The Analysis of Cultural Content the Eight Grade Junior High School Students English Textbook

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Abstract	The aims of this research are to analyze the culture categories and get the most dominant category presented in the textbook. Qualitative research design, specifically content analysis of textbooks is employed in the study. This research use data analysis according to Miles and Huberman (1992) explain that analysis involves three concurrent activities: data reduction, data display, and conclusion drawing/verification. The primary data source for this study is the researcher employs established categories to analyze the data, including food and drink, locations, art, ceremonies, social behavior, beliefs and values, history, and individuals. These categories were developed by Adoskou, Moran, Dweik, and Al-Sayed in 1990, 2001, and 2015. The textual and visual data are examined based on the cultural categories of source culture, target culture, and worldwide culture. These categories were developed by Cortazzi & Jin in 2022.
Keywords	*International Cultural; Source Cultural; Target Cultural*

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1. INTRODUCTION

The analysis of English textbooks across various countries highlights the critical role these materials play in language education. Studies show a diverse representation of cultural content in textbooks, often reflecting local, target, and international cultures. For instance, Afghan textbooks effectively integrate cultural elements and skills representation, while Chinese and Korean textbooks face criticism for over-representing Western cultures and neglecting diversity (Orfan et al., 2021; Liu et al., 2021). Vietnamese textbooks showcase local traditions like Tet, and Japanese materials are critiqued for lacking global citizenship values (Davidson & Liu, 2018; Dinh & Sharifian, 2017).

In Indonesia, English textbooks are primarily dominated by Indonesian culture (source culture) and show varied representation of target and international cultures (Sihombing & Nguyen, 2019). Studies emphasize the importance of aligning textbook

content with students' cultural realities to enhance engagement and intercultural competence (Munandar, 2023). Textbooks also function as tools to provide linguistic and cultural knowledge, shaping students' understanding of English in diverse contexts (Setyono & Widodo, 2019). Research will focus on analyzing cultural content in the Indonesian textbook "English for Nusantara for Grade VIII," published under the Merdeka Curriculum, to evaluate its alignment with cultural diversity and educational goals. The study underscores the necessity for textbooks to reflect balanced cultural perspectives, fostering awareness and respect for multiple cultures without imposing cultural adoption (Kramsch & Uryu, 2020). The primary data source for this study is the researcher employs established categories to analyze the data, including food and drink, locations, art, ceremonies, social behavior, beliefs and values, history, and individuals. These categories were developed by Adoskou, Moran, Dweik, and Al-Sayed in 1990, 2001, and 2015. The textual and visual data are examined based on the cultural categories of source culture, target culture, and worldwide culture. These categories were developed by Cortazzi & Jin in 2022. Effective textbooks should promote cultural understanding, enabling students to use English meaningfully in their daily lives.

Based on the background of the research, the research problems are formulated as follows:

1. What categories of cultures are presented in English Textbook used by students of grade VIII?
2. What categories of cultures are dominant in English Textbook used by students of grade VIII?

2. METHOD

Specifically, the qualitative research design of this study makes use of a cortent analysis of a textbook. The textbook entitled "English For Nusantara For Grade VIII", it is published on 2022 by The Ministry of Education, Culture, Research, And Technology serves as the study's main source of data. Since the teacher uses the book in the classroom where the study was conducted, the researcher also uses it. The primary data source for this study is the researcher employs established categories to analyze the data, including food and drink, locations, art, ceremonies, social behavior, beliefs and values, history, and individuals. These categories were developed by Adoskou, Moran, Dweik, and Al-Sayed in 1990, 2001, and 2015. The textual and visual data are examined based on the cultural categories of source culture, target culture, and worldwide culture. These categories were developed by Cortazzi & Jin in 2022.

3. FINDINGS AND DISCUSSION

Table 1

Themes	Topics	Learning Goals
Chapter 1: Celebrating Independence Day	• personal experience in the past • Specific information and main events of	• to talk about personal experiences in the past • to identify specific imformation about personal experiences

	personal experiences	• to write the main events of personal experiences
Chapter 2: Kindness begins me	• sequence events in an imaginative story	• to connect and sequence events in an imaginative story
	• characters' actions, feelings, and behavior of imaginative story	• to explain characters' actions, feelings, and behavior in an imaginative story
	• writing imaginative story	• to retell and rewrite an imaginative story
Chapter 3: Love Our World	• Opinions about familiar topics in school	• to ask and give opinions about familiar topics around the school
	• actions based on situation	• to categorise actions based on given situation
	• instructions on posters	• to write instructions on posters
Chapter 4: No Litering	• Past events	• to talk about past events
	• Short interview about past events	• to make questions for a short interview about past incidents or events
	• main idea and detailed information about past events	• to identify the main idea and detailed information on a series of past incidents or events
	• write a series of past events	• to write a series of past events
Chapter 5: Embrace Yourself	• Giving opinions	• to ask for and give opinions
	• sequences of main events in story	• to identify sequences of main events in a story
	• writing main events of story	• to write the main events of a story

The analyst to begin with categorized cach piece of fabric utilizing built up categories some time recently classifying the social categories recorded in the course reading. Adaskou, et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015) all contributed to the advancement of the he foreordained categories, which incorporate nourishments and d drink, area, craftsmanship, ceremony, social behavior, convictions and values, history, and individual. After analyzing different sorts of social data on each page of the books, the conclusion of the social categories based on the categories recorded in Intuitively English is displayed here.

