further analysis, it was found that in the text content, almost half of the data contained references or nuances of local Indonesian culture, such as traditions, customs, and traditional tools. Meanwhile, the material on global culture covers many topics that refer to international events, global activities, lifestyles, and world cultural phenomena. This distribution is also reflected in the image data integrated with the textbook, where illustrations depict local culture, such as images of the use of traditional fishing gear or characters wearing traditional clothing. The number is equal to images that depict global cultures, such as events that are currently on the rise, or images that refer to global trends, such as purchasing branded goods, flexing, and using social media.

These results also show that the content culture in the learning book is given a balanced portion to introduce cultural values and elements in culture, both local and global. The aspects of culture in this study are classified and analyzed using the 3P's Framework, including perspective, which refers to the perspective or values that underlie culture. In this study, many perspectives were found in chapter two, which focused on the use of social media (See Appendix 5 for a detailed description of the coding scheme), the phenomenon of FOMO (U2/P62/PR/GC)⁶⁸, which caused terrible comments, so that there was a cancel culture.

The second is a practice, which includes activities and forms of activities from the beliefs and customs of a community group. In the *Buku Bahasa Inggris Tingkat Lanjut: Train of Thoughts for SMA/MA Class XII (Kurikulum Merdeka)* aspect practice is found in almost every chapter in the form of image data accompanied by textual data, for example, the visualization of the use of bubu (textual data: U1/P9/PC/LC image data: U1/P9/PC/LC)⁶⁹, the problem of illegal fishing (textual data: U1/P25/PC/LC image data: U1/P18/PC/LC)⁷⁰, the use of hijab (U5/P179/PC/LC)⁷¹, and activities using social media (U2/P44/PC/GC)⁷².

⁶⁸ Appendix 6, page 109

⁶⁹ Appendix 6 page 102 and 7 page 117

⁷⁰ Appendix 6 page 104 and 7 page 118

⁷¹ Appendix 7 page 124

⁷² Appendix 7 page 120

Finally, the product aspect includes and refers to a culture's physical and or symbolic results. In this study, the products found are also found in almost all chapters in terms of image and textual data, for example laws (U1/P24/PD/LC)⁷³, tourist destinations (U3/93/PD/LC)⁷⁴, flora and fauna (U3/P118/PD/LC)⁷⁵, non-cash payments (U4/P147/PD/GC)⁷⁶, and lifestyle (U5/P197/PR/GC)⁷⁷.

Overall, the results obtained in the data collection show that this textbook seeks to balance introducing a local culture that is close to the students' experience with introducing a global culture that is relevant to current world developments

B. Cultural Representation in English Textbook

a. Local Culture

1. Perspective

The first aspect of the three cultural aspects of the 3P's Framework is perspective. 20 item data were found that presented cultural perspectives. The question defines the standpoint in the English textbook: "Do you know" or picture of someone fishing in the sea are relate to perspective. This aspect is widely found in

⁷³ Appendix 6 page 104

⁷⁴ Appendix 7 page 121

⁷⁵ Appendix 7 page 122

⁷⁶ Appendix 7 page 123

⁷⁷ Appendix 7 page 124

brainstorming, practice questions, dialogues, folktales, vocabulary, and others. The following is an explanation of how the perspective aspect represents local culture in various ways in the form of textual data

the data that presents the prespective aspects are brainstorming, dialogues, and folktales. In the first column, the sentence "Do you know about the drawing island in Kalimantan?" (U1/P2/PR/LC) shows the perspective content because it is closely related to each individual's knowledge about the island of Kalimantan. What each individual knows or thinks when hearing the word Borneo, and ideas or opinions about the island of Borneo, will shape or underlie the student's perception. The basis of the peach in this context can also change depending on the individual, given this question. For example, students who are indeed from Kalimantan will respond faster in responding and can explain in more detail to other students as a form of ethnic identity.

Example number two, there is a dialogue between two people who discuss the island of Borneo in a dialogue that says (U1/P6/PR/LC)⁷⁸:

A: Well, what is Kalimantan like?

⁷⁸ Appendix 6 page 102

B: Very beautiful and pleasant place. There are so many interesting places.

As explained in detail, the beauty of island of Kalimantan is used as one of the tourist destinations in Indonesia. As described in the previous paragraph, the question in the first data can be the basis of perspective, just as the opinions of A, who has just visited from the island of Kalimantan, can form the perspective of B, who has never visited the island of Kalimantan.

The last example, the trust circulating in Indonesia. The sentence "Bujang Beji often does superstition rituals so that he can go to heaven" (U1/P10/PR/LC)⁷⁹ says that after performing some virtues, applying a good person, and performing proper rituals, a human being can be appointed a god. This belief is still very deeply rooted in Indonesia and is by the Indonesian culture that believes in shamans. For example, in some areas in Indonesia, more precisely in Banyuwangi, it is still legal to practice asceticism in the mountains or forests that are believed to have magical powers. Another example is the belief that a person who breaks customary rules and opposes them is believed to be kidnapped and taken to the realm of the gods to be enslaved by the gods who rule the sea.

⁷⁹ Appendix 6 page 103

From the explanation, local culture aspect perspective in textual data appears in section brainstorming (lead-in), dialogue, and reading text (narrative). These are represented in basic knowledge about Indonesia island and its unique myths that are still actively believed by the surrounding residents, as well as fairy tales made based on customs and customs that are still preserved

2. Practice

The next aspect is practice, which is packaged in the form of folktales, sentences, and practice questions. The aspects of practice found are closely related to the habits of Indonesians, including political and government issues. There are 16 total datasets obtained from the English Textbook Bahasa Inggris Tingkat Lanjut: Train of Thoughts for SMA/MA Class XII (Kurikulum Merdeka).

The first data presented in the table shows the habits of the Indonesian population who fish with distinctive traditional tools, as evidenced by a folktale saying, "Tumenggung Marubai used a big trap called bubu." (U1/P9/PC/LC)⁸⁰ From this sentence, what needs to be marked as a practice aspect is the use of Bubu, the traditional fishing tool typical of the Ternate tribe. Fishing with traditional tools occurs in Ternate and is widely practiced in several other regions of

⁸⁰ Appendix 6 page 102

Indonesia; the only difference is the tool used. For example, in some areas of Indonesia



Picture 4.2

Bubu Alat Penangkap Ikan Tradisional

Source <https://v1.labirin.id/news/35693/bubu-pusaka-ampuh-nelayan-assilulu>

Second example of practice local culture The second section is still closely related to fishing or the habits of fishermen in Indonesia who use traditional tools to catch fish. The sentence "fishing using traditional equipment is better than modern equipment" (U1/P19/PC/LC)⁸¹ explains that catching fish using traditional equipment is more recommended. In addition to being able to maintain the marine ecosystem, fishing using traditional tools is also under the regulation of the Minister of Marine Affairs number 18 of 2021 concerning the placement of fishing gear and fishing aids in

⁸¹ Appendix 6 page 103

the fisheries management area of the Republic of Indonesia and the high seas as well as the arrangement of fishing add-ons. Last example is discusses issues that often occur in Indonesian waters. It is evident from the sentence, "International and illegal fishers target Indonesia as the main prey for their action," (U1/24/PC/LC)⁸² emphasizing the consequences and targeting of illegal fishing against Indonesia. Of course, the reason for targeting Indonesia in illegal fishing activities is the vast geographic zone of Indonesian waters. Not only once or twice, but Indonesia has experienced four times targeting, namely, Fishing by Vietnamese vessels in the Anambas Conservation Zone, Foreign vessels dumping waste in the Riau Islands Sea, Run Zeng 03 caught in the Arafura Sea after being on the run for one month.

From the paragraph about local culture, aspek practice in textual data can be found in reading text (narrative) and practice questions that emphasize every skill in English. For example, in the last column, activity D.1 refers to the analysis of the main idea provided by the book to be developed into a whole paragraph

3. Product

Product is the last aspect of cultural content adapted from the 3P's. The product in this study is in the form of everything closely

⁸² Appendix 6 page 104

related to the results of beliefs, traditional rituals, or national and international problems. Product data in the English Textbook entitled English Textbook: Bahasa Inggris Tingkat Lanjut: Train of Thoughts for High School/MA Class XII (Kurikulum Merdeka) is presented through reading passages and practice questions. There are 15 product that found, examples of product details obtained by the Researcher. The first, textual data that said Indonesia is rich in historical heritage was obtained. One example mentioned in local culture is the colonial church, which witnessed the struggle of the Acehnese people against the colonizers. The Dutch colonial cemetery church, often nicknamed Kerkof Peucut, contains nearly 2000 more graves of soldiers due to the Aceh War (U3/P99/PD/LC)⁸³.

Furthermore, the product aspect data obtained from the sentence "If you love traveling, you will find that East Nusa Tenggara is a fascinating place to visit as it has several interesting places to visit, such as Komodo island, Labuan Bajo, and Kelimutu Lake" (U3/P103/PD/LC)⁸⁴ is Komodo island. Komodo Island presents an original product only found in Indonesia: Komodo dragons.

⁸³ Appendix 6 page 110

⁸⁴ Appendix 6 page 110

Komodo dragons are exotic Indonesian animals only found in the East Nusa Tenggara archipelago. The uniqueness of the Komodo dragon is a global characteristic of Indonesia.

Finally, activity D.2, sentence number 2, explains the revision of the fishing gear law. This is closely related to international relations that deal with illegal fishing in Indonesia in the sentence "the revision of the maritime and fisheries ministerial regulation on the fish catch business and productivity of fish boats allows large-sized fishing vessels to use trawl-nets and centering (seine nets). The tools are not eco-friendly for catching fish. It can destroy the sea ecosystem and crumple the small fisherman due to the fewer catches with the rampant practices of illegal fishing." (U1/P25/PD/LC)⁸⁵

This emphasized that the results of the revision of marine legislation can prevent the destruction of aquatic habitat ecosystems and rampant illegal fishing.

