

ASSESSING CULTURAL CONTENT IN ENGLISH TEXTBOOKS FOR HIGH SCHOOL GRADE 12 STUDENTS: A CASE STUDY

Fannysa Dyah Ardnyananisari

*Department of Language Education, Faculty of Cultural Studies,
Universitas Brawijaya, Indonesia
Email: fannysa.fany@gmail.com*

Devinta Puspita Ratri

*Department of Language Education, Faculty of Cultural Studies,
Universitas Brawijaya, Indonesia
Email: devinta@ub.ac.id*

APA Citation: Ardnyananisari, F. D., & Ratri, D. P. (2024). Assessing cultural content in English textbooks for high school grade 12 students: A case study. *English Review: Journal of English Education*, 12(2), 591-600. <https://doi.org/10.25134/erjee.v12i2.9581>

Received: 23-02-2024

Accepted: 21-04-2024

Published: 30-06-2024

Abstract: The textbook is among the most important tools used in the teaching and learning processes. It serves as a fundamental basis for classroom instruction for both educators and learners. Even if textbooks can't satisfy every requirement of teaching tool, their importance as a teaching resource cannot be emphasized, as they serve as a window into the beliefs and values of a people or a country. The purpose of this study is to quantify how education contributes to addressing the needs of culturally diverse learners of English. This study examines how the Ministry of Education and Culture of the Republic of Indonesia presents cultural elements in the "Bahasa Inggris" textbook for twelfth-grade high school. The textbook is a part of the 2013 curriculum. The researchers analyzed this textbook based on a cultural perspective. This study employed Cortazzi and Jin's three-sources theory of cultural information to examine the cultural content of the textbook. Byram's theory will be integrated with the codes provided in eight categories. Categories in the presentation of cultural content in English textbooks is explained by Cortazzi and Jin's theory. Cultural content has been divided into these eight categories and is then classified using Byram's checklist. This checklist reveals cultural information and how the content meets language and culture learning and teaching needs. The results demonstrate that while source and target cultural content are presented in this EFL textbook, there is no mention of international culture. The majority of the content in this textbook is about source cultures.

Keywords: *Cultural content; textbook; EFL.*

INTRODUCTION

Culture and language learning are closely related to one other (McGrath, 2002; Hermawan & Lia, 2012; Andela & Syafi', 2019). As stated by Lestari et al. (2022) that language cannot convey culture without culture, and culture cannot be taught without language. Therefore, culture is closely related to language competence (Riadini & Cahyono, 2021). In addition, using language without involving the language culture itself can give rise to misunderstandings and may result in violations of cultural standards (Lee & Li, 2020). In addition, Bennet et al. in Baleghizadeh & Shayesteh (2020) stated that it is impossible to separate culture and language because learning a language without a cultural basis may lead to unwise students.

In language classes, culture is one of the important aspects that must be involved (Lestari et al., 2022). According to UNESCO in Yuan & Elt (2021) emphasizes that teaching, especially

foreign languages in school education must reflect the concept of intercultural education. Learning a language requires learning culture so that in practice in everyday life it can run in a balanced and optimal manner (Toprakcı & Özyaydınlı, 2020). When interacting with a person from a different language and cultural background, it is possible for the person you are talking to misinterpret someone's behaviour or words differently. Therefore, intercultural attitudes must emerge from the content of learning (Haerazi & Nunez, 2022). Providing cultural knowledge in students' text books will be beneficial for language learners. It can enable individuals to interact with others from various linguistic and cultural backgrounds without worrying about acting or behaving inappropriately (Lestari et al., 2022).

