

EXPLORING THE PROPER CULTURAL CONTENT IN INDONESIAN EFL TEXTBOOKS VIEWED FROM INTERCULTURAL PERSPECTIVES

Muhammad Ona Irawan*
Bukhari Daud

Universitas Syiah Kuala, Indonesia

ABSTRACT

This research aimed to find out and to describe the cultural content of two Indonesian Senior High School EFL textbooks namely *Buku Bahasa Inggris Kelas XII* and *Pathway to English 3* from the content of cultural information, the elements of surface and deep culture of Hall's (1976) Iceberg theory and the dimension of intercultural communicative competence of Byram's (1997). This study is a document analysis, and the writer used descriptive qualitative analysis. The data were collected by reviewing document and were analyzed based on the concept of Miles, Huberman, and Saldana (2014) which covered data condensation, data display, and drawing conclusion. The findings showed that the cultural information in both textbooks mostly presented by elements of surface culture. This research also showed that both textbooks had facilitated the three dimensions of intercultural communicative competence (knowledge, skill, and attitude), while the last dimension (critical cultural awareness) had not been achieved yet. In conclusion, the textbooks are still providing and facilitating the material in improving learners' language competency and cultural knowledge.

Keywords: *cultural materials, intercultural communicative competence, surface culture and deep culture.*

INTRODUCTION

Culture by its nature cannot be separated from language as language expresses, embodies and symbolizes cultural reality (Silvia, 2014). Language is embedded in a culture and the learners inevitably

* Corresponding author, email: muhammadonairawan@gmail.com

learn about its underlying culture while learning the language (Erfani, 2014). The relationship between language and culture based on Cakir (2006) is recognized expansively as cultural systems are interrelated with communicative behavior. Based on the Standards for Foreign Language Learning as quoted by Dema and Moeller (2012) there is a set of standards of goals for foreign language learning; they are communication, cultures, connections, comparisons, and communities. Cultures as one of the essential skills and the knowledge for second or foreign language learner are needed in order to achieve language proficiency.

The cultural knowledge might lead to better understanding of the foreign culture, as well as understanding one own culture. According to Byram (1989) cultural knowledge is structured and systematically presented information about the other cultures which provides a necessary framework for understanding it. Meanwhile, Hall (1976) has categorized culture in two parts, i.e. 'surface culture' and 'deep culture'. Surface culture refers to the thing which is the most visible. Surface culture is the part that we can see, taste, smell, hear, and touch, such as food, arts, language, celebrations, etc. On contrast, unconscious values and attitudes as the deep culture may be the most difficult and less obvious elements to be identified and observed.

Further, the textbooks are considered as one of the main media and as one of the primary sources in spreading the language need to consider that the cultural contents should include in them (Farida, Nugraheni, & Yonata, 2016; Choudhury, 2014; Cunningsworth, 1995). Meanwhile, Cortazzi and Jin (1999) stated that there are three types of cultures should include in textbooks: source or local culture, target culture and international target culture. Additionally, according to Rodriguez (2015) the textbooks should promote the enhancement of intercultural communicative competence, which is defined as the ability to understand and interact with people of multiple social identities and with their own individuality.

Further, textbook evaluation is a process of choosing textbook to be used in particular course and to decide the finest material as framework and resource of teaching and learning. Therefore, concerning of the important of cultural content represented in English textbooks, the exploration of material based on Iceberg Theory of Hall (1976) about surface culture and deep culture material and component of intercultural communicative competence based on Byram's (1997) model then conducted.

The gradual change of curriculum in Indonesia has generated the existence of various new textbooks, including English textbooks. The presence of local and international cultures in English textbooks is still questionable, and even studies concerning the cultural aspects are still limited in Indonesia (Asib, Dewi, & Drajiati, 2016). This is in line with the current situation which shows that the commonly used textbooks in Indonesian secondary schools provide very little world or international cultural-related content (Farida, Nugraheni, & Yonata, 2016). Under the recent K13 curriculum, the government has created regulations about the textbooks in accordance with the revised curriculum. This regulation is based on the decision of the Minister of Education and Culture of Indonesia Number 148/P/2016/ year 2016 about Determination of Specialization Group of Textbook Title for Senior High School (SMA/MA).