From the explanation, Local cultural aspects of the product in textual data are primarily found in the reading text (exposition text) and practice questions in the writing section. The data obtained in this aspect of the product is similar to textual practice data on local

⁸⁵ Appendix 6 page 104

ashamed of the blasphemy or trolls they get. Another impact of trolls is cancel culture, which can erode culture slowly.

From the paragraph, Global culture in textual data is also obtained by many Researchers in practice questions and brainstorming (lead-in) or the opening page of a new unit in the book. Textual data in the peach aspect is often in the form of sentences as the main idea, which is then analyzed and developed in the form of personal opinions, which, of course, are adjusted to current events that are happening in a global environment, for example, the dangers of the internet itself

2. Practice

The Researchers found 18 textual data that presented global practice. In the analysis, the Representation of global culture is obtained from changes in a culture or custom. For example the data regarding the global cultural aspect of buying and selling activities (U2/P54/PR/GC)⁸⁸. The ability or thing that used to be commonplace when doing buying and selling activities was face-to- face or visiting the desired goods store(U2/P54/PC/GC)⁸⁹. However, this habit has changed with the development of social media. The general public often shops in online web stores and dives into cyberspace to get the

⁸⁸ Appendix 6 page 107

⁸⁹ Appendix 6 page 107

goods and trends they want, check comments or reviews of goods from buyers before, and look for product recommendations from influencers (U2/P55/PR/GC)⁹⁰ who are going viral.

From the explanation, the researcher found that the global culture aspect practice in textual data appears in reading passages (analytical exposition text) and some in practice questions in the form of true-false sentences, quizzes, or main ideas as topics of discussion

3. Product

The last aspect of global culture is the product. Similar to practice, the product aspect in global culture is found in changing old habits into new habits, accompanied by the development of social media that the general public can access. For example is the consequences of excessive use of social media. The table describes the phenomenon that has existed since the rampant use of social media. The development of the use of social media has caused several harmful activities, including gaslighting, bullying harshly, and doing cancel culture provoked by trolls (U2/P51/PD/GC)⁹¹. These new cultures have emerged almost worldwide that can access the internet. They arise due to a dislike for content created by someone or content not under the public's expectations, causing hate comments because they

⁹⁰ Appendix 6 page 108

⁹¹ Appendix 6 page 106

culture, which refers to practice questions where more emphasis is placed on the development of writing from a central idea to a complete paragraph

b. Global Culture

1. Perspective

Of the 51 data global that the Researcher found, 27 item data that presented the global culture aspect perspective. The presentation of the worldwide cultural aspect of perspective was obtained from the application of social media, hot issues in the development of cyberspace, and online shopping centers. For example, individual's response to the flow of social media development (U1/P44/PR/GC)⁸⁶, terms, and criminality that occur in cyberspace. It can be explains the phenomenon in cyberspace like trolls (U2/P48/PR/GC)⁸⁷ that a group of people who deliberately expose offensive messages or provocateurs of something. This phenomenon occurs almost worldwide and can be reached through the internet and social media. This phenomenon also results in many things, which are explained in column number three. With disturbed mental health, people prefer a dangerous last resort, such as ending their own lives, because they are

⁸⁶ Appendix 6 page 105

⁸⁷ Appendix 6 page 105

cannot meet in person. It results in heavier things, such as Go Hara (U2/P51/PD/GC)⁹², the target of bullying from trolls who appear.

From that explanation, the Researcher concludes that Global cultural aspects of the product can be found in the reading passage (analytical exposition), sentences in practice questions, and main ideas that will then be developed into a complete paragraph of text exposition. The global culture product aspect also has a local data aspect of practice, where the main idea sentence will be developed into a whole paragraph as a result of practice questions.

4.1.2 Culture comprehensively in English Textbook: *Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka): 3P's Framework*

A. Coverage of Cultural Aspects Based on the 3P Framework

In the discovery of data for the first research question in this study, the researcher identified 51 items related to local culture and 51 items related to global culture. The researcher obtained a percentage distribution of 50% for local culture and 50% for global culture. The data obtained between local and global cultures is indicated to be balanced. Furthermore, these findings are used to answer the second research question by analyzing each percentage of aspects adjusted to the 3P's

⁹² Appendix 6 page 106

Framework analyzed through three main aspects of the 3P's framework: perspective, practice, and product. In terms of the perspective of local culture more than a third of the data related to local culture in the Train of Thoughts textbook. This aspect describes the beliefs and values contained in the traditions, philosophies, and myths that have developed in various regions in Indonesia. For example, one of the myths circulating throughout Indonesia states that humans can turn into gods through asceticism and fasting for a certain period, as well as performing rituals to make offerings to the spirits of forest guards (U1/P11/PR/LC)⁹³. In addition, the philosophy regarding the existence of the Dayak tribe in the interior of the forests of Kalimantan is also included in this category (U1/P5/PR/LC)⁹⁴. On the other hand, from the global culture perspective indicating that global culture is more dominant in this book. Global culture is mostly related to chapters that discuss international topics, such as the discussion of social media in Chapter Two, which fully refers to global phenomena, or Chapter Four, which discusses lifestyle in the era of globalization.

Furthermore, in the practice aspect, local culture is balance with other aspects. In the book Train of Thoughts, local cultural practices are found in images that depict the daily activities of local people,

⁹³ Appendix 6 page 103

⁹⁴ Appendix 6 page 102

traditional rituals, and issues that affect their lives. An example is the use of bubu as an effort to preserve natural ecosystems (U1/P9/PC/LC, U1/P18/PC/LC, U1/P19/PC/LC)⁹⁵ and the losses faced by Indonesian fishermen due to illegal fishing or pirate activities (U1/P25/PR/LC)⁹⁶. On the other hand, the practice aspect for global culture obtained a higher number. This can be seen from the many discussions about global culture in text and image data. For example, Chapter 1 found an issue regarding the negative impact of illegal fishing targeting Indonesia as a target (U1/P19/PC/GC)⁹⁷. Likewise, Chapters 2 and 4 discuss the use of social media in the economic realm, such as in the online shop phenomenon (U2/P54/PC/GC, U4/P168/PC/GC)⁹⁸.

Finally, in terms of product, the number found for local and global culture is relatively small for local culture and global culture.

Despite the low percentage, this aspect of the product is still evenly distributed in each chapter, both in text and image data. For local culture, with a rate of most of the products depicted include cultural elements that represent Indonesia's natural wealth and traditions, such as flora and fauna typical of each region of the Indonesian archipelago, which are iconic symbols of the area (U1/P7/PD/LC, U1/P24/PD/LC,

⁹⁵ Appendix 6 page 102-103

⁹⁶ Appendix 6 page 104

⁹⁷ Appendix 6 page 103

⁹⁸ Appendix 6 page 107 and 115

U3/P118/PD/LC)⁹⁹ and tourist destinations that are local cultural attractions are also widely described (U1/P6/PD/LC, U3/P118/PD/LC)¹⁰⁰. Meanwhile, global culture, is more focused on the introduction of product elements related to the application of global concepts, such as the modern banking system, which is depicted in terms of its positive and negative sides (U2/P61/PD/GC, U4/P147/PD/GC)¹⁰¹, payment applications (U4/P149/PD/GC, U4/P155/PD/GC)¹⁰², and the impact of social media globally (U2/P51/PD/GC)¹⁰³.

Overall, the results of this analysis show that there is a balance between the two cultural contents in the book *Train of Thoughts*. Although there is a dominance in aspects of perspective and practice that discuss the effects of globalization and social media on global culture throughout the chapter, local culture still has room to contribute significantly in the product and practice aspects that address the rich traditions and beliefs circulating in various regions of Indonesia.

B. Depth of Cultural Representation

⁹⁹ Appendix 6 page 102, 104 and appendix 7 page 122

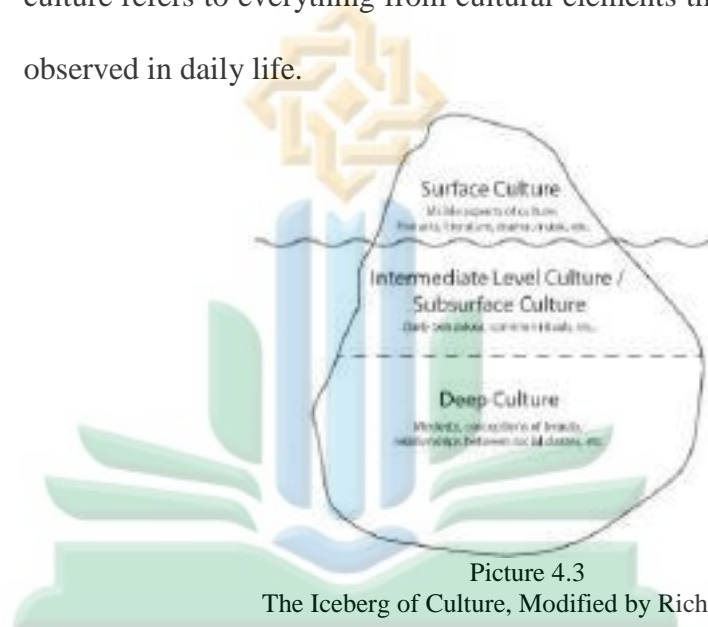
¹⁰⁰ Appendix 7 page 117 and 123

¹⁰¹ Appendix 7 page 121 and 123

¹⁰² Appendix 6 page 114-115

¹⁰³ Appendix 6 page 106

After analyzing the data using the 3P's framework, the researcher found that the three aspects of culture can be identified in two main concepts of cultural depiction, namely Surface Culture and Deep Culture, in the book *Train of Thoughts*. Starting from surface culture refers to everything from cultural elements that can be directly observed in daily life.