This inseparability between language and culture is what attracts the attention of researchers to conduct further investigations on

how English is taught in various cultural contexts (Xiong & Peng, 2020). Several studies have discussed the relationship between cultural and linguistic competence in textbooks (Bonilla Medina, 2008; Castañeda Usaquén, 2012; McConachy & Hata, 2013; Gómez, 2015; Soto-Molina & Méndez, 2020). In addition, the problem of linguistic and cultural integration in English textbooks has been the subject of scholarly discussion for ten years (Faris, 2014; Kim & Paek, 2015; Silvia, 2015; Gunantar, 2017; Muhsen Al Harbi, 2017; Setyono & Widodo, 2019; Riadini & Cahyono, 2021). Cultural values in English textbooks are very important to pay attention to measure the role of education in meeting cultural teaching needs in English language learning (Muslim as cited in Roza et al., 2021).

Textbooks play an important educational role (Li et al., 2023). According to Riadini & Cahyono (2021), creating teaching resources for textbooks is one way to try to raise the standard of education. Textbooks continue to be the primary source of instructional guidelines for teachers and students in the classroom today (Lestari et al., 2022). Apart from that, books are also considered a bridge between teachers and students (Arabacıoğlu & Balkaya, 2023). According to a survey conducted by the British Council (2008), textbooks are effectively used to convey language learning material, it was found that 65% of teachers use textbooks regularly (Ariawan, 2020). In line with that, Cunningworth in Andela & Syafi' (2019) stated "Textbooks are the best solution of all sources for teaching language and culture to students". Textbooks have a big influence, especially on language and cultural learning for students (Andela & Syafi', 2019). Muhsen in Riadini & Cahyono (2021) stated that language textbooks as a guide can help provide a comprehensive picture of language and its culture. Ndura in Arshad et al. (2020) claimed that student attitudes toward others, society, and even themselves are greatly influenced by the content of the teaching materials. Moreover, through textbooks, students can independently prepare themselves for learning and organize their own learning (Rattanawong & Thongrin, 2023).

The integration of cultural background in English textbooks is beneficial for students. Because it can increase students' awareness and attitudes towards the diversity of different cultures (Nguyen, 2017). In addition, textbooks support pupils in maintaining their cultural

identity while also advancing their language proficiency (Davidson & Liu in Kuraedah et al., 2022) Therefore, ideally, the insertion of cultural content in language textbooks should be included (Mustapidaturrohmah et al., 2022). Apart from that, the involvement of cultural content in the learning process can also build awareness and concern for culture in students' minds (Bahrami, 2015; Mandarani et al., 2021). Therefore, in choosing EFL textbooks, cultural content is very important to pay attention to because it can influence students' cultural awareness (Bahrami, 2015).

Textbooks are collections of facts, ideas, and rules related to certain subjects (Georgievna, 2020). One of the requirements for textbooks specifically in Indonesia is the completeness of the content according to competency standards which is a development of "Bhineka Tunggal Ika" (Ayu, 2020). Therefore, textbooks should reflect multiculturalism which includes various local, national, and international cultural values. In contrast, Risager (2020) claims that there are no set standards for what should be covered in textbooks when it comes to cultural representation, and the material chosen is frequently erratic and disjointed. Huang (2019) believes that a good textbook is a textbook that fairly balances local, target, and global cultural elements. It is intended to help students get more cultural information references and understand varied cultures.

However, Gunantar (2017) argued that language textbooks only emphasize certain cultures. English textbooks should, however, reflect the cultures of the other nations where English is learned and used, rather than just focusing on a select few (Shin et al., 2011; Putra et al., 2020; Nushi & Aghaei, 2024). For example, research conducted by Baleghizadeh & Shayesteh (2020) in Iran shows that English textbooks are more dominated by cultural elements from English-speaking nations in contrast to non-speaking nations. Apart from that, other research conducted by Afriani et al. (2019) discovered from the findings of the interviews with instructors that the lack of balance in the cultural content offered in English textbooks caused them to be unsatisfied with it. According to Permatasari's (2022) research, there exist discrepancies in the way cultural content is presented in English secondary school textbooks in Indonesia. In particular, there is an uneven distribution of content about foreign, source, and target cultures.