As a textbook analysis study, this research aims to investigate the cultural content in English textbooks concerning the surface culture and deep culture viewed from perspective of intercultural communicative competence as the foothold theory of this study. The textbooks under investigation are the recent revision of EFL textbooks for senior high school of XII grades based on K-13 Curriculum; *Buku Bahasa Inggris Kelas XII* published by government under the Ministry of Education and Culture and Pathway to English 3 published by local publisher, *Erlangga*.

In accordance with those situations, two research questions for this study are formulated:

1. What kinds of cultural content are represented in Indonesian Senior High School EFL textbooks?
2. What are the components of intercultural competence accommodated by cultural content in Indonesian Senior High School EFL textbook?

LITERATURE REVIEW

The Nature of Culture and Language

Culture is widely defined, and there is no standard and universally accepted definition. According to Nababan (1974), as cited in Orlova (2014), the word culture is originated from the Latin word *cultura*, which means “being cultivated”. Meanwhile, the American Heritage Dictionary (2020) defines the word culture as the arts, beliefs, customs, institutions,

and other product of human work and thought considered as a unit, especially with regard to a particular time or social group. Those products considered with respect to a particular subject or mode of expression.

The cultural experiences can be relatively more surface or deep. A surface experience is one that deals with obvious cultural difference such as new food, transportation systems, and so on. In contrast, according to Frank (2013) a deep experience involves engagement with more hidden, abstract layers of cultural difference. It requires ongoing trial and error learning process and leads us to understand values, style of communication, and how to read a situation or behavior while we need to speak a foreign language well. Furthermore, several aspects should be presented when we teach culture in the EFL context. First, the study of surface culture and deep culture in balance portion. Second, cultural teaching is to avoid the proliferation of stereotypes. Third, to see that culture is transformative and heterogeneous, change, adaptive rather than static and uniform. Fourth, it is to examine culture critically from more realistic basis than from a celebratory and neutral perspective (Rodriguez, 2015).

Culture in EFL Learning and Teaching

Brown (2000) states that in order of language teaching, one should include the cultural teaching, as this argument is inferred in his statement as follow, “*Whenever one teaches a language one also enables students to get in contact with a complex system of culture, values, and ways of thinking, and acting*” (p. 64). Language functions as a cultural tool in all languages and it should incorporate culture in contextualized manner. Furthermore, according to McKay (2004) culture can impact language teaching both linguistically and pedagogically, in a linguistic level, culture plays a role in terms of semantics, pragmatics, and rhetoric while in a pedagogical level, culture influences in the development of materials and the choice of teaching methodology.

In term of cultural studies in language learning, it has been discussed by Byram (1989) which is reflected in his statement as follow:

“Thus under the term ‘Cultural Studies’ I refer to any information, knowledge or attitudes about the foreign culture which is evident during foreign language teaching. ‘Cultural Studies’ is taught and learnt both overtly and implicitly, both consciously and incidentally, in much the same way as other components of the

overt and hidden curriculum, and thus merits thorough discussion in curricular terms “(Byram, 1989, p. 3).

When a teacher teaches a language, teacher also teaches the culture at once. In the other way, the students obtain how they know one language with its culture in that teaching learning process. In that process, the intercultural interaction makes language learning meaningful and vital. This case is called as intercultural communicative competence. In teaching and learning English as a foreign or second language, one of the goals is to develop the citizen with intercultural competence. As the textbooks are the cultural carrier, special attention should be paid to the cultural content of textbooks (Rodriguez, 2015).

Culture Material in EFL Teaching and Learning

The use of appropriate materials can help students engage in real cultural experiences. Things like movies, news broadcasts, television shows, magazines, newspapers, and novels can be used by the teachers as cultural materials to suit the age and language proficiency level of the students. Generally, the EFL teaching still focuses on surface culture learning which commonly recognizable, such as it is common to find topics on holidays, tourist sites, famous person, food and culinary etc. In contrast, deep culture encompasses the meanings that is invisible which relates to region, place, group or community or subculture that reflected norms of certain sociocultural, lifestyle, belief, and values (Rodriguez, 2015).

Further, Byram (1997) has proposed that intercultural communicative competence must be introduced in EFL learning and teaching. By knowing others culture, it could develop their new perspectives on their own culture and to counteract prejudiced and ethnocentrism. In addition, Hall (1976) suggested that culture is similar to an iceberg. He proposed that culture has two components and that only about 10% of culture what he calls as surface culture, is easily visible while the majority or 90% of culture as deep culture is hidden below the surface. What this Iceberg model of culture teaches us is that we cannot judge a new culture based only on what we see on the surface when we first enter it, but we need to dive deeper to gain more of cultural meaning.