Table 2. Food and Drink

Source Culture	N	Target Culture	N	International Culture	N
Kerupuk	1				
Total	1	Total	0	Total	0

Percentage	100%	Percentage	0	Percentage	0

The category "Food and Beverage" presents examples of food and beverages that appear to represent the source culture (SC). Based on the food and beverage category, textual and visual data are examined and divided into each type of cultural data. The results of using the food and beverage category to create cultural categories are shown here. The table below illustrates how beverages and foods are presented for SC, TC, and IC in the English for Nusantara textbook for grade VIII. In the category in this textbook food and beverage, table 2 presents the representation of local culture or source culture. The table shows that the English textbook offers 1 type of food, namely crackers. International and target culture, which covers 0% of the total, are specifically highlighted because they do not reflect both cultures.

Table 3. Places

Source Culture	N	Target Culture	N	International Culture	N
Indonesia	2	Texas University	1		
Merdeka Junior High School	1	Costa Rica	1		
Bandung	1	Australia	1		
Jakarta's Old City	1	New South Wales	1		
MRT	1				
TransJakarta	1				
Jakarta History Museum	1				
Maritime Museum	1				
Bank Museum	1				
Pupperty Museum	1				
Batavia	1				
Fatahilah Square	1				
Batavia Cafe	1				
Bina Karya Orphanage	1				
Palasari Market	1				
Lestari River	1				
Amuntai Town	1				
Banjar House	1				
Citarum River	1				
Java	1				
Bali	1				
Batur Mountain	1				
Kuta Beach	1				

Pelita Alley	1				
Total	25	Total	4	Total	0
Percentage	86%	Percentage	14 %	Percentage	0

The category "Places" presents examples of places that seem to symbolize SC and TC. Textual and visual data are analyzed and separated into each form of cultural data based on the category of places. The following are the results of using the category of places to generate cultural categories. The table below illustrates how places are presented in the English for Nusantara textbook for grade VIII. Table 3 in the category of places shows the representation of various cultures. The table shows that the English textbook provides a variety of places. When the source culture, target culture, and international culture are compared, the source culture is at the top. The source culture, which covers 86% of the total, is highlighted specifically. The target culture with 14% is in second place, and the source culture is in last place with 0%.

Table 4. **Art**

Source Culture	N	Target Culture	N	International Culture	N
Hari Merdeka song	1			The ugly duckling	1
Angklung	1			Dutch Architecture	1
Suling	1				
Rebana	1				
Si kancil	1				
Bawang merah and putih story	1				
Timun mas story	1				
Jaipong Dance	1				
Total	8	Total	0	Total	2
Percentage	80%	Percentage	0	Percentage	20%

The "Art" category contains examples of artwork that appear to represent SC and IC. Texts and images are examined and grouped into each cultural data category based on the art category. Here is what happens when you use cultural categories to build categories. Table 4 below shows how art is presented in the English for Nusantara Textbook for grade VIII for source culture, target culture, and international culture. The representation of many cultures is shown in Table 4 under the art category of the English textbook. The table shows the variety of art offered by the English for Nusantara textbook. Source culture wins when target, and international cultures are compared. The share of source culture at 80% is especially emphasized. Target culture comes in at 0% followed by international culture at 20% in the last section.

Table 5. Social Behaviour

Source Culture	N	Target Culture	N	International Culture	N
Children in Indonesia are required to wear a uniform to school	1			Throwing trash in trash can	1
Indonesian teachers wear light brown uniform	1			Reducing and recycle plastic use	1
Junior high school students wear white and blue uniform	1			Be caution to comment in social media	1
Security guard in Jakarta checked visitors', wearing mask, and checking body health in Peduli Lindungi Application	1			Donating books	1
good and sincere social relations (in 3 kinds of story. Ugly duckling, tiger and elephant, and in Timun Mas)	3			Saving water	1
Commemorating Independence Day by practicing heroic values	1			Disposing of trash properly keeping rivers, ocean, and environment clean from waste	1
Indonesian people use Indonesian as mother language	1				
There is a neighborhood governance system (RT) in Indonesia	1				
Total	10	Total	0	Total	6
Percentage	63%	Percentage	0	Percentage	38%

Examples of social behavior are shown in the category of "Social Behavior" which seems to represent SC and IC. Textual and visual data are analyzed and classified into each category of cultural information based on the category of social behavior. This is what happens as a result of using the category of social behavior to build cultural categories. Table 5 illustrates how social behavior in the Interactive English textbook is presented for the source culture, target culture, and international culture. The representation of many cultures is shown in Table 5 under the category of social behavior of the English for Nusantara textbook for grade VIII. The source

culture wins. when the source culture, target culture, and foreign culture are compared. The source culture has a percentage of 63%, International culture 38% and no data is found in the target culture.