Taking into consideration the previous explanation, it can be concluded that textbook writers must consider a fair depiction of culture in the subject matter in order to produce a good textbook. This means that textbook material must incorporate culturally appropriate information from the source, target, and global cultures (Cortazzi & Jin, 1999; Riadini & Cahyono, 2021). Therefore, an evaluation is required to determine if the textbook covers relevant content. A checklist with a cultural focus can be used as one method of evaluation (Riadini & Cahyono, 2021).

Every textbook in the curriculum needs to be analyzed and evaluated before being used in the classroom (Tajeddin & Pakzadian, 2020). Demir & Ertas in Lestari et al. (2022) reveal the importance of evaluating textbooks, especially for teachers. Sheldon in Ayu (2020) states two reasons for the importance of evaluating textbooks: first, it helps teachers choose books that suit their needs, second, it can help teachers predict possible strengths and weaknesses in textbooks. Apart from that, by evaluating textbooks, it can be seen whether the textbook fulfils the requirements and integrates into the process of learning and teaching (Jusuf, 2018). Textbook evaluation can help contribute to teacher development by providing a critical perspective to carefully analyze textbooks as teaching materials (Lestari et al., 2022).

Textbooks have received widespread attention in evaluating textbooks and analyzing their contents from researchers (Toledo-Sandoval, 2020). In order to assess how well education is addressing the demands of cultural instruction in English language learning, this study looks into the various forms and aspects of culture that are included in English textbooks. According to Cortazzi & Jin (1999), as stated in Table 1, language textbooks are required to include three distinct types of cultural information: source, target, and worldwide culture. Meanwhile, for cultural elements, this research uses the Byram (1993) checklist. Given that Byram's checklist shows that the English textbook places a strong emphasis on Indonesia culture, it is thought to be both comprehensive and sufficient (Gunantar, 2017 in Riadini & Cahyono, 2021). Byram's (1993) checklist focuses on cultural evaluation in several areas as explained in Table 2. According to Widia et al. (2022) Bryam's checklist is considered more comprehensive and practical by covering everything from moral to material.

By combining cultural information from Cortazzi & Jin (1999) and Byram's (1993) checklist it is hoped that we can evaluate textbooks in detail to obtain sufficient information to support the development and improvement of the quality of education through textbooks. Apart from that, the number of previous research evaluating language textbooks using a complete combination of these methods (local, target, and international culture) are still somewhat limited. Thus, in order to close this gap, researchers will examine the cultural material that is offered in "Bahasa Inggris" textbooks on a local, target, and global level.

METHOD

This research uses qualitative content analysis methods to reveal how culture is depicted in language textbooks. Hsieh & Shannon in Riadini & Cahyono (2021) argues that qualitative content analysis is a research tool for subjectively interpreting the content of textual data using structured classification. In this research, quantitative analysis was also used in the form of percentages to make it easier to read the data.

The Ministry of Education and Culture of the Republic of Indonesia examined the textbook as the primary source for this study, which was titled "Bahasa Inggris". This book is included in the 2013 curriculum and is meant for Indonesia students in grade 12. Regional authors came up with, wrote, and edited this book. This textbook consists of 176 pages including 11 chapters. This textbook is also equipped with a teacher's textbook as a guide for teachers. Instead of being examined, the teacher's handbook will be taken into account when examining the textbook.

First, the analysis begins by determining the relevant theory or research findings as an initial code guide, namely Byram's (1993) theory, because the checklist created by Byram clearly focuses on Indonesian culture. Next, Byram's checklist will be combined with three cultural sources by Cortazzi & Jin (1999) to analyze culture as a whole. The content to be analyzed includes reading text, dialogue, quotations, and assignments. Next, the researcher read and examined the contents of the textbook. After reading and observing the textbook, all elements of the book's contents are examined to determine whether they contain adequate cultural values using a predetermined analytical method check table.