According to Brake (2018), surface culture element is divided into three categories, demography, material and behavior. Surface culture materials is about visual and performing the product of arts, literature,

architecture, craft, media, dancing, clothing, food and drink, and technology. On the other hand, the element of deep culture is things out of conscious awareness, and it deals with assumption, expectation, attitudes, values, belief such as ceremony, courtship & marriage, aesthetic, ethic, family ties, taboos, reward & privilege, myth, etc.

To create an effective communication across cultures one should require having knowledge in intercultural competence (Zheng, 2014). Moreover, Byram (1997) proposed four components of intercultural communicative competence; knowledge, attitudes, skills, and critical cultural awareness. All of those are the description of the component which contributes to the ability to understand and relate to people from other countries. Whatever definition we refer to, as Patel, Li and Sooknanan (2011) stated, we have to recognize and understand that intercultural communication operates at both surface and deep levels of culture.

The Role of Textbooks in EFL Teaching and Learning

In the process of teaching and learning English, textbook has great position which offers the various functions. According to Bojanic and Topalov (2016) the aim of the textbooks is providing the learners with necessary knowledge, language skills, and information of English-speaking countries and preparing them to interact with people from foreign countries and different cultural backgrounds.

Hermawan and Noerkhasanah (2012) claimed a large number of various English textbooks can be obtained, but the presence of local cultural content in the books is still questionable. Apparently, introducing the target language culture as an effort to learn the target language well, which mainly refers to western culture, is considered more important than preserving local culture. Furthermore, Indonesian Board of National Education Standard (BSNP) has constructed some criteria for approved Standard Textbooks including English textbooks. This description aims to develop students' knowledge, skills and positive attitudes. For this reason, BNSP has set four aspects that need to be considered; material, language, presentation of material, and grafting.

Previous Related Studies on Cultural Content in English Textbooks

The investigation about cultural content analysis especially in ESL and mostly in EFL countries has been studied by the previous researchers. Krisnawati (2019) conducted a research on two currently English textbooks used in schools in grade x, *Bahasa Inggris Siswa x* and

Pathway to English 1. The result shows that the content that relates to cultural information in representing foreign attitudes is very few. In conclusion, the textbooks need to provide more variation of culture-related content and more explicit explanation on how to deal with the mismatch between other cultures and allow the learners to be mindful on the existence of other cultures that will help them to have competency in intercultural communicative competence.

Meanwhile, Erlina, Marzulina, Pitaloka, Astrid, Yansyah, and Mukmini (2018) investigated the proportions of the local and target language cultures in ten government's English electronic textbooks for junior high school students in Indonesia. The findings of the reading text indicated that four textbooks showed a balanced proportion, while six textbooks were imbalanced in presenting local and target language cultures. Additionally, Kasih (2016) investigated the textbooks in term of types and sense of culture. The finding shows various results, and the textbooks presented variety of cultural contents that can build the students awareness about the exposure of cultural issues in English textbooks. As a conclusion, the textbook was relatively suitable to introduce target culture as well as other cultures to the learners without neglecting the learners' native culture.

RESEARCH METHODOLOGY

As a textbook analysis study, it was conducted using descriptive qualitative approach, particularly content analysis of the textbooks. According to Cohen, Manion, and Morrison (2018), content analysis can be undertaken with any written material, and it is often used to analyze large quantities of text, for example, it could be newspapers and newspaper articles, interview transcripts, textbooks, conversations, public domain documents, journals, examination scripts, e-mails, online conversations etc. The main idea of this method is the documentation study as one of methods in social research which reveals the cultural content material in the two examined textbooks. Therefore, this research is aim at gaining an in-depth data about kind of cultural content in the textbooks.

Research Instrument

The instrument used in this study was documentation and checklist. During the process of research, the investigator collected

qualitative documents; two English textbooks, newspapers, minutes of meetings, letters, e-mail, etc. (Creswell, 2011). The second instrument used was checklist. It is part of research instrument whether quantitative or qualitative that used by the researcher to check the indicator that are being observed.