Table 6. **Ceremony**

Source Culture	N	Target Culture	N	International Culture	N
The champion of Panjat Pinang	1				
Sack race	1				
Tandem race	1				
Kerupuk race	1				
Tug of war	1				
Marble in spoon race	1				
Independence day	1				
Marble in spoon race	1				
Parade	1				
The national flag hoisting ceremony	1				
Indonesian heroes' costumes parade	1				
Decorated bycicle parade	1				
Traditional music instruments parade	1				
Jampana parade	1				
Palanquins	2				
Total	16	Total	0	Total	0
Percentage	100%	Percentage	0	Percentage	0

The ceremony presents several ceremonies that symbolize the source culture, target society, and international culture in the English for Nusantara for grade VIII textbook. To determine whether the ceremony represents SC, TC, C. textual and visual data are evaluated. This is the result of developing a cultural category using the category of social behavior. The following table shows how the ceremony is presented for the source culture, target culture, and international culture in the textbook. Table 6 in the ceremony category shows the representation of source culture. The table shows that the English for Nusantara for grade VIII textbook provides various ceremonies. When the source culture, target culture, and international culture are compared, the source culture is on top. The source culture is on top, which reaches 100% of the total, is highlighted specifically. Target and International cultures have a percentage of 0%.

Table 7. History

Source Culture	N	Target Culture	N	International Culture	N
Indonesian heroes' costumes	1			Guns	2
Independence war	1			Swords	2
Spiked bamboos	2				
Cut Nyak Dien	1				
Tuanku Imam Bonjol	1				
Majapahit's flag	1				
Total	7	Total	0	Total	4
Percentage	64%	Percentage	0	Percentage	36%

History refers to specific regional events that reflect the source, target, and international cultures in addition to the national culture. Textual and visual data were analyzed and separated into each type of cultural data based on the history category. This is the result of using the history category to produce the following culture showing how history is presented in the English for Nusantara textbook for grade VIII for the source culture, target culture, and international culture. Table 7 in the history category shows the representation of various cultures. The table shows that the textbook provides various ceremonies. When the source culture, target culture, and international culture are compared, the source culture is on top. The source culture, which reaches 64% of the total, is highlighted specifically. The international culture with 36% is in second place, and no data is found on the target culture.

Table 8. Beliefs and Values

Source Culture	N	Target Culture	N	International Culture	N
Local ghost costumes	2			Greeting salam by muslims	2
Indonesian flag	1			Women muslims wear hijab	3
Red and white attributes	1				
Total	4	Total	0	Total	5
Percentage	44%	Percentage	0	Percentage	56%

The "beliefs and values" category contains examples of artwork that appear to represent SC and IC. The text and images were examined and grouped into each of the beliefs and values data categories. Here is what happens when you use the beliefs and values categories to build categories. Table 8 below shows how beliefs and values are presented in the English for Nusantara Textbook for Grade VIII for source culture, target culture, and international culture. The representation of many cultures

is shown in Table 8 under the art category of the English textbook. The table shows the various beliefs and values offered by the English for Nusantara textbook. International culture wins when the target culture and international culture are compared. The share of international culture at 56% is especially emphasized. Source culture is at 44% followed by target culture at 0% in the last section.

Table 9. Person

Source Culture	N	Target Culture	N	International Culture	N
Galang	4	Photo of western man	1	Monita	4
Mr. Rahmansyah	2			Dita	1
Pipit	2			Maria	1
Mrs. Posma	2			Andre	3
Mrs. Komang	1			Shakila	1
Sinta	3			Zalva	1
Mrs. Ida	1			Ara	1
Made	2			Mumtaz	1
Mrs. Srini	1			Isabel Wijsen	1
Buto Ijo	1			Mirza	1
Timun Mas	1			Amelia	1
Parto	1				
Agung	1				
Putri	1				
Titalesta	1				
Posma	1				
Rizky Febian	1				
Melati	1				
Bayu	1				
Radit	1				
Abay	1				
Siti	1				
Raka	1				
Suratmo	1				
Pitra	1				
Total	34	Total	1	Total	16
Percentage	67%	Percentage	2%	Percentage	31,3%

The category of "people" includes common names for people from the source culture, target culture, and other cultures. In the English for Nusantara textbook for grade VIII, textual and graphic data are evaluated to determine the category. Table 9 presents the results of the analysis.