According to Cortazzi & Jin (1999), "target culture, source culture, and international culture"

are the three types of cultural sources. Byram (1993) divided cultural content into eight categories: “national history and geography; identity and social groups; social interactions; beliefs and behaviour; social and political institutions; socialization and life cycles; and stereotypes and national identity”. See the table below for further information:

Table 1. Cultural contents category

No	Category
1	Geographical identity, social class, and ethnic minorities.
2	Social relationships such as differences in levels of formality
3	Beliefs, religion, behavior, morality, and the way of life like daily routines.
4	Political and social institutions.
5	Socialization and life cycles such as in family, school and work.
6	Historical events and national identity.
7	National geography is considered important.
8	National stereotypes and identities.

Source: Byram (1993)

Table 2. Identify three sources of culture

No	Sources of culture
1	Cultural content that has a target culture is information about the customs of a country where English is the official language.
2	Cultural material with a source culture is one that utilizes students own cultural as content.
3	Cultural material with a global target culture that draw on a range of cultures from English-speaking and non-English speaking nations worldwide.

Source: Cortazzi & Jin (1999)

RESULTS AND DISCUSSION

The twelfth-grade English textbook for EFL students entitled "English" comprises eleven chapters. This textbook presents material on listening, reading, speaking, and writing skills according to the material and skill focus of each chapter. Then this book is also equipped with language components such as vocabulary, pronunciation, and grammar in each chapter. Each chapter in this textbook always begins with information on learning objectives, vocabulary building, pronunciation practice, and ends with reflection. Next, each chapter contains textual content that includes dialogue and reading passages.

Table 3 presents data results equipped with frequency (f) and percentage (%) of three different cultural information types (source culture, international culture, and target culture) which were coded into eight categories by Byram (1993). Where the source cultural material contains the student's cultural content. Meanwhile, target cultural material is content that contains the culture of a country whose first language is English, such as New Zealand, Australia, Canada, England, and the United States. The last category is worldwide cultural material, which includes works that showcase a greater range of civilizations, where neither English nor any other language is spoken as a second language.

Table 3. The English textbook's depiction of cultural contents

Category code	Target culture		Source culture		International culture		Total (f)	Total (%)
	f	%	f	%	f	%		
Code 1	1	20	-	-	-	-	1	9
Code 2	-	-	1	17	-	-	1	9
Code 3	-	-	-	-	-	-	-	-
Code 4	-	-	-	-	-	-	-	-
Code 5	2	40	4	66	-	-	6	55
Code 6	-	-	-	-	-	-	-	-
Code 7	1	20	1	17	-	-	2	18
Code 8	1	20	-	-	-	-	1	9
Total	5	45%	6	55%	0	0%	11	100%

The analysis of eleven chapters revealed that this twelfth-grade English textbook did not cover all of the cultural content. According to data findings, cultural sources are the material most frequently presented, while international culture is least presented. Similar to the information shown in Table 3, six written pieces highlight the

source culture while none do so for the international culture. On the other hand, not all cultural sources are always presented in every chapter in the textbook. For instance, Chapter 1, solely written texts that reflect the culture of the source; neither the target culture nor the global culture are presented. Another example is that

chapters eight, nine, and ten do not contain any cultural sources, because these chapters discuss procedure text material that does not contain cultural sources. Moreover, from all sources of cultural information in this textbook, not all cultural categories are covered. As in Table 3, culture in code 5 (socialization and the life cycle) is the culture that is most frequently presented, while culture in codes 3, 4, and 6 is not presented in this book. So, the results of the research analysis of this book show that there is an imbalance in the way cultural knowledge is presented.

The percentage of each sort of culture in this textbook indicates how the cultural content sources are distributed, as seen in Table 3. There are very different percentage differences between one cultural source and another. In addition, the percentage of cultural content provided in each category of culture varies. Sorted according to the highest percentage, namely, 55% is source cultural content, 45% is target cultural content, and 0% is international cultural content. The following is a description of the identification of each cultural information.