Technique of Data Collection

There are four steps in data collection process:

1. Textbook selection.
Textbook selection was based on the latest version of K13 curriculum revision year 2018. Two EFL textbooks for grade XII of senior high school are entitled *Buku Bahasa Inggris Kelas XII* and *Pathway to English 3*.
2. Perusing.
The researcher read and observed the material in the textbooks each page, texts, and images in detail to find out the material related to cultural information.
3. Marking/checklist.
The writer used marking/checklist to assist in collecting the cultural content. The first were kinds of cultural content of surface and deep culture, and the second were components of intercultural competence.
4. Constructing the checklist.
Two checklists were constructed to help the researcher classify the cultural content. The first checklist was intended to classify the elements of surface and the deep culture, and the second checklist was to classify the component material of intercultural communicative competence.

Technique of Data Analysis

Technique of data analysis that employed in this study was the interactive schemes of model qualitative data analysis from Miles, Huberman, and Saldana (2014) through three current flows of activities;

1. Data condensation
This is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the whole body of written text, in this case is the cultural material of the textbooks.
2. Data display

The data display includes many types of matrices, graphs, charts, and networks. All of the data in this study presented in tables, charts, and figures.

3. Conclusion drawing and verification

The qualitative analysis interprets what things mean by noting patterns, explanations, causal flows, and propositions.

RESULTS AND DISCUSSIONS

Results

Kinds of cultural content in Indonesian senior high school EFL textbooks

Having analyzed the kinds of culture in the textbooks of surface culture and deep culture and its elements, the researcher presents the result of the textbooks in sequence. The first result is from *Buku Bahasa Inggris Kelas XII* and the second one is from *Pathway to English 3*. The finding of the cultural content analysis is presented as follow:

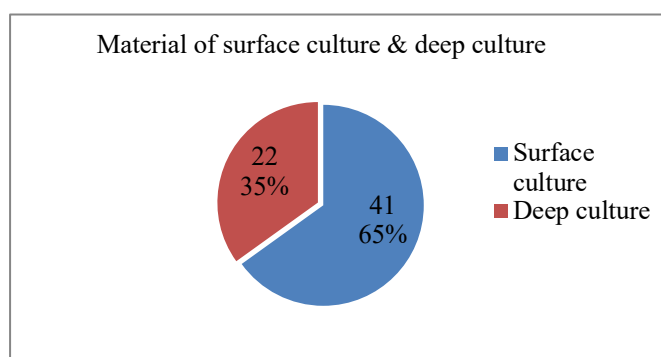


Figure 1. Surface culture & deep culture in *Buku Bahasa Inggris Kelas XII*

The above figure clearly shows that surface culture is mostly presented throughout the material of the textbook. There are 41 appearances or 65% portion of surface culture while deep culture is 22 times or 35% portion in the textbook materials. These are the elements of surface culture such as art, food & drink, dancing, craft, architecture, etc. divided into three categories; demography, materials, and behavior. Meanwhile, the deep culture elements are such as aesthetic, ethic, reward

& privilege, taboos, rights & duties, beliefs, values, etc. The elements of culture that represent each of the surface and deep culture material is presented in the following figure.

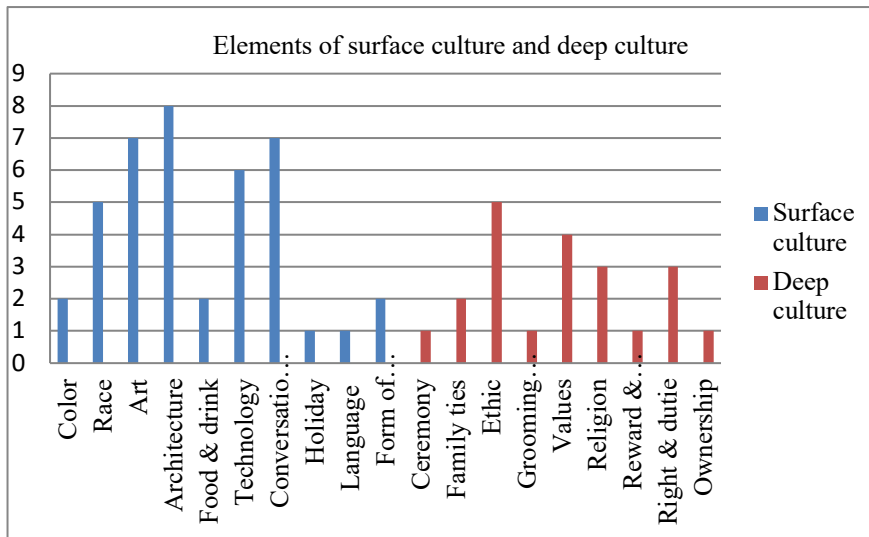


Figure 2. Element of surface and deep culture in *Buku Bahasa Inggris Kelas XII*

The chart above shows that the element of surface culture is mostly appeared in architecture element by eight appearances, followed by art and conversational pattern element by seven appearances each, while the least portion is in holiday and language element by only one appearances each. Meanwhile, the deep cultural element is mostly in ethics by five appearances followed by values four appearances, while the least appearances are ceremony, grooming & presence, reward & privilege, and ownership by only one appearance. These ten elements of surface culture are divided into the category of demography, material, and behavior presented in detailed number as follows.