The table above shows that the most common category of people comes from the source culture. The percentage is quite high at 67%, while the International culture is

in second place with 31.3%, on the other hand, the target culture is only a small percentage of society with 2% each and has a low proportion.

From all the items explained above, the results of the source culture, target culture, and international culture can be analyzed in the table below.

Table 10

Items	Source Culture	Target Culture	International Culture
Food and drink	1	0	0
Places	25	4	0
Art	8	0	2
Social behavior	10	0	6
Ceremony	16	0	0
History	7	0	4
Beliefs and values	4	0	5
Person	34	1	16
Total	105	5	33
Percentage	73%	3%	23%

From the data above, it can be concluded that the source culture has a percentage of 73% in the English textbook for grade VIII for the Indonesian subject. The target culture has a percentage of 3% of the 8 items analyzed above, and the International culture has a percentage of 23%. And the most dominant category is the source culture (73%), the second is the International culture (23%), and the last is the target culture (3%).

DISCUSSION

The English for Nusantara course reading for review VIII illustrates a solid accentuation on source culture, bookkeeping for 73% of the add up to analyzed substance. This dominance highlights the textbook's essential point of advancing Indonesian social personality among understudies. Components of source culture, such as conventional nourishments (e.g., saltines), neighborhood points of interest, conventional craftsmanship, ceremonies, social behaviors, history, and values, are reliably showcased. By prioritizing these perspectives, the course reading makes a difference understudies develop their understanding of their legacy and cultivates a sense of national pride.

However, the representation of worldwide culture is generally constrained, with a extent of 23%. This consideration, whereas auxiliary, offers a few introduction to worldwide viewpoints. Worldwide culture is most apparent in categories such as social behavior (38%), history (36%), and craftsmanship (20%). In spite of the fact that little in extent, this presentation is basic for making a difference understudies create an mindfulness of social differences and planning them to explore a globalized world.

The target culture, on the other hand, is extremely underrepresented, comprising as it were 3% of the add up to substance. This negligible consideration seem restrain students' understanding of the societies of English-speaking nations, which are fundamental for contextualizing the dialect they are learning. For case, in the "Places" category, 86% of the substance reflects source culture, 14% speaks to target culture, and worldwide culture is missing. In the "Ceremony" category, the source culture rules totally, bookkeeping for 100% of the illustrations, taking off no space for target or universal societies. Essentially, in the "Art" category, source culture makes up 80%, universal culture 20%, and target culture is totally excluded.

This unbalanced representation over categories shows a require for a more adjusted approach to social substance. Whereas the course reading succeeds in accomplishing its objective of highlighting Indonesian culture, the need of target culture fabric is a missed opportunity to improve students' intercultural competence. A way better adjust between source, target, and worldwide societies would improve students' learning encounters and plan them for real-world intuitive with English-speaking communities.

For illustration, the constrained consideration of target culture in categories like "Social Behavior" and "Convictions and Values" implies understudies are not adequately uncovered to the standards, values, and conventions of English-speaking social orders. This may prevent their capacity to get it the social settings in which English is utilized, influencing their communicative competence in cross-cultural intuitive. Besides, in categories like "History" and "Individuals," the overpowering center on source culture neglects the potential benefits of presenting understudies to authentic occasions and figures from other societies, especially those from English-speaking countries.

In conclusion, the English for Nusantara reading material exceeds expectations in advancing source culture and cultivating national character, but it falls brief in giving adjusted social representation. To address this, future versions ought to point to increment the extent of target culture substance, guaranteeing that understudies are superior prepared with the information and abilities required for worldwide communication. By consolidating more assorted social viewpoints, the course reading can offer a wealthier, more comprehensive instructive involvement that bridges nearby, worldwide, and target societies successfully.

CONCLUSION

The English for Nusantara textbook for grade VIII effectively highlights the source culture, with a significant proportion of 73%, successfully introducing and reinforcing local cultural identity among students. This emphasis is essential for fostering pride in national culture. However, international culture is represented by only 23%, and the target culture is severely underrepresented at just 3%.

This imbalance shows that while the textbook excels in promoting local culture, the lack of target culture representation may hinder students' understanding of the

cultural context of English-speaking societies. Additionally, the limited exposure to international culture restricts students' ability to appreciate global cultural diversity.

Therefore, the textbook needs to improve the balance between source, target, and international cultures in its content. By including more target culture elements, students can gain a better understanding of the norms, values, and traditions of English-speaking communities. This not only enhances their intercultural competence but also prepares them for effective global communication.

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