Picture 4.3

The Iceberg of Culture, Modified by Richard Ben

Surface culture is also the identity of culture because it leads to the view of outsiders who play the role of connoisseurs of the culture of a community. In this book, surface culture is mainly found in textual data interspersed with image data. One example is the use of Bubu (U1/P9/PC/LC)¹⁰⁴, which symbolizes the island of Ternate itself. This custom is a marker of the identity of the residents of Ternate, which

¹⁰⁴ Appendix 6 page 102

almost all residents capture using this tool. From this presentation, the use of Bubu is one of the concepts of surface culture presented in the book *Train of Thoughts*. Another example of a surface culture researchers found in the book *Train of Thoughts* is the beauty and majesty of the waves of Nihiwatu island (U3/P104/PR/LC)¹⁰⁵. Of course, this is one of the identity markers of Nihiwatu Island, which received the title *Occi's Left* or *God's Left*. The statement shows that Nihiwatu, in the eyes of foreign tourists, is the owner of waves with a height of almost two to three meters and is the most popular tourist destination for surfing.

Meanwhile, deep culture refers to aspects of culture that refer to everything from a culture that has a deep meaning and are rooted in a community's beliefs, history, values, and norms. In the book *Train of Thoughts*, researchers find a depiction of Deep Culture in the textual data chapter one, which states that most Indonesian people believe that if they perform rituals or fasting (asceticism), they will get blessings from the gods they believe in. This belief, of course, affects all activities of the Indonesian people themselves. Hence, it gave birth to developments that resulted in Indonesia becoming a solid country with religious disciplines and one of the most religious in the world. This

¹⁰⁵ Appendix 6 page 111

proves that the book *Train of Thoughts* also depicts culture sincerely. Another example of the presentation of cultural deepening is found in chapter three, which discusses the use of social media. In the image data brainstorming section, researchers found that the use of social media and the Internet can affect the behavior of individuals. This is explained by the emergence of social media and the Internet; many activities carried out initially face-to-face became online. One example of such activity is social media users who do not appreciate content or posts made by someone, starting from a nasty comment. This phenomenon also shows the loss of respect and manners when expressing opinions, even though it is done online.

In short, the surface culture in the book *Train of Thoughts* is related to aspects of culture that are more real and physically visible, such as daily habits and activities that can be a community's identity. Meanwhile, deep culture is closely related to beliefs, thoughts, and views on life that affect a community's development

C. Integration Analysis

Integration analysis is an analysis process that aims to understand how cultures (local and global) interact with each other in the social sphere of society. In education, integration analysis seeks to understand the meaning of learning associated with introducing and preserving a culture. Integration analysis also allows researchers to explore the

culture contained in English textbooks. This study's integration analysis describes how the book *Train of Thoughts* relates culture to language skill training.

Integration analysis involves identifying and mapping cultural elements in teaching materials from local and global cultures. The process also includes analyzing how textbooks relate these cultural concepts to the language skills taught, such as speaking, writing, reading, and listening skills. In the process of collecting data in the book *Train of Thoughts*, the researcher found that the content in each chapter includes language skills (listening, speaking, reading, and writing) containing culture, as in activity A.2 Chapter 1, which provides for audio with the theme of Kalimantan Island and its uniqueness. The audio in this activity directs students to listen to the opinion of one of the voice characters who plays the role of a travel blogger and conveys to his interlocutor the uniqueness or beauty of the island of Kalimantan. This example explains that the association of deepening skills in English can be connected to the aspect perspective represented by the opinion of the travel blogger character. Another example of the application of skills in the context of local culture is in Activity C.3, chapter 1, which asks students to roleplay as students from universities who discuss several themes provided in the book (themes raised: illegal fishing, overfishing to the local community, and an interesting fact in

Kalimantan). The discussion results are then presented to other roleplay groups for advice or feedback. The skill training in this activity also directs students to have their perspective on culture or issues that are happening in the surrounding environment.

Another discovery related to the scope of global culture was found in Activity B.2, chapter 2, which contained an exposition text on the social media theme. In this Activity, students are asked to read a text containing presentations on social media's bad and good sides. In the text, it is also explained that the change in shopping habits that are usually done face-to-face has changed to online shopping, which has been rampant until now. It explained that the deepening of reading skill activity relates to cultural aspects of practice, which is emphasized by changes in how people shop. The second example of the application of global culture associated with the deepening of language skills is found in Activity D.1, chapter 5, which asks students to write a discussion text with the theme of digital technology for children. In this activity session, the cultural aspect associated with it is a product that emphasizes digital technology's good and bad effects on children (ex, chtgpt, AI, VR, etc.). The deepening of writing skills in these activities can also be associated with a cultural aspect perspective, which increases students' understanding of global issues that are discussed and enriches knowledge about local and global cultural interactions.

Overall, the analysis found that the Train of Thoughts book integrates cultural elements, both local and global, in every Activity designed to hone students' language skills. The application of integration analysis in this book shows that effective teaching materials develop language skills and introduce a broader insight into the world through the interconnection of culture in every learning experience

4.2 DISCUSSIONS

4.1.1. Cultural Representation in English Textbook: *Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka): 3P Framework*

From the findings of the data analyzed in the previous stage, the researcher identified various cultural variations from both local and global cultures, which were analyzed using the 3P's Framework. The cultural variations listed are found in the form of textual data and image data. In addition, the cultural content can also be adjusted to the sub-material that will be studied at each meeting. This is suitable with Yuyun's statement in the Research said all cultural elements can be integrated into learning resources, not just in the form of content, but can be incorporated as media and even assessment and evaluation to create meaningful learning.¹⁰⁶ This Research also

¹⁰⁶ Yuyun Elizabeth Patras et al., "A Review of Culture-Based Learning at Primary Level In Indonesia," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (September 18, 2023): 3923–36, <https://doi.org/10.35445/alishlah.v15i3.3525>.

support by Ihsan that state Cultural contents in the textbook generally are represented by All Senses of Culture¹⁰⁷ This emphasizes that this book, in chapter one, with the theme "Digging the Hidden Gem of Borneo (Kalimantan)," tends to stand out in the perspective aspect with data on the practice and balanced production aspects. The findings and cultural presentations in chapter one are related to the findings and data results from Soni Ariawan, which states that artifacts, famous places, and popular people are included in stereotypes and National Identity.¹⁰⁸ It can also be concluded that beauty, myths, titles, and political issues that occurred in Indonesia are included in National Identity, especially the content of chapter one as a whole, which discusses the island of Kalimantan. Data analysis also concluded that both the textual data and the images obtained mainly questioned the basis of one of the islands in Indonesia, such as famous places and the uniqueness of Kalimantan island. For example, there are examples of customs on the island of Kalimantan, such as using traditional fishing gear.

Chapter two presents global culture with the theme of social media, and over time, the use of social media has become part of daily activities. Lusi added that the cultural sources used for daily life were primarily non-local

¹⁰⁷ 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* 2, no. 2 (2014): 14–25.

¹⁰⁸ Kurniawan Soni, "Investigating Cultural Dimension In EFL Textbook by Using Byram Checklist," *REGISTER JOURNAL* 13, no. 1 (2020): 123–52.

cultures.¹⁰⁹ This can be interpreted as using social media connected to school, leisure activities, home activities, family, and occupation. That opinion supports the data analysis from chapter two, which describes the use, function, and consequences of social media that affect people's activities and social environment in socializing. Both textual and image data fill in the perspective and practice aspects with products from the other two aspects. Perspective textual data is presented in a tremendous amount of long paragraphs that discuss social media. Meanwhile, products and practices are dominated by image data that illustrates online shops and activities to create content. All of the analysis in chapter two means that social media in this book is displayed by technology and the data obtained, and the overall content of chapter two discusses social media as the center of society and the effect of social media. This statement is evidenced by how social media is operated in life, where almost 7/24 hours people, especially teenagers, use social media and activities that were previously carried out face-to-face, such as buying and selling activities in traditional markets or supermarkets moved to online shopping sites or applications (lazada, tokped, or shoppe). This is similar to Fitri's statement

¹⁰⁹ Lusi Nurhayati, "(PDF) The Representation of EFL Context-Based Cultures in an International EYL Textbook," accessed May 25, 2025, https://www.researchgate.net/publication/373431337_The_representation_of_EFL_context-based_cultures_in_an_international_EYL_textbook.

that the cultural dimension comprises technology.¹¹⁰ Another example is teenagers who try to follow the lifestyle of influencers from abroad. This resulted in cancel culture and the loss of national identity due to the erosion of lifestyles by the region of origin.

Continuing to chapter three, which discusses the destinations and beauty of Indonesia's natural tourism, is devoted to discussing the natural tourism of the city. It is similar to Mutiara's Research findings, which shows that cultural content in the category of local tourist destinations is widely integrated through images of islands in Indonesia that have beautiful scenery and historical places that are used as tourist destinations.¹¹¹ However this book, especially in chapter three, presents the beauty of Wakatobi Island, Maluku. In this chapter, the data content contains local culture that presents anything in the province of East Nusa Tenggara and Wakatobi City as the core of the discussion, which is acquired from a perspective data. One of the textual data explains the greatness of the waves from Nihiwatu Beach, known as Occi's Left or God's Left, which became a paradise for surfing athletes and won the title of best hotel and resort in 2016 and 2019. The image data illustrates many other places also iconic to East Nusa Tenggara, such as Komodo Island or the highest mountain in

¹¹⁰ Fitri Rahmawati Astiandani and Oikurema Purwati, "A Content Analysis of Cultural Representation in High School English Textbook in 2013 Education Curriculum," *Pedagogy : Journal of English Language Teaching* 9, no. 1 (June 23, 2021): 38–46, <https://doi.org/10.32332/joelt.v9i1.2994>.

¹¹¹ Mutiara Ayu, "Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia," *Journal of English Teaching* 6, no. 3 (October 2020): 183–92.