Table 1. Surface culture element in *Buku Bahasa Inggris Kelas XII*

Demography		Material		Behavior
Color	(2)	Art	(7)	Conversational Pattern (7)
Race	(5)	Architecture	(8)	Holiday (1)
Language	(1)	Food & drink	(2)	Form of greeting (2)

Technology (6)

Meanwhile, there are nine elements of deep culture elements in the chart; ceremony, family ties, ethic, grooming & presence, values, religion, reward & privilege, right & duties and ownership. The detailed number appearance of these deep cultural elements is presented below.

Table 2. Deep culture element in *Buku Bahasa Inggris Kelas XII*

No	Deep culture elements	Appearance
1	Ceremony	1
2	Family ties	2
3	Ethic	5
4	Grooming & presence	1
5	Values	4
6	Religion	3
7	Reward & privilege	1
8	Right & duties	3
9	Ownership	1
Total		21

Furthermore, having analyzed the material of the second examined textbook that is Pathway to English 3 related to cultural content, the writer then applied the same step of data analyzing as the previous textbook using Hall's classification of surface and deep culture. The following chart is the result of surface culture and deep cultural material of the textbook.

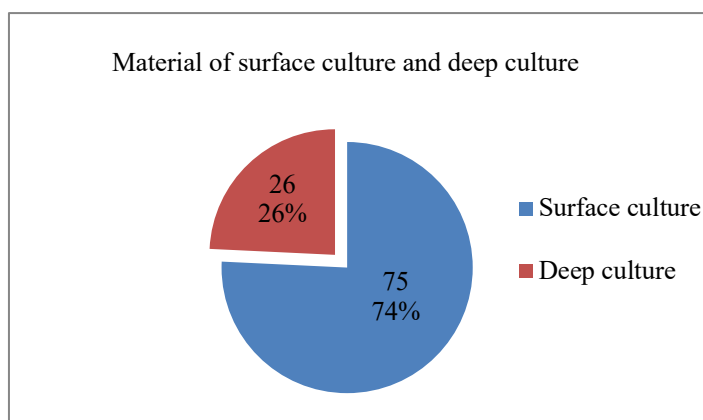


Figure 3. Surface culture and deep culture in Pathway to English

The figure above shows that surface culture is dominantly presented in the textbook material. There are 75 appearances or 74% portion of surface culture material while deep culture is 26 appearances or 26% of the textbook material. The elements of surface cultures such as art, food & drink, clothing, dancing, architecture, etc, are divided into three categories; demography, materials, and behavior. Meanwhile, deep culture elements found are ceremony, ethic, right & duties, religion, taboos, etc. The elements of culture in representing surface and deep culture material are presented in the following chart.