Source culture

Eleven chapters in this English textbook, the source cultural content is the first cultural content that dominates. Of the six data, four of them describe code category five, namely "Socialization and the life cycle". As in Table 1, code category five discusses family, school, work, media, ceremonies, arts, food, relationships, and sports.

In chapter seven there is text sourced from a newspaper. It says that "nearly forty Asian and Pacific nations attended the Fifth Regional 3R Forum conference in Asia and the Pacific, which was opened by Indonesia" (Widiati et al., 2018: 99-100). The following text shows information about the ceremony with the words forum and conference. Then, the sentence "the mayor mentioned that the city also has an eco-school program for kids" describes the relationship between the work program of a job and a school.

Furthermore, categories two and seven are the second most frequently presented in source cultural content. The second category is about "Social interaction". Viewed from the level of formality based on the four dialogues presented as examples in chapter one. Dialogue one is a conversation between a patient and a doctor, and dialogue two, is a conversation between a stranger and a worker at a bus agency.

Meanwhile, dialogues three and four are informal conversations with a friend. After that, category seven is about "National geography" which is presented in chapter five, there is the text " On Thursday, work on the new 21-kilometer Antasari-Depok-Bogor toll road in the Jakarta metropolitan area began" (Widiati et al., 2018: 65).

However, unfortunately, the cultural source content does not yet contain information in categories one, three, four, six, and eight. It should be important for students to get cultural material from these five categories. They need to know how cultural resource content is applied in these five categories to help instill and shape national identity in students.

Target culture

The target culture is the one that is discussed in this textbook the second most frequently. The target culture presents content from cultural information categories one, five, seven, and eight. Category one is about "Social identity and social groups". The text that describes category one is in the sentence "The 75-year-old Londoner is one of England's best-known dramatists for his plays" (Widiati et al., 2018: 77). This text is found in chapter five of the text about communicating. This text discusses the social identity of a 75-year-old Londoner.

Meanwhile, category five is in chapter two in reading comprehension, the text discusses a lot about culture, art, galleries, gardens, attractions, and music in Seattle. In the case of Seattle, the United States, where English is the primary language spoken by its citizens. Next, category seven, namely "National geography", is found in chapter five in the reading section. In reading Text 1, it explains the Humber Bridge which is the identity of England. Where this text also shows the information on category eight, namely "Stereotypes and national identity".

The results obtained from the target culture where there is no cultural content was found in categories two, three, four, and six.

International culture

Unfortunately, the results obtained from this research is that this textbook does not present any international cultural content. Supposedly, students receive lessons in the form of international cultural content to add cultural learning references for students.

Based on the research results above, not all cultural information sources are included in this

textbook. Thus, this book does not satisfy the cultural needs that should be incorporated into language textbooks due to an imbalance in cultural resources. Below is a depiction of the cultural content in English textbooks (see Table 4).

Table 4. The sample text of the depicted cultural content

Chapter	Topic	Text	Section	Page	Cultural Information	
					Type	Code
1	“May I Help You?”	“Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching her bringing a suitcase”.	Dialog: Offering Help	4-6	Source Culture	SC 2
4	“Do You Know How to Apply for a Job?”	“As you can see from my enclosed resume, my experience and qualifications match this position’s requirements”. “I am writing to apply for the programmer position advertised in the Times Union”.	Reading: Letter apply for a job	50-57		SC 5 (2)
6	“Online School Registration”	“Hundreds of parents thronged the Jakarta Education Agency’s office in Kuningan, South Jakarta, to report problems with the online school registration system on Friday”.	Reading: News Item	84		SC 5
7	“It’s Garbage In, Art Works Out”	“Surabaya, Indonesia—Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economic and environmental benefits. The mayor said the city also runs a program for children called eco school”.	Reading: News Item	99		SC 5
5	“Who was Involved?”	“The constructions of the Jakarta metropolitan area’s new 21-kilometer-long Antasari-Depok-Bogor toll road kicked off on Thursday as the government boosted efforts to support the capital city’s expansion”.	Reading: News Item	65		SC 7
5	“Who was Involved?”	“Since 1981, the Humber Bridge in England has been the world’s longest-span (1,410 meters) bridge”. “The 75-year-old Londoner, son of a Jewish dressmaker, is one of Britain’s best-known dramatists for plays like <i>The Birthday Party</i> and <i>The Caretaker</i> , whose mundane dialog with sinister undercurrents gave rise to the adjective “Pinteresque””.	Reading: News Item	64	Target Culture	TC 7 TC 8
			Reading: News Item	77		TC 1
2	“Why Don’t You Visit Seattle?”	“If you visit Seattle, arrive with this list in hand and you’ll be off to a foolproof start for exploring the Emerald City’s most unforgettable sight and sounds”.	Reading: Recount text	17-20		TC 5
11	“Let’s Make a Better World for All”	Song “Heal the World”	Listening	151		TC 5