Maluku. The results of the analysis from Chapter Three are also relevant to the findings of Soni's Research, which identifies tourism as a Representation of national geography.¹¹² The identification is related to introducing, describing, and promoting Nihiwatu as an Indonesian Tourism Destination. Lusi also stated that geographic position often causes vast cultural differences.¹¹³ This statement shows that each English book presents the uniqueness and geographical situation of the island differently, depending on which archipelago in Indonesia has become a global topic over the past few years. He also added that showing the geography of the place in English textbooks where they belong would help them be more well-informed about their own cultures and improve children's cross-cultural knowledge and awareness.

The fourth chapter, with the theme "Future Method of Payment," presents the global culture of financial development, which is becoming a hot topic worldwide. The analysis in this chapter is also relevant to Soni's results, which identify school attendance activities in socialization and life cycles.¹¹⁴ However, there is a slight difference in this study. In this study, the focus of social activities is money storage institutions or banks that are growing influenced by technology. This is stated by Hily, who said that the culture

¹¹² Soni, "Investigating Cultural Dimension In EFL Textbook by Using Byram Checklist."

¹¹³ Nurhayati, "(PDF) The Representation of EFL Context-Based Cultures in an International EYL Textbook."

¹¹⁴ Soni, "Investigating Cultural Dimension In EFL Textbook by Using Byram Checklist."

dimension also contains money, cities, clothing, and buildings.¹¹⁵ It proves that the discussion of the development of the financial system is in line with the global culture in this Globalization era. Then, in this book, the development of technology in the economy section is shown in the development of payments. In the past, before the development of technology, people would make transactions by going to the bank, queuing, and then consulting with a teller. Now, it has been replaced by modern payments called e-wallet applications (wallets: OVO, QRIS, PayPal, Dana, etc.), which are products of financial institutions or modern online banks that cause the cashless phenomenon. Cashless is an activity or habit carried out by the community when carrying out consumption activities without carrying or using money directly, but through a modern bank application. One of the textual data also discusses financial literacy, where this discussion comes from excessive spending activities due to not carrying cash.

Meanwhile, the last chapter discusses the consequences of the practice carried out in the fourth chapter, namely, excessive spending. The analysis data in this chapter are identified as social identity and social group. Following Soni, who stated that social status, social class, and professional identity are Representations of Social Identity and Social Group. However, in this study,

¹¹⁵ Hilya Nur Amelia, Dina Rachmawati, and Rosmania Rima, "CULTURAL CONTENT ANALYSIS IN TWO EFL TEXTBOOKS USED BY BOARDING SCHOOLS IN BANTEN: A MULTIMODAL ANALYSIS," *Prosiding Konferensi Linguistik Tahunan Atma Jaya (KOLITA)* 20, no. 20 (October 19, 2022): 131–40, <https://doi.org/10.25170/kolita.20.3786>.

social groups are differentiated based on lifestyle. This chapter is also more likely to present the global culture outlined in the social lifestyle. From the phenomenon of people who carry out excessive consumption activities, the lifestyle is divided into minimalist and maximalist. These two lifestyles affect people's social lives. This same line with Rintanti's Research findings, which shows that the concept of culture in state sociology influences perceptions and opinion processes, such as food, clothing, and institutions, because the characteristics of each cultural person are related to certain lifestyles and sociological experiences from traditions.¹¹⁶ This textbook shows an example of some groups of people trying to look like they are living with luxury to meet the current trend, and the trends that are present almost all come from different countries. An example of global culture related to this is indicated in the form of house arrangement in a personal letter, and image data illustrated in the form of a comparison of two pictures of lifestyles. From the cultural content data table analyzed, the Researcher proved that Risager stated that the English Textbook has an essential role in the learning class by providing "Common Linguistic and Cultural input to teaching."¹¹⁷ The data table also shows that

¹¹⁶ Ritanti Lasmita, Safnil Arsyad, and Alamsyah Harahap, "Cultural Content Analysis of English Textbooks for Junior High School Entitled 'Bahasa Inggris When English Rings A Bell,'" *Journal of English for Specific Purposes in Indonesia* 3, no. 1 (January 31, 2024): 64–73, <https://doi.org/10.33369/espindonesia.v3i1.25902>.

¹¹⁷ Karen Risager, "Cultural References in European Foreign Language Textbooks: An Evaluation of Recent Tendencies," in *Mediating Languages and Cultures*, ed. Dieter Buttjes and Michael Byram (Clevedon: Multilingual Matters, 1991), 181–92.

books published locally have good quality. According to Tomlison said that a good English language learning book contains material that encourages English language acquisition, mediates internal language learning¹¹⁸ and introduces local culture to learn.¹¹⁹

From the above explanation, it can be concluded that the companion book *Train of Thought* systematically integrates local and global cultural representations in a planned chapter structure. Chapter 1 presents content that focuses on local culture, by presenting narrative and descriptive texts that reflect the daily life of Indonesian people, traditions, and social values based on local wisdom. Chapter 2 turns to a global perspective by highlighting the phenomenon of social media as a reflection of contemporary culture that influences communication patterns and interactions between nations. Chapter 3 reaffirms the importance of local culture through the exploration of the beauty and uniqueness of Indonesian tourist destinations, which also serves as a means of strengthening national cultural identity. Furthermore Chapters 4 and 5 raise global issues, such as environmental change, technological developments, and international diversity, that are relevant to the dynamics of today's global life. This blend of local and global dimensions not only supports the achievement of language competence in English language learning but also contributes to the

¹¹⁸ Swain, "Sociocultural Theory in Second Language Education," *Multilingual Matters*, 20150212GMT00:00:00, <https://www.multilingual-matters.com/page/detail/sociocultural-theory-in-second-language-education>.

¹¹⁹ Kramsch, *Language and Cultural in ELT* (Routledge, 2016).

development of intercultural awareness and multicultural understanding of learners

4.1.2. Culture comprehensively cultural in English Textbook: *Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka)* using the 3P's Framework

This stage answers research question number two, which aims to examine the extent to which the book presents material comprehensively in supporting cultural language learning. In this section, the researcher discusses the results of the analysis of the data obtained from Chapter I to the last chapter, including visual and textual elements. This analysis is focused on comparing the percentage of presentation of local culture and global culture in the book English Textbook: Advanced English: Train of Thoughts for SMA/MA Class XII (Kurikulum Merdeka). Comparisons are needed to assess the balance of cultural representation, as Soni asserts that global culture should not dominate local culture.¹²⁰ The results of this study show that a total of 102 data points were successfully collected and analyzed, which are divided evenly between local culture and global culture, each consisting of 51 data points. It's in line with Rizky Muhammad's Research, which found 66 items that refer to local

¹²⁰ Soni, "Investigating Cultural Dimension In EFL Textbook by Using Byram Checklist."

culture and 61 items that refer to global culture¹²¹ which can be interpreted that the representation of the two is at least balanced. This data is then classified

into three cultural aspects using the 3P's Framework, which consists of practices, products, and perspectives. In the local culture category, the practice aspect accounted for 39% of the total data analyzed. This percentage indicates that most of the representations of local cultures in the learning materials or contexts analyzed focus on everyday activities or customs, such as traditions, social interactions, and governance issues. In the book *Train of Thought*, aspects practice both local and global culture are presented in the form of images that are in Junmin's opinion, in his findings, "Like the text, images also assume the role of cultural carriers and are presented in a more visual way than the text".¹²² One example of practice image data from local culture is shown through an image of a woman wearing a hijab. This image represents one of the widely held beliefs in Indonesia, namely Islam, which requires its adherents to wear hijab as part of an expression of faith.

Then Aspects Products ranked second with a proportion of 31% of the total data analyzed. This aspect includes concrete cultural products, such as

¹²¹ Rizki Muhammad Ardian Setiadi, Daniel Simanjuntak, and Mohammad Santosa Mulyo Diningrat, "The Representation of Target Culture in a Locally Published English Textbook," *IALLTEACH (Issues In Applied Linguistics & Language Teaching)* 4, no. 2 (December 27, 2022): 142–48, <https://doi.org/10.37253/ialltech.v4i2.7254>.

¹²² Jungmin Zhang and Meng Liu, "An Investigation of Culture Presentation in ELT Textbooks in the Context of English as an International Language | *Journal of Language Teaching and Research*," accessed May 25, 2025, <https://jltr.academypublication.com/index.php/jltr/article/view/3583>.

flora and fauna, traditional rituals, and works or artifacts that are characteristic of an area. Examples of local cultural representations in the aspect of products include Komodo Island, which is known as the native habitat of Komodo dragons, white crocodiles, which are typical of Kalimantan fauna and are often associated with local myths, and Sembainai stone, which has historical and cultural value for the local community. The presence of these elements in the learning materials shows an effort to introduce the richness of local culture through distinctive products that represent regional identity. The third place in the scope of local culture is occupied by the perspective aspect, which obtains a portion of 30%. This aspect reflects the outlook of life, values, and belief systems that form local cultural identity, which is presented through folklore with the title "The Story of Bujang Beji and Bukit Kelam" which contains local beliefs that state that if people meditate they will gain eternity by uniting with the spirit of the forest. Meanwhile, in the representation of global culture, the practice aspect occupies the most dominant position, with a percentage of 53% of the total data analyzed. This high proportion indicates that the global culture that emerges in learning materials tends to focus on modern life practices that are transnational and reflect the influence of globalization in daily life. These practices include contemporary lifestyles, global consumption patterns, and technology-based forms of social interaction. A concrete example of this representation is online shopping activities that reflect changes in people's consumption patterns due to the development of digital technology and the

phenomenon of imitating influencers, where students or young people actively imitate the lifestyle, appearance or behavior of popular figures on global social media. Both examples not only show a shift in the way we interact and shop, but also reflect the growing penetration of global cultural values into the lives of local communities.¹²³

The second position in the global culture category is occupied by the product aspect, with a percentage of 35% of the total data analyzed. This aspect includes various global cultural products such as social interaction, modern lifestyles, and digital technology. These products not only represent the results of global cultural developments, but also reflect the social transformations that are taking place in society. One concrete example is the cashless society phenomenon that emerged due to the high use of digital wallets (e-wallets) and online banking services, which changed the way people transact in their daily lives. Another example is the formation of social segmentation or grouping in society based on lifestyle, where preferences for certain products or services become markers of group identity, thus contributing to the formation of new social structures in the context of global culture.¹²⁴

¹²³ Fannysa Dyah Ardnyananisari and Devinta Puspita Ratri, "ASSESSING CULTURAL CONTENT IN ENGLISH TEXTBOOK FOR HIGH SCHOOL GRADE 12 STUDENTS: A CASE STUDY," *English Review: Journal of English Education* 12, no. 2 (June 12, 2024): 591–600, <https://doi.org/10.25134/erjee.v12i2.9581>.