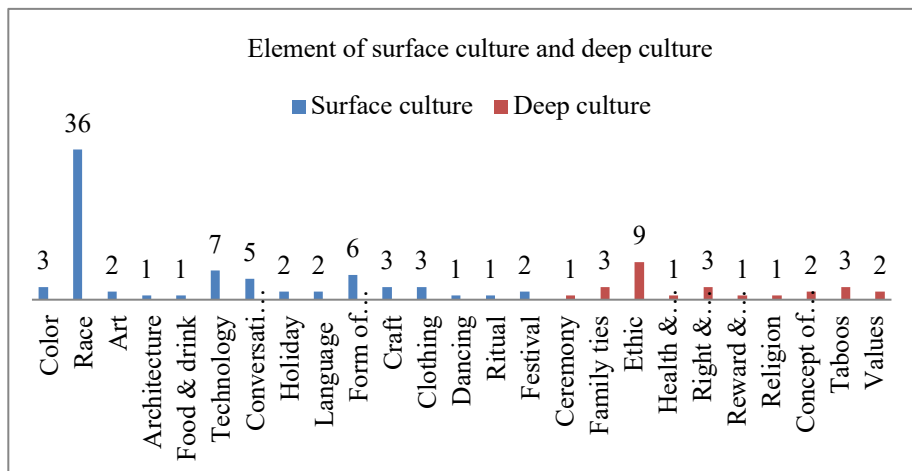


Figure 4. Element of surface culture and deep culture in Pathway to English 3

The figure above shows that the element of surface culture is mostly presented in the element race by 36 appearances and the next most appeared elements are followed by the element technology with seven appearances. Meanwhile, the least portions are architecture, food & drink, dancing, and ritual element by one appearance each. Meanwhile, the deep cultural element is mostly in ethics by 9 appearance followed by element of family ties, right & duties, and element taboos three appearances each. For the least elements are ceremony, health & medicine, reward & privilege, and religion by one appearance only. The table below presents the detailed number of surface culture elements for each category.

Table 3. Surface culture element in Pathway to English 3

Demography	Material	Behavior
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Race	(36)	Art	(2)	Conversational Pattern	(5)
Color	(3)	Architecture	(1)	Holiday	(2)
Language	(2)	Craft	(3)	Form of Greeting	(6)
		Clothing	(3)	Ritual	(1)
		Dancing	(1)	Festival	(2)
		Food & Drink	(1)		
		Technology	(7)		

Meanwhile, the result of deep culture elements as mentioned previously in the chart are ten elements. There are 26 appearances in the textbook materials that belong to deep culture. The detailed number appearances of these deep cultural elements are presented in the table below.

Table 4. Deep culture element in Pathway to English 3

No	Deep culture elements	Score
1	Ceremony	1
2	Family ties	3
3	Ethic	9
4	Health & medicine	1
5	Right & duties	3
6	Reward & privilege	1
7	Religion	1
8	Concept of time	2
9	Taboos	3
10	Values	2
	Total	26

The components of intercultural competence accommodated by cultural content in Indonesian Senior High School EFL textbook

Dealing with the second research question of intercultural competence, four dimensions of intercultural competence were then analyzed through the material of the textbooks related to the finding of surface and deep culture elements material. These components or dimensions of intercultural communicative competence are knowledge, skill, attitude, and critical cultural awareness. These dimensions were used to indicate whether the intercultural communicative competence is loaded in EFL textbooks of *Buku Bahasa Inggris XII* and *Pathway to English 3*, the finding is presented in the following explanation.

1. Knowledge

Knowledge is the first dimension or the basic level in intercultural communicative competence. Knowledge encompasses the whole culture-related elements including the form of three cultural sources i.e. source culture, target culture, and international or various culture. The finding shows that the knowledge dimension presented in each textbook is quite different. In *Buku Bahasa Inggris Kelas XII*, the source culture and target culture are mostly presented, while the international target cultures are less available as one of the complement components of knowledge. It means that *Buku Bahasa Inggris Kelas XII* does not accommodate fully the dimension knowledge of intercultural communicative competence. In contrast, there are three cultural sources of the knowledge components presented in the Pathway to English 3 textbook. Although the cultural preferences of its three sources are not provided in the big number the material, in this respect, Pathway to English 3 textbook has fulfilled the category of knowledge dimension of intercultural communicative competence.

2. Skill

The second dimension of intercultural communicative competence is the skill. The skill component drives someone to be able to interpret a document from another culture and able to relate and explain it into their own culture. It allows the students to be able to interpret a document from another culture and operate it as the new knowledge by making comparisons with the students' own culture. For instance, there is a topic in both textbooks *Buku Bahasa Inggris Kelas XII* and Pathway to English 3 about the news item section. In this material, one of the students' activities is to compare news items of the English language with a news item of Indonesian language in form of language features. The result shows that both textbooks *Buku Bahasa Inggris Kelas XXI* and Pathway to English 3 are facilitating and accommodating the skill component of intercultural communicative competence.

3. Attitude

The attitude dimension is an on-going process that allows the students to be more-opened and welcome toward other cultures and people. It is because culture itself is dynamic and very possible to change over time such as values, beliefs, and attitudes. Therefore, it is difficult for a foreign language learner to be aware of all these changes. Based on the material of the textbooks, attitudes dimensions exist in order of the deep cultural element. The result shows that both textbooks contain attitudes element that becomes the cultural understanding as it is found explicitly in some material of the textbooks.