Source: Widiati et al. (2018)

This study examines the ways in which English textbooks used to teaches EFL students reflect cultural content. From Table 3 above, it can be seen that from the three cultural sources of information described, only two are presented. According to this study, this English textbook

gives the most amount of presentation to the original culture. This is consistent with earlier studies by Silvia (2015), Mustapidaturrohmah et al. (2022), Afriani et al. (2019), and Ayu (2020) which concluded that the culture that is most frequently taught in English textbooks is the source culture. In contrast, international cultural content has the smallest presentation. This research is in line with research conducted by (Mustofa & Martina, 2019), who also stated that international cultural content presents the smallest number of presentations.

This textbook does not meet the requirements for a good textbook because it does not represent cultural content material in a balanced way. Regarding cultural material, According to Alptekin (2002), source cultural, local culture, and foreign culture that are relatable to students' daily life should all be included in EFL textbook material. Therefore, this book is not the best way to meet the 2013 curriculum's educational goals. Furthermore, this textbook cannot greatly help increase students' cultural awareness because it does not provide complete cultural material. By having broad and diverse cultural insight, students can compare and relate foreign cultures to their own, and they can learn to tolerate different cultures. In this case, more emphasis should be placed on multicultural values in textbook content to help students better comprehend various cultural values.

CONCLUSION

The results show that not all cultural information sources are covered in the "Bahasa Inggris" textbook, which is a part of the Ministry of Education and Culture's 2013 curriculum. Only the source and target cultures are represented in this book's content; global culture is not. Cultural content in this book is often presented in the dialogue, reading, and writing examples sections. From the three sources of cultural information that have been analyzed, it shows that the cultural content of the source is the content that is most often presented, with the total presentation of 55%. Then, the target cultural content is presented with a total of 45% presentation. However, unfortunately, these findings show that international cultural content is not represented through the written text in this textbook. This leads to an imbalance in the work's cultural content. But the objective of this English textbook remains the same as that of the language textbook that is to raise students' cultural awareness while respecting their native tongue.

Lastly, the researchers suggests that future researchers who wish to carry out similar investigations can explore other elements or add information to the data on teachers' opinions regarding English textbooks for EFL through interviews. Furthermore, Future researchers can carry out a similar analysis on different English textbooks to review the description of cultural content based on other indicators in the textbook.