¹²⁴ Ardnyananisari and Ratri.

However, the perspective aspect in global cultural representation only accounts for 12% of the total data analyzed. This percentage indicates that the values, perspectives, and distinctive meaning systems of global culture have not been widely represented in the learning materials. This is relevant to Toledo- Sandoval, who said that one cultural aspect that is less significant yet still evident¹²⁵, showing that even though the perspective of global culture gets a small portion, this aspect becomes the foundation for the formation of a culture. In the book *Train of Thought*, global culture is more dominant through concrete and easily observable aspects, such as practices and products, while abstract and conceptual dimensions tend to receive less attention. For example, the habit of teenagers spending time on social media by watching influencers' live broadcasts, shopping online, or making comments (both negative and positive) shows the strong influence of global culture in everyday life. However, these activities reflect more the outward form of global culture without explicitly describing the values or perspectives that underlie it, such as how digital culture shapes communication ethics, virtual identities, or consumptive mindsets. This indicates the need for a more reflective approach

¹²⁵ Toledo and Sandoval, "Local Culture and Locally Produced ELT Textbooks: How Do Teachers Bridge the Gap? - ScienceDirect," accessed May 25, 2025, <https://www.sciencedirect.com/science/article/abs/pii/S0346251X20307223>.

in presenting a global culture as a whole, including the underlying value dimension to be integrated in learning.¹²⁶

Reviewed further from the overall proportions, the comparison between local and global cultures shows a balanced percentage, each amounting to 50% of the total data. This proves that the companion book of the Independent Curriculum presents a comprehensive and proportional representation of local and global culture, which is contrary to the results of research from Siti Marwah, who stated that the book she analyzed contained cultural content there is an imbalance.¹²⁷ She added that when language is practiced for education, the teaching materials are equipped with extensive knowledge of Indonesian cultures. This means that if the cultural content in a book is not balanced between local and global culture, it will result in missing culture, erosion of local culture, and cancellation of culture.

However, the results of this study are reinforced by Jeeyoung's opinion that a balanced combination of local cultures, native speakers, and international forms of culture is another alternative that can be used in learning through English textbooks.¹²⁸ He also added that cultural content is a

¹²⁶ Andi Ristanti, "Integrasi Filsafat Pendidikan Dan Budaya Global Menuju Pendidikan Berkelanjutan," *Indonesian Journal of Education and Development Research* 3, no. 1 (December 29, 2024): 624–28, <https://doi.org/10.57235/ijedr.v3i1.4830>.

¹²⁷ Siti Marwah Ulfa, "The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII," *Journal of English Language Teaching and English Linguistics* 7, no. 1 (January 29, 2022), <https://doi.org/10.31316/eltics.v7i1.2137>.

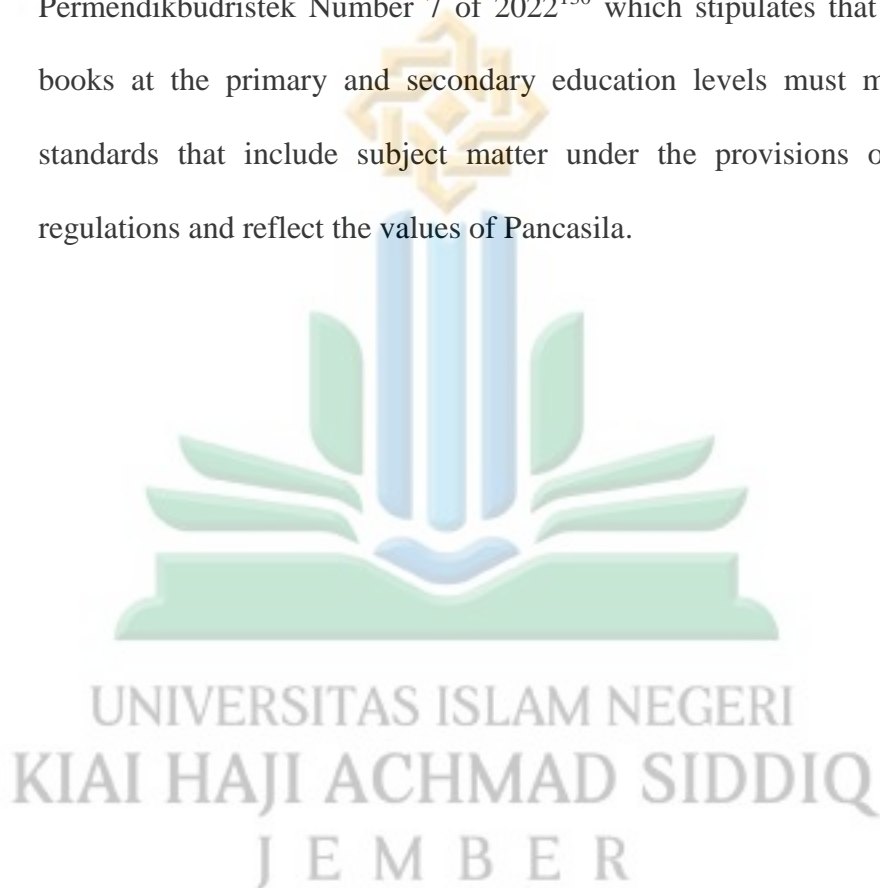
¹²⁸ Jeeyoung Shin, Zohreh R. Eslami, and Wen-Chun Chen, "Presentation of Local and International Culture in Current International English-Language Teaching Textbooks," *Language, Culture and Curriculum* 24, no. 3 (2011): 253–68, <https://doi.org/10.1080/07908318.2011.614694>.

somewhat complicated problem, but the most important thing is how to utilize cultural content in the classroom on a multicultural basis. Reinforced by opinions by Weni's statement that by integrating local culture in English, teaching (ELT) is increasingly practiced in non-English speaking countries,¹²⁹ including Indonesia. The percentage balance in this study shows that the Train of Thought book not only displays the diversity of Indonesian culture but also opens students' insights into global culture while still paying attention to the three main aspects in cultural understanding. These findings indicate a conscious effort in the preparation of the book to present a balanced cultural diversity. It also reaffirms that this book has received good categorization as a companion to the latest curriculum in Indonesia.

Based on the above description, the researcher concluded that the comparison between the representation of local and global cultures in the analyzed textbooks showed a balanced proportion indicating that the Advanced English Textbook: Train of Thoughts for SMA/MA Class XII (Independent Curriculum) has met the qualifications as a companion book that is suitable for use in the learning process. Therefore, the results of this study answer the question of the two researchers that the book Advanced English: Train of Thoughts for High School/MA Class XII (Independent Curriculum) is proven to have comprehensive material coverage not only in terms of

¹²⁹ Weni Ramadani and Anni Holila Palungan, "Integrating Local Culture In English Language Teaching to Increase Learners' Motivation to Speak English" (Thesis, Universitas Negeri Medan, 2022).

linguistics and pedagogy but also in terms of presenting cultural content. The integration of local cultural elements and global culture is presented proportionately and complementarily to support the achievement of the goal of learning English as a foreign language. This is in line with the provisions in Permendikbudristek Number 7 of 2022¹³⁰ which stipulates that educational books at the primary and secondary education levels must meet content standards that include subject matter under the provisions of laws and regulations and reflect the values of Pancasila.



¹³⁰ Edy Supryady, "Keputusan Menteri Nomor 262/M/2022 Perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran," May 21, 2025, <https://bpmpkaltara.kemdikbud.go.id/2022/07/13/keputusan-menteri-nomor-262-m-2022-perubahan-atas-keputusan-menteri-pendidikan-kebudayaan-ri-set-dan-teknologi-nomor-56-m-2022-tentang-pedoman-penerapan-kurikulum-dalam-rangka-pemulihan-pembelajara/>.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two points: conclusions from this study and suggestions for related parties, which are detailed below:

5.1 Conclusion

This study aims to assess the extent to which the latest curriculum companion English textbook reflects cultural content, as well as how deeply the book presents cultural elements in each learning material using the 3P's Framework. The results of this study are presented through an analysis of local and global cultural distribution in the book "Bahasa Inggris Tingkat Lanjut: Train of Thoughts for SMA/MA Class XII (KUMER)". The distribution shows Based on the analysis of 102 representative data items, an equal distribution was found between local culture (50%) and global culture (50%), indicating that the textbook explicitly seeks to present cultural diversity as part of fostering students' intercultural competence. The distribution of cultural content across chapters also reflects a consistent thematic pattern. Chapters 1 and 2 emphasize the reinforcement of local cultural identity, and Chapter 3 presents a balanced representation of local and global cultures. In contrast, Chapters 4 and 5 predominantly highlight global culture, including contemporary issues such as social media phenomena and shifting global lifestyles. This structure aligns with a curricular strategy aimed at equipping students with an understanding of their own culture before introducing them to the dynamics of global cultures.

Analysis based on the 3P framework (Perspectives, Practices, Products) indicates that, within the local culture context, the *perspectives* aspect dominates at 39%, followed by *practices* at 31%, and *products* at 30%. In contrast, global culture representations are composed of 53% *perspectives*, 35% *practices*, and 12% *products*. These findings suggest that cultural exposure—both local and global—is primarily conveyed through values, beliefs, and points of view, rather than through physical or material products.