4. Critical cultural awareness

This dimension is claimed as the most difficult dimension to recognize, because through this dimension someone is expected to be able to respond toward cultural component. The response is such as criticizing a certain culture and thinking about it appropriately rather than merely accepting them. The result shows that both textbooks do not accommodate and facilitate this dimension, so that, one of intercultural communicative competence are not achieve completely by the students.

Discussions

In general, cultural content in textbooks comes from three main cultural sources, namely source culture, target culture, and international target culture (Cortazzi & Jin, 1999). As the focus of this research is the type of culture contained in the textbook using Hall's classification, the results show that surface culture is loaded more in the textbooks compared to deep culture. For comparison, there is 38% portion of the surface and deep culture elements that presented in *Buku Bahasa Inggris Kelas XII* textbook, while 62% portion of the surface and deep culture element presented in *Pathway to English 3* textbook. Based on the result of the two examined textbooks, the total occurrence clearly indicates that there is an imbalance portion kind of cultural element of surface and deep culture for both textbooks.

According to Shaules (2010), the aim of surface and deep culture came to elaborate that the most important part of the culture is not the overtone but the hidden one. The textbooks used in EFL learning are primarily designed to facilitate foreign language learning, due to language and culture relate to each other so that textbooks are expected to include some aspects of target language culture as well (Choudhury, 2014). Consequently, to implement these cultural information sources as ELT materials, all aspects must be considered such as the level of language, themes, and text types should be adapted to the standard competence of English teaching for the learners.

Furthermore, as the cultural content of the two textbooks, *Buku Bahasa Inggris Kelas XII* and *Pathway to English 3* presents the cultural learning material to students, but the portion material of intercultural is not facilitated and accommodated fully to the student need. To correlate with this study, the analysis of intercultural contents of these EFL textbooks showed that the four components of ICC are not frequently presented as the elements of culture. Moreover, the culture sources i.e.

source culture, target culture, and international target culture as the cultural carrier for ICC is not sufficiently presented in the two textbooks.

The cultural sources cannot be ignored, and learners must develop intercultural awareness to fit into a globalized world in which people from different cultural backgrounds establish international relations and become intercultural speakers (Banks, 2004; Byram, 1997, as mentioned in Rodriguez, 2015). The development to use the language in socially and culturally appropriate ways in the globalized world are now being the recent issues in EFL learning. As a new competence, the intercultural communicative competence has anticipated this issue by promoting and introducing the most important dimension that is critical cultural awareness that leads the students to think actively and intelligently rather than just accepting the cultures that drives the language learners to the next level of language learning.

CONCLUSION AND SUGGESTION

Culture in EFL textbooks usually comes from source culture, target culture, and international target culture. Based on these sources of culture, surface culture and deep cultural elements were then explored in the textbooks as it supports meaningful English learning-teaching as well as cultural learning to achieve both language competence and cross-cultural competence. Two Indonesian Senior High School EFL textbooks were then examined. They are *Buku Bahasa Inggris Kelas XII* and *Pathway to English 3*. The finding shows that surface culture and deep culture elements are found in imbalance portion. Surface culture as the visible and tangible element dominated the content of two textbooks while deep culture element deals with the lesser material.

Meanwhile, although it is not presented in the big number, the dimension of knowledge, skill, and attitudes are promoted in both textbooks, but the dimension of critical cultural awareness as the main point and as the most important dimension in ICC is not presented. Achieving all levels of intercultural competence seems difficult for the Indonesian context, besides the fact that English is taught as a foreign language. In sum, however, the textbooks are still providing and facilitating tasks and material to improve learners' language competency and cultural knowledge.

Based on the conclusion of this study, suggestions are then offered to particular parties, first, the English teachers are expected to help the students with the comprehensive information of cultural teaching

material, and raise their awareness in selecting suitable textbooks. Second, the students need more than the textbooks to gain the language input especially in cultural information such as newspapers, novels, movies, etc. Third, it is important that the school authority facilitates the teachers' and the students' needs in selecting EFL textbooks especially the cultural material. Fourth, the textbooks writers should give more attention on cultural and intercultural teaching material into balance portion. Fifth, this study is expected to be a positive input and beneficial in providing the information of the language and cultural study, and becomes a reference for future researchers.

Since the result of this study have the limitation in providing the data with two textbooks, it is important that future researchers should consider the numbers of culture information in the language teaching-learning scope to be explored and investigated including idiom & collocation, foreign attitude, and cultural theories such as types of culture, the elements of culture, sense of culture, and the dimension of culture.

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