REFERENCES

- Afriani, Z. L., Mirizon, S., & Sijinjak, M. D. (2019). Cultural content analysis of english textbooks used by tenth graders in Bengkulu Utara. *Lingua*, 20(1).
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT*. <https://doi.org/10.1093/elt/56.1.57>
- Andela, N., & Syafi', M. (2019). *An analysis of cultural contents in English textbook used by the eighth grade students of Junior High School 03 Bangkinang*, 5(2). <http://dx.doi.org/10.24014/ijielt.v5i2.12620>
- Arabacıoğlu, B., & Balkaya, Ş. (2023). Comparative analysis of cultural elements in textbooks "Schritte" and "Yeni Hitit." *African Educational Research Journal*, 11(3), 386–402. <https://doi.org/10.30918/AERJ.113.23.075>
- Ariawan, S. (2020). Cultural aspects representation in English textbook and its implication On English language learning. *Journal Of Advanced English Studies*, 3(1), 7–15.
- Arshad, A., Shah, S. K., & Ahmad, M. (2020). Investigating cultural contents in English language teaching materials through textbook evaluation. *Journal of Language and Cultural Education*, 8(2), 127–145. <https://doi.org/10.2478/jolace-2020-0017>
- Ayu, M. (2020). Evaluation cultural content on English textbook used by EFL students in Indonesia. *JET (Journal of English Teaching)*, 6(3), 183–192. <https://doi.org/10.33541/jet.v6i3.1925>
- Bahrami, N. (2015). Evaluating the representation of cultural elements in an in-use EFL textbook. *Advances in Language and Literary Studies*, 6(3), 128–236. <https://doi.org/10.7575/aiall.v.6n.3p.128>
- Baleghizadeh, S., & Shayesteh, L. A. (2020). A content analysis of the cultural representations of three ESL grammar textbooks. *Cogent Education*, 7(1).

- <https://doi.org/10.1080/2331186X.2020.1844849>
- Byram, M. (1993). *Germany: Its representation in textbooks for teaching German in Great Britain*. Verlag Moritz Diesterweg.
- Cortazzi, M., & Jin, L. (1999). *Culture in second language teaching and learning*. Cambridge University Press.
- Georgievna, Y. L. (2020). Creation of modern literature in higher education. *Mental Journal*.
- Gunantar, D. A. (2017). Language circle: Journal of language and literature Xi/2 (Textbooks analysis: Analyzing English As a Foreign Language (Efl) textbooks from the perspective of Indonesian culture. *Language Circle: Journal of Language and Literature*, 11(2), 173–182. <http://journal.unnes.ac.id>
- Haerazi, H., & Nunez, J. L. (2022). Promoting intercultural competences and communication skills through English textbooks within multilingual education. *Journal of Language and Literature Studies*, 1(2), 75–82. <https://doi.org/10.36312/jolls.v1i2.610>
- Huang, P. (2019). Textbook interaction: A study of the language and cultural contextualisation of English learning textbooks. *Learning, Culture and Social Interaction*, 21, 87–99. <https://doi.org/10.1016/j.lcsi.2019.02.006>
- Jusuf, H. (2018). The models of checklist method in evaluating ELT textbooks. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 3(2), 17–35. <http://journal.iaingorontalo.ac.id/index.php/al>
- Kuraedah, S., Gunawan, F., Alam, S., & Faruq Ubaidillah, M. (2022). Cultural representation in English and Arabic textbooks endorsed by Indonesian government: What do textbooks tell us about? *Journal of Social Studies Education Research*, 2022(13), 4402.
- J. F. K., & Li, X. (2020). Cultural representation in English language textbooks: a comparison of textbooks used in mainland China and Hong Kong. *Pedagogy, Culture and Society*, 28(4), 605–623. <https://doi.org/10.1080/14681366.2019.1681495>
- Lestari, D. D., Suroño, & Ika, S. (2022). Cultural contents of senior high school English textbook entitled “Bahasa Inggris.” *Teaching English as a Foreign Language Journal*, 1(2), 103–113. <https://doi.org/10.12928/tefl.v1i2.255>
- Li, Z., Zeng, J., & Nam, B. H. (2023). A comparative analysis of multimodal native cultural content in English-language textbooks in China and Mongolia. *SAGE Open*, 13(2). <https://doi.org/10.1177/21582440231178195>
- Mandarani, V., Purwati, O., & Santoso, D. R. (2021). A CDA perspective of cultural contents in the English junior high school textbooks. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 237. <https://doi.org/10.21093/ijeltal.v5i2.671>
- Mustapidaturrohman, N., Degeng, P. D. D., & Perdhani, W. C. (2022). Cultural content analysis of the EFL textbook for primary education in Indonesia. *NOBEL: Journal of Literature and Language Teaching*, 13(1), 67–82. <https://doi.org/10.15642/nobel.2022.13.1.67-82>
- Mustofa, M. I., & Martina, F. (2019). The analysis of cultural content in two EFL textbooks used at SMA IT IQRA' and SMKN 1 Bengkulu City. In *Journal of English Education and Teaching* (Vol. 3, Issue 4). <https://doi.org/10.33369/jeet.3.4.481-493>
- Nguyen, T. T. T. (2017). Integrating culture into language teaching and learning: Learner outcomes. *The Reading Matrix: An International Online Journal*, 17(1). <https://eric.ed.gov/?id=EJ1139372>
- Nushi, M., & Aghaei, A. (2024). Intercultural representation in ELT textbooks: The case of touchstone series 1. In *MEXTESOL Journal* (Vol. 48, Issue 1). <https://doi.org/DOI:10.61871/mj.v48n1-9>
- Permatasari, D. (2022). Multimodal analysis on the cultural content of Indonesian High School English e-textbooks. *Jurnal STKIP PGRI Banjarmasin*. <https://doi.org/10.33654/enlit.v%vi%i.1921>
- Rattanawong, A., & Thongrin, S. (2023). An exploration of culture in listening and speaking materials from an English as an international language perspective. *Journal: Language Education and Acquisition Research Network*, 16(1).
- Riadini, U. S., & Cahyono, B. Y. (2021). The analysis of the culture-related contents in an Indonesian English textbook. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 285. <https://doi.org/10.21093/ijeltal.v5i2.711>
- Risager, K. (2020). Language textbooks: windows to the world. *Language, Culture and Curriculum*, 1–14. <https://doi.org/10.1080/07908318.2020.1797767>
- Roza, A. S., Harya, T. D., & Algiovan, N. (2021). The inside of English textbooks in a city of education: A Cultural Content Analysis.