Although cultural representations are proportionally distributed, the depth of cultural content in the learning tasks remains largely superficial and descriptive. This indicates that the textbook tends to prioritize cultural introduction over the development of students' critical and reflective thinking skills in response to cultural differences. Therefore, it is recommended that future textbook authors consider integrating more comprehensive intercultural learning objectives, through language tasks that encourage cultural comparison, value exploration, reflective discussions, and the cultivation of cultural empathy.

5.2 Suggestion

In this study, the Researcher offers several suggestions to related parties of this Research, English institutions, or English linguists regarding cultural content in English textbooks listed below:

1. For Future Reseachers

The cultural aspect is one of the prerequisites that must be included in the textbook, especially the English textbook, which contains two

cultures simultaneously. Paying attention to the cultural components interpreted in the textbook is essential. There needs to be a balance of inclusion between different cultural aspects to ensure that students can know, understand, apply, and benefit from learning a new language, and have a thorough knowledge of cultural aspects and components. Therefore, publishers and curriculum developers need to ensure that published textbooks reflect this balance to support learning that is more holistic and relevant to the times.

2. For Future Authors

The findings and results of this study can be a previous study for future Researchers and become reading material to explore the same and related topics. This Research also allows for further Research by involving different quality, quantity, or weight levels in each book studied because it has certain limitations.

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Appendix 1: Declaration Of Authenticity

STATEMENT OF AUTHENTICITY

The undersigned below:

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Declare that this undergraduate thesis entitled **“Local VS Global Culture: A 3P Framework Analysis of Cultural Content in English Textbook for 12th Grade in Indonesia”** is truly my original work. It does not include any writing publications that have already been authored or published by another individual, except for those cited in the quotation and references. Do the fact, I'm only person who is responsible for the thesis if there is any objection or claim from others.

Jember, 12th June 2025

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Appendix 2: Statement Letter of Plagiarism Check Completion


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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

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NIM : 201101060008

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : LOCAL VS GLOBAL CULTURE: A 3P FRAMEWORK ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK FOR 12th GRADE IN INDONESIA

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 2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5.

Appendix 3: Research Matrix

RESEARCH MATRIX

Title	Variable	Indicators	Source of Data	Research Method	Reserch Question
Local VS Global Culture: A 3P Framework Analysis of Cultural Content in English Textbook for 12 th Grade in Indonesia	1. Local Culture 2. Global Culture	1. Local Culture <ul style="list-style-type: none"> • Indonesian Culture Perspective • Indonesian Cultural Practices • Indonesian Cultural Product 2. Global Culture <ul style="list-style-type: none"> • International Culture Perspective • International Cultural Practice • International Cultural Product 	English Textbook: Bahasa Inggris Tingkat Lanjut: Train of Thought untuk SMA/MA Kelas XII (Kurikulum Merdeka)	1. Research Approach <ul style="list-style-type: none"> • Textbook Content Analysis 2. Research Design <ul style="list-style-type: none"> • ICA (Interpretive Content Analysis) 3. Data Collection <ul style="list-style-type: none"> • Document Review • Textbook Analysis Checklist • Data Analysis Interpretive Content Analysis (ICA) 	1. To what extent does the English Textbook: Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka) reflect the local and global culture on the 3P's Framework? 2. How comprehensively does English Textbook: Bahasa Inggris Tingkat Lanjut: Train of Thoughts untuk SMA/MA Kelas XII (Kurikulum Merdeka) represent Local and global culture on 3P's Framework?

Appendix :4 Research Map

RESEARCH MAP

Topik	Gap	Teori	Tujuan Penelitian	Kebaharuan	Metode
Local VS Global Culture: A 3P Framework Analysis of Cultural Content in English Textbook for 12 th Grade in Indonesia	Located in each local book analyzed, in several previous studies, the books used in the study came from different countries, and of course, each book presented a different culture	3P's of Culture: National Standards for Foreign Language Education Project. (1999). Standards for foreign language learning in the 21st century. Lawrence, KS: Allen Press, Inc	Assess whether and to what extent books distributed locally or used in ELT in Indonesian schools reflect local cultural values.	Evaluation and assessment of each book distributed is different, of course, the results of this research can be the evaluation value of English textbooks, which will then be distributed locally.	Interpretive Content Analysis: a content analysis method that focuses more on the meaning and deep interpretation of a text or content, rather than simply counting the frequency of certain words or themes. ICA involves in-depth textual analysis, which includes identifying latent meaning, social context, and subjective interpretations of the researcher.

Appendix 5: Research Journal

Research Journal

Name : Nur Aislah Maharani Faizah Putri

SRN : 20110106008

Title : Local VS Global Culture: A 3P Framework Analysis of Cultural Content in English Textbook for 12th Grade

Location : Muncar Banyuwangi

No.	Day/Date	Activities	Signatures
1.	6 July 2024	Peneliti mendownload buku Train of Thought di situs resmi SIBI	
2.	7 July 2024	Peneliti membaca buku Train of Thought dalam bentuk cetak	
3.	8 July 2024	Peneliti mengambil data dari buku Train of Thought untuk dianalisis	
4.	9 September 2024	Peneliti selesai mengambil data dari buku Train of Thought	
5.	10 September	Peneliti mengkodekan data yang didapat dari buku Train of Thought	
6.	24 September 2024	Pengodekan data yang didapat dari buku Train of Thought selesai	
7.	25 September 2024	Peneliti menghitung skor akhir dari pengodekan data untuk persentase variabel	
8.	28 September 2024	Hasil mulai ditulis dan ditabarkan pada bab empat penelitian	

UNIVERSITAS ISLAM NEGERI
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JEMBER

Jember, 28 May 2025
Researcher,

Nur Aislah Maharani F.P
NIM:201101060008

TEXTUAL DATA ANALYSIS

Unit	Section	Page	Textual Data	Cultural Categories	Cultural Aspect	Description
1	Lead In	3	Do you know about Derawan Island in Kalimantan?	Local Culture	Perspective	Data illustrates individual knowledge about the island of Kalimantan, especially the city of Derawan.
1	Activity A.2	4	A: Well, what is Kalimantan like? B: Very beautiful and pleasant place.	Local Culture	Perspective	Data illustrates general knowledge about the island of Kalimantan.
1	Activity A.3	6	Orangutan deep in the thick jungles.	Local Culture	Product	The data illustrates that orangutans are one of Indonesia's icons from the island of Kalimantan.
1	Activity A.3	5	The mysterious Dayak villages that retain age old traditions	Local Culture	Perspective	The data illustrates the Dayak tribe that is believed to still be alive in the interior of the forest in Kalimantan.
1	Activity B.1	7	Have you heard or read any folktales from Kalimantan? Can you give an example	Local Culture	Perspective	Data illustrates individual knowledge of folktales circulating in Kalimantan.
1	Activity B.3	9	Tumenggung Marubai used a big trap called bubu	Local Culture	Practice	The data illustrates the habits of coastal residents who fish using traps, nets and

						spears.
1	Activity B.3	10	Bujang Beji found that it was the kahyangan goddesses laugh at him	Local Culture	Perspective	The data illustrates local beliefs circulating in Indonesia regarding the existence of ancient gods.
1	Activity B.3	11	He did superstition rituals in order to get protection from holy spirit of the land and animal spirits	Local Culture	Perspective	Data illustrates the beliefs circulating in Indonesia, especially in the regions in depth about the myth of guardian spirits.
1	Activity B.5	16	Bujang Beji often does superstition rituals so that he can go to heaven	Local Culture	Perspective	The data illustrates the belief that circulates in Indonesia when performing some rituals is believed to be able to become a god.
1	Grammar Focus	18	Fishing using traditional equipment is better than using bomb	Local Culture	Practice	The data illustrates the habits of coastal residents who catch fish using nets, traps, and spear.
1	Activity C.1	19	Catching fish using bombs is allowed, to make it easier to get a lot of fish	Global Culture	Practice	The data illustrates the problems that occur in many countries regarding fishing using bombs.
1	Activity C.1	19	Fishing using traditional equipment is better than modern equipment	Local Culture	Practice	Data illustrates the habits of coastal residents who catch fish using nets, traps and spears.

1	Activity C.3	20	You and your colleague (pair) are having a very interesting discussion about an interesting fact in Kalimantan	Local Culture	Perspective	Data illustrates individual knowledge about the island of Kalimantan.
1	Activity D.1	24	The absence of government's strict policy in prevailing eco-friendly ways to catch fish endangers the future of Indonesian sea	Local Culture	Product	The data illustrates the results of local government policies for the use of environmentally friendly fishing gear.
1	Activity D.1	25	Most areas in the Indonesia archipelago stretching from Sabang to Merauke	Local Culture	Perspective	The data illustrates parts of Indonesian waters that various countries believe have a large area.
1	Activity D.1	25	International and illegal fishers target Indonesia as the main prey for their action	Local Culture	Practice	Data illustrates illegal fishing practices that target Indonesia.
1	Activity D.1	25	The illegal, unreported, and unregulated fishing (IUUF) is unlawful in Indonesia	Local Culture	Product	Data illustrates the problems of political issues that often occur in Indonesia.
1	Activity D.2	25	The revision of the maritime and fisheries	Local Culture	Product	The data illustrates the political problem of maritime issues occurring in

			ministerial regulation on the fish catch business and productivity of fish boats allows large-sized fishing vessels to use trawl-nets and cantrang (seine nets).			Indonesia which have had many negative effects.
1	Activity D.2	26	Indonesia has 3 million kilometers economic exclusive zone (EEZ)	Local Culture	Perspective	The data illustrates that the Indonesian waters are believed to have the largest area and are ranked seventh in the largest waters.
1	Assessment	32	There was a man called Damak, He lived in little house by the sea in Ambo island.	Local Culture	Perspective	Data illustrates folktales set in the Indonesian archipelago.
1	Assessment	33	There were some fisherman who did illegal fishing by using bomb used for coal mining	Local Culture	Practice	The data illustrates the activities that often occur in Indonesia and the consequences of illegal fishing.
2	Lead In	44	Do you enjoy using social media? Why?	Global Culture	Perspective	Data illustrates that almost the entire world's population uses social media, how and what they feel about using social media.
2	Activity	48	Trolls are not	Global	Perspective	Data illustrates new

	A.3		big problem in social media	Culture		terms that have emerged since the development of social media in this world.
2	Activity A.4	50	How to be good social media users?	Global Culture	Perspective	Data illustrates knowledge about social media, its use, impact and function.
2	Activity A.5	51	It not only causes addiction but it is also used by trolls to create a toxic ambience in media social	Global Culture	Product	Data illustrates the consequences of being exposed to cybercrime and excessive use of social media.
2	Activity A.5	51	Even some well known celebrities experiences emotions deeply and committed suicide like what happen to Go Hara, Youtuber Cho Jang Mi	Global Culture	Product	Data illustrates the effects of cyber bullying on influencers, resulting in suicide.
2	Activity A.5	51	They are horrible and can easily destruct mentality by doing gaslighting, bullying harshly, and doing cancel culture	Global Culture	Practice	The data illustrates activities that often occur due to the development of social media throughout the world and have negative effects.
2	Activity A.5	51	I'm aware of dangers of	Global Culture	Perspective	Data illustrates individual

			social media to my mental health			knowledge about the dangers and functions of social media.
2	Activity B.1	52	Influencer, testimony, platform, cashback	Global Culture	Perspective	Data illustrates the terms that have emerged along with the development of media social.
2	Activity B.2	54	Young people access social media not only for the purpose of entertainment anymore, but also for information, connection, and event consumption	Global Culture	Perspective	The data illustrates the development of the meaning of social media from something that was only used for one thing to something that is used in everyday life.
2	Activity B.2	54	Years ago whenever people wanted to buy something, they needed to drive certain distance and visit stores.	Global Culture	Practice	Data illustrates that the development of buying and selling activities has also changed along with technological developments, especially social media.
2	Activity B.2	54	If you are still unsure, they also allow you to post questions through comments sections or personal chats with the sellers	Global Culture	Practice	Data illustrates activities that arise due to the development of face-to-face buying and selling activities to online.
2	Activity	55	These people	Global	Practice	The data illustrates

	B.2		are called influencers coming from idols, favourite students, or celebrities	Culture		the activities that are often carried out in online buying and selling activities to attract interest using influencers.
2	Activity B.2	55	Teenagers tend to purchase those goods recommended by the influencers	Global Culture	Perspective	The data illustrates the inspiration from recommendations of something done by teens when they are going to buy or do something that suits them according to the influencers they follow.
2	Activity B.2	55	Companies offers special deals, promotion, discount, and cashback reward that influence teenagers' consumption behavior.	Global Culture	Perspective	The data illustrates that teens trust in advertisements posted on social media which can increase buyer interest.
2	Activity B.2	55	Social media has become a greater force for buying decision due to conveniences it offers	Global Culture	Perspective	Data illustrates the function of social media in buying and selling activities and financial transactions.
2	Activity B.4	57	Young people should access social media to buy products	Global Culture	Perspective	Data illustrates the belief that individuals can purchase goods simply by open social media.

2	Activity B.4	57	Teenagers tend to imitate social media influencer and buy things they recommend	Global Culture	Practice	The data illustrates the activity of imitating influencers by teens to follow the role models they follow by buying goods.
2	Activity B.4	57	Open access to information and encourages people to buy products they want	Global Culture	Perspective	The data illustrates the activity of opening an information center for goods sold, such as testimonials and reviews of goods for increase buyer confidence.
2	Activity B.6	58	Quiz: are you addicted to social media?	Global Culture	Perspective	The data illustrates several questions that identify about social media addiction or not.
2	Activity B.7	62	Drawbacks such as FOMO, social media over-connectivity, and cyber-bullying	Global Culture	Perspective	Data illustrates terms that emerge as a result of technological developments, especially social media.
2	Activity B.7	62	Social media has potential to accelerate FOMO	Global Culture	Perspective	Data illustrates the belief that social media is information center that can cause FOMO.
2	Activity B.7	62	Another drawback of using social media is over-connectivity in cyberspace	Global Culture	Perspective	Data illustrates new terms that have emerged along with the development of technology, especially social media.
2	Activity B.7	62	Today bullying	Global Culture	Practice	Data illustrates new terms and activities

			occurs not only in the schools' environment but has also expanded to cyberspace, known as cyberbullying.			that have emerged along with the development of technology, especially social media.
2	Activity C.1	67	What online shopping app/web do you often use?	Global Culture	Perspective	Data illustrates individual knowledge about online shop web or application that is often used.
2	Assessment	86	These days, bullying doesn't only happen in schools or on busses, but it also has spread over social media.	Global Culture	Practice	The data illustrates cyber bullying activities carried out by teenagers.
3	Activity A.3	99	the maluku island is the name given to a group of island spread over a vst area of eastren Indonesia	Local culture	perspective	data illustrates individual opinions or views on the Indonesian Maluku Islands
3	Activity A.3	99	there are nineteenth villas, a museum, a colonial church, and various	Local culture	Product	data illustrates historical places from the past to the present believed to be a witness to the struggle before independence
3	Activity	103	if you love	local	perspective	data illustrates

	B.2		travelling, you will find that Nusa Tenggara Timur is fascinating place to visit as it has several interesting place to visit, such as komodo island, labuan bajo, and kelimutu lake.	culture		individual opinions about the East Nusa Tenggara islands and their beauty
3	Activity B.2	103	recently, travelers put their attention on nihiwatu as travel destination as one of the hotels was acclaimed as the best hotel in the 'world's best award' by the prestigious magazine, travel leisure 2016.	local culture	perspective	The data illustrates the title that Nihiwatu Island received as the world's best award.
3	Activity B.2	104	the palce offers a fascinating beach view thats ranks number 17 among 100 beautiful beaches in the world.	local culture	perspective	The data illustrates the title obtained by one of the beaches in Nihiwatu, namely 100 beautiful beaches in the world.

3	Activity B.2	104	nihiwatu is prominent among surfers	local culture	perspective	data illustrates nihiwatu's popularity among athletes surfing.
3	Activity B.2	104	in fact, nihiwatu is also known as Occi's left or God's left. A place that has attractive waves for surfing	local culture	perspective	data illustrates the title and claim as one of the owners of the waves the biggest among surfing athletes.
3	Activity B.9	112	the name of wakatobi is abbreviation of the four largest islands there, which are wangi-wangi, kaledupa, Tomia, and Binongko	local culture	perspective	The data illustrates the name Wakatobi which was obtained because of the four big cities there.
3	Activity B.9	112	with its house reefs offering corals, seagrass meadows, and myriad marine creatures, it has become a paradise for those love snorkeling	local culture	perspective	Data illustrates that Wakatobi is a paradise for snorkelers because it has a lot of underwater beauty.
3	Activity B.9	113	the house reef in wakatobi is teeming with marine life	local culture	product	Data illustrates that Wakatobi is a place of development and is dense with various kinds of life. marine flora and fauna

4	Activity B.3	148	this issue is one where cash—paper and coin currency— isn't used anymore for financial transasctions. Alternatively, transaction are using debit or credit cards or payment services like paypal, Q-ris, Virtual account, ect.	global culture	perspective	Data illustrates that cash payments are less effective in the realm of technological developments, which have been replaced by e-wallets.
4	Activity B.3	149	futhermore, it can cause exposure of your data into the digital modern bank	global culture	practice	The data illustrates issues that often circulate along with the development of payments, cashless, and e-wallets.
4	Activity B.3	148	this issue is one where cash—paper and coin currency— isn't used anymore for financial transasctions. Alternatively, transaction are using debit or credit cards or payment services like paypal, Q-ris, Virtual account, ect.	global culture	perspective	Data illustrates that cash payments are less effective in the realm of technological developments, which have been replaced by e-wallets.



4	Activity B.3	149	futhermore, it can cause exposure of your data into the digital modern bank	global culture	practice	The data illustrates issues that often circulate along with the development of payments, cashless, and e-wallets.
4	Activity B.3	148	this issue is one where cash—paper and coin currency— isn't used anymore for financial transasctions. Alternatively, transaction are using debit or credit cards or payment services like paypal, Q-ris, Virtual account, ect.	global culture	perspective	Data illustrates that cash payments are less effective in the realm of technological developments, which have been replaced by e-wallets.
4	Activity B.3	149	futhermore, it can cause exposure of your data into the digital modern bank muggers or robbers, the hckers. If you are being targeted, then the hackers drain your money.	global culture	practice	The data illustrates issues that often circulate along with the development of payments, cashless, and e-wallets.
4	Activity B.3	150	hackers are the bank robbers and muggers of the	global culture	perspective	The data illustrates that hackers are increasingly appearing along with

			electronic world.			the increasing number of e-wallet applications.
4	Activity B.7	155	unlike previous generations, may have purchased items primarily with cash, today's consumers have more option f payments to use credit or debits cards, as well as electronic tranfers	global culture	product	The data illustrates new habits that have been carried out along with the emergence of online shops, payments using several e-wallet applications when making transactions.
4	Activity D.1	168	online shopping is become more popular nowadays. However, some people still prefer to shop in-store	global culture	practice	The data illustrates two opinions, pros and cons, regarding online shopping and electronic payments. Some individuals shop online, some shop face to face.
4	Activity B.7	154	inserting financial literacy as part of the school curriculum will teach students effective financial management	global culture	practice	data illustrates the application of financial literacy knowledge to deal with business arrangements in cooperation between countries/cities
5	Lead in	180	why you like to live a minimalist	global culture	perspective	data illustrates opinions about a simple way of life



			lifestyle?			
5	Activity B.5	188	previlage, life style, possession	global culture	perspective	data illustrates the advantages gained in a community group, usually it can be inheritance, genes, popularity.
5	Activity B.6	189	fomo is one of reason people of the reason people dont agree on the concept of minimalism	global culture	perspective	Data illustrates that an excessive/maximalist lifestyle occurs due to FOMO.
5	Activity B.6	189	all people agree that life style typecally does create more space in people's homes	global culture	perspective	data illustrates that cultural differences can affect the life style of typically people
5	Activity B.6	189	Having various kinds of fashion items make us more socieable	global culture	practice	data illustrates the fashion activities of society in accepting models or dressing habits.