- International Journal of Multicultural and Multireligious Understanding*, 8(3), 176. <https://doi.org/10.18415/ijmmu.v8i3.2412>
- Soto-Molina, J. E., & Méndez, P. (2020). Linguistic colonialism in the English language textbooks of multinational publishing houses. *HOW*, 27(1), 11–28. <https://doi.org/10.19183/how.27.1.521>
- Tajeddin, Z., & Pakzadian, M. (2020). Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00089-9>
- Toledo-Sandoval, F. (2020). Local culture and locally produced ELT textbooks: How do teachers bridge the gap? *System*, 95. <https://doi.org/10.1016/j.system.2020.102362>
- Toprakçı, N., & Özaydımlı, B. (2020). Textbooks in English language teaching in view of globalisation, localisation and glocalisation. In *International Online Journal of Education and Teaching (IOJET)* (Vol. 8, Issue 2).
- Widia, Y. S., Sudarso, M. S., & Nugraha, S. I. (2022). Analyzing English as a Foreign Language (EFL) textbooks from the perspective of Indonesian culture. *Jurnal Pendidikan Bahasa*, 9(1).
- Widiati, U., Rohmah, Z., & Furaidah. (2018). *Bahasa Inggris Kelas XII-BS-puskurbuk*.
- Xiong, T., & Peng, Y. (2020). Representing culture in Chinese as a second language textbooks: a critical social semiotic approach. *Language, Culture and Curriculum*, 1–20. <https://doi.org/10.1080/07908318.2020.1797079>
- Yuan, Y., & Elt, M. A. (2021). An evaluation of culture in the contemporary college English textbook used in China: An intercultural perspective. 21(7).

Fannysa Dyah Ardnyananisari & Devinta Puspita Ratri

Assessing cultural content in English textbooks for high school grade 12 students: A case study