Appendix 7: Table Analysis Of Image Data

TABLE ANALYSIS IMAGE DATA






unit	section	page	image data	cultural category	cultural aspect	description
1	unit 1	1		local culture	product	The data illustrates a child looking at paper and a board about illegal fishing issues that often occur in Indonesia
1	mind map	3		local culture	practice	The data illustrates a teenager explaining about the island. sentence
1	lead in	4		local culture	practice	One of the images illustrates the activity of fishing using a fishing rod and net, which is a habit of the people of Central Indonesia. Coast
1	activity A.3	6		local culture	product	The data illustrates the Sembina stone garden which is one of the icons of Borneo, Kalimantan.

1	B.Reading	7		local culture	product	illustrates a saltwater crocodile originating from Palau, Borneo. This saltwater crocodile or estuarine crocodile can only be found in Kalimantan
1	activity B.3	9		local culture	practice	one of two people illustrating the use and customs of the Kalimantan people during fishing activities using a trap.
1	Activity C.1	18		local culture	practice	data illustrates issues that occur in the waters Indonesia like illegal fishing
1	Activity D.1	24		local culture	product	The data illustrates that green turtles are found in abundance in the Derawan Islands. become the habitat of this turtle.

1	Activity D.2	26		local culture	practice	The data illustrates how to catch fish using a spear or commonly called 'sapah' by the native people of Labuan Bajo which has become an iconic maritime tribal culture. sea voyager.
				local culture	product	data illustrates the places and projects where industrial practices take place



2	unit 2	41		local culture	perspective	The data illustrates a teenager wearing a batik shirt surrounded by social media icons, showing Indonesia's response to technological developments. via social media
2	Mind map	43		global culture	practice	The data illustrates two people who are active in activities in social media that occur almost all over the world. Social media that appears is depicted with typical media icons. social.
2	Activity A.1	44		global culture	practice	data illustrates the activities of influencers or content creators who get dislike and hate comments.
2	Activity A.3	47		global culture	perspective	The data illustrates two people discussing one of their friends who suffered from mental illness due to hate comments on the media. social.

2	Acitivity B.7	61		local culture	product	The data illustrates a teenager wearing a batik shirt surrounded by icons of the activities he is doing. contains cybercrime.
2	Activity B8	65		local culture	practice	data illustrating teenagers by nationality different in discussion
2	Acitivity C.1	67		global culture	practice	The data illustrates online shopping activities which have started to be widely used since the existence of online stores.
3	unit 3	93		local culture	product	The data illustrates one of the traditional houses, namely the Sumba house from NTT, which has a meaning exotic
3	lead in	96		local culture	practice	The data illustrates the various social environments that exist in Indonesia, including rural, coastal, urban and Mountain slope.

3	Activity B.2	103		global culture	practice	data illustrates the activities that many tourists do stranger on the wrong beach one of them is surfing sport
3	Acitivity B.2	104		global culture	practice	The data illustrates the activities that foreign tourists usually do, namely building sand castles and water volleyball
3	Acitivity B.7	111		global culture	practice	data illustrates one of the activities of foreign tourists during holidays namely diving.
3	Activity C.1	118		local culture	product	The data illustrates the habitat of the Komodo dragon, an animal native to Indonesia that is characteristic of the island. Kalimantan
3	Acitivity C.1	118		local culture	product	data illustrates the iconic beach with the beauty of the sea of the sulawesi islands, wakatobi city. Snorkeling heaven in Indonesia

3	Acitivity C.1	119		local culture	prduct	data illustrates The data illustrates the highest mountain in the Maluku Islands which is known as a paradise for fauna and unique flora
3	Acitivity C3	119		local culture	practice	The data illustrates the highest mountain in the Maluku Islands which is known as a paradise for fauna and unique flora.
4	unit 4	139		global culture	product	data illustrates teenagers from various regions playing games board.
4	Acitivity B.1	147		global culture	product	data illustrates several payments non-cash which is widely used due to the development of digital finance
4	Activity B.5	152		global culture	perspective	data illustrates that non-cash payment instruments are widely used as a result of developments digital literacy

4	Acitivity B.11	158		global culture	perspective	The data illustrates examples of videos used to learn about non-cash payments. cash
4	Acitivity C.5	164		global culture	perspective	The data illustrates examples of videos used to study about financial literacy
5	Unit 5	177		lcal culture	practice	data illustrates teenagers who wear the hijab
5	mind map	179		local culture	practice	data illustrates that teenagers who wear the hijab are based on beliefs about Islam in Indonesia
5	Activity B.7	189		global culture	perspective	data illustrates a minimalist lifestyle and arrangement and maximalist
5	Activity C.1	197		global culture	product	The data illustrates two room images that depict minimalist and maximalist lifestyles of consumption activities. overdoing it and living frugally

5	Acitivity C.4	201		local culture	practice	The data illustrates teenagers from various island regions in central Indonesia. discuss
5	Enrichment	212		global culture	perspective	The data illustrates two people with two different lifestyles, namely maximalist dan minimalist

Appendix 8: Table Coding of Textual Data

DATA CODING OF TEXTUAL DATA

No.	Code
1	U1/[3/PR/LC
2	U1/[4/PR/LC
3	U1/P5/PR/LC
4	U1/P6/PD/LC
5	U1/P7/PRLC
6	U1/P9/PC/LC
7	U1/P10/PR/LC
8	U1/P11/PR/LC
9	U1/P16/PR/LC
10	U1/P18/PC/LC
11	U1/P19/PC/GC
12	U1/P19/PC/LC
13	U1/P20/PR/LC
14	U1/P24/PD/LC
15	U1/P25/PR/LC
16	U1/P25/PC/LC
17	U1/P25PD/LC
18	U1/P25/PD/LC
19	U1/P26/PR/LC
20	U1/P32/PR/LC
21	U1/P33/PC/LC
22	U2/P44/PR/GC
23	U2/P48/PR/GC
24	U2/P50/PR/GC
25	U2/P51/PD/GC

26	U2/P51/PD/GC
27	U2/P51/PC/GC
28	U2/P51/PR/GC
29	U2/P2/PR/GC
30	U2/P54/PR/GC
31	U2/P54/PC/GC
32	U2/P54/PC/GC
33	U2/P55/PC/GC
34	U2/P55/PR/GC
35	U2/P55/PR/GC
36	U2/P55/PR/GC
37	U2/P57/PC/GC
38	U2/P57/PR/GC
39	U2/P58/PR/GC
40	U2/P62/PR/GC
41	U2/P62/PR/GC
42	U2/P62/PR/GC
43	U2/P62/PC/GC
44	U2/P67/PR/GC
45	U2/P86/PC/GC
46	U3/P99/PR/LC
47	U3/P99/PD/LC
48	U3/P103/PR/LC
49	U3/P103/PR/LC
50	U3/P104/PR/LC
51	U3/P104/PR/LC

53	U3/P104/PR/LC
54	U3/P112/PR/LC
55	U3/P112/PR/LC
56	U3/P113/PD/LC
57	U4/P148/PR/GC
58	U4/P149/PC/GC
59	U4/P150/PR/GC
60	U4/P155/PD/GC
61	U4/P154/PC/GC
62	U4/168/PC/GC
63	U5/P180./PR/GC
64	U5/P188/PR/GC
65	U5/P189/PR/GC
66	U5/P189/PR/GC
67	U5/P189/PR/GC
68	U5/P189/PC/GC

Appendix 9: Table Coding of Image Data

TABLE CODING IMAGE DATA

No.	Code
1	U1/P1/PD/LC
2	U1/P3/PC/LC
3	U1/P4/PC/LC
4	U1/P6/PD/LC
5	U1/P7/PD/LC
6	U1/P9/PC/LC
7	U1/P18/PC/LC
8	U1/P24/PD/LC
9	U1/P26/PC/LC
10	U1/P38//PD/LC
11	U2/P41/PR/LC
12	U2/43/PC/GC
13	U2/P44/PC/GC
14	U2/P47/PR/GC
15	U2/P61/PD/GC
16	U2/P65/PC/LC
17	U2/P67/PC/GC
18	U3/P93/PD/LC
19	U3/P96/PC/LC
20	U3/103/PC/GC
21	U3/P104/PC/GC
22	U3/P111/PC/GC
23	U3/P118/PD/LC
24	U3/P118/PD/LC
25	U3/P119/PD/LC

26	U3/P119/PC/LC
27	U4/P139/PD/GC
28	U4/P147/PD/GC
29	U4/P152/PR/GC
30	U4/P158/PR/GC
31	U4/P164/PR/GC
32	U5/P177/PC/LC
33	U5/P179/PC/LC
34	U5/P189/PR/GC
35	U5/P197/PR/GC
36	U5/P201/PC/LC
37	U5/P212/PR/GC

Appendix 10: Curriculum Vitae

Curriculum Vitae**A. Author Identity**

Name: : Nur Atsilah Maharani Faizah Putri
 NIM : 201101060008
 Place, Date of Birth : Banyuwangi, 1st of August 2001
 Gender : Female
 Address : Muncar, Banyuwangi
 Faculty : Tarbiyah and Teacher Training
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B. Educational Background

Elementary School : SD Negrib 6 Tembokrejo (2007-2013)
 Junior High School : SMP Unggulan Darul Ulum (2014-2018)
 Senior High School : MA Negri 3 Banyuwangi (2019/2020)

C. Organization Experience

1. Pengurus Bidang KEILMUAN HMPS (2022-2023)