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Critical Discourse Analysis of Cultural Representations in EFL National Commercial Textbooks

Diah Ayuni Ariawan*
Joko Nurkamto
Sumardi

Department of English Education, Faculty of Teacher Training and Education,
Universitas Sebelas Maret, Surakarta 57126, INDONESIA

Abstract

Mastering grammar and vocabulary in communication are seemingly insufficient for learners to communicate with different societies worldwide. For this rationale, cultures in ELT materials took a pivotal role in equipping learners with intercultural communicative competence (ICC). Hence, the researchers critically analyzed two national commercial textbooks commonly used in senior high schools for the tenth and eleventh grades in any area to examine the elements of cultures and their representations. The researchers addressed this gap by adopting critical discourse analysis (CDA) to get a profound interpretation of data. The textual data was categorized, coded, counted, and finalized by creating a description. The result revealed that these textbooks contained elements of cultures; product (63%, 44%), person (13%, 42%), practice (19 %, 8%), and perspective (5%, 6%) in different proportions. The result also points out that there is an unbalance among culture-related items with 59%, 51% in source cultures, 11% and 26% in target, and 17% and 8% in international, which means target and international cultures are less than source cultures. This research also found universal cultures relating to cultures free in these textbooks with 13% and 18%, respectively. The finding indicated that both textbooks have imbalanced cultures, which means that target and international cultures were under-represented. The researchers suggest that other Southeast Asian, African, and Russian cultures must be considered in the textbooks. Furthermore, this research

* Corresponding author, email: diahayuni06@student.uns.ac.id

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expects the stakeholders to be more concerned with designing, concerning, and choosing suitable textbooks to equip learners with diverse cultures.

Keywords: Commercial textbooks, cultural representations, element of cultures, intercultural communicative competence.

1. INTRODUCTION

The ubiquitous English employed in globalization was widespread at the start of the twenty-first century. The language is often used worldwide in trade, culture, diplomacy, and education. The scholars indicated that 80% of English communication used in globalization is between speakers in non-English speaking countries (Cogo, 2012; Rahim & Daghigh, 2020). In addition, it has led to the growth of the foreign language teaching business (Dahmardeh & Kim, 2020). As a result, people believe that mastering English skills and knowledge will assist them in socializing worldwide.

However, mastering grammar and vocabulary might not be sufficient for learners because they also need intercultural skills and knowledge. To understand these, learners need to achieve foreign-language proficiency, communication competence, effective intercultural interaction, and sociocultural adaptation (Lee & Li, 2020). Therefore, the ELT materials in EFL textbooks should contain materials addressing these aspects. The materials should include product (food, place, sport), practice (tradition, daily life underpinned member of cultures), perspectives (beliefs underlying the societies), and person (well-known and fiction from a certain group). The materials presented in EFL textbooks have been criticized for failing to prepare students for intercultural communication adequately. This is due to a lack of various social issues, little promotion of cultural awareness, and an overemphasis on language forms (Hayati, 2009). Therefore, the culture infused in English language teaching (ELT) material also should reflect the reality of English as an international language. In addition to catering to learners' communication needs in several contexts, learners' needs in their own context should also be included.

Therefore, ELT material should be localized, targeted, and global to assist students in developing their own identities while enhancing their understanding of the identities of others and their intercultural competency (Cortazzi & Jin, 1999; Victor, 1999). ELT textbooks play a vital role due to their authority to strengthen teachers' identity (Nilsson & Horvat, 2018). Textbooks contain material and activities or tasks to guide teachers while conveying their lessons (Arslan, 2016) and organizing in-class and out-class activities (Setyono & Widodo, 2019). However, in reality, most ELT materials contain an imbalance of cultures. For instance, in China, source culture is dominantly used in ELT textbooks (Arslan, 2016; Xiang & Yenika-Agbaw, 2021). The gap between local and other cultures is generally caused by policies of the local context, political limitations on textbook publishers, or perspectives of textbook writers (Baleghizadeh & Sayesteh, 2020). Therefore, according to Alshenqeeti (2020), engaging all cultures from source, target, and international in the EFL textbooks is reasonable. Another literature also suggests that cultural information can be included in informative and descriptive texts, dialogues, writing tasks, lexical items, and visual and audio recordings (Adaskou et al., 1990). Thus, textbooks provide a hidden curriculum by including a set of cultural values (Cunningsworth, 1995).

Central to the present study is the difference in English language textbooks used in an EFL context. National commercial EFL textbooks were different from government-issued and international distributed counterparts. National commercial EFL textbooks are mainly written by non-native speakers of English and sold commercially without any reference from the government. On the other hand, government-issued textbooks, although also written by non-native speakers of English are mandated by the government. Meanwhile, international textbooks are written mainly by native speakers and adapted to the country in which the textbooks are distributed (Alaei & Parsazadeh, 2021).

Several scholars have revealed problematic correlations between ELT materials and embedded cultures (Setyono & Widodo, 2019). It means little evidence from prior research found balanced cultures in English textbooks. The main reason is that English textbooks are written and arranged for a particular purpose. The aim is to promote the target and international cultures (Arslan, 2016; Baleghizadeh & Sayesteh, 2020; Liu et al., 2022). Another aim is to promote the source culture (cultures of learners' countries) (Setyono & Widodo, 2019). Thus, this research filled this gap by investigating the elements of culture proposed by Yuen (2011) (product, practice, perspective, and person) and the representation loads in national commercial textbooks as a local textbook for tenth and eleventh grades using a critical discourse analysis (CDA) to deepen our understanding of the issues in question. Yuen's (2011) framework was used because it considered the newest framework in field of culture elements. Furthermore, the information in the EFL textbook is fragmented and generalized. A textbook is deemed to be true by users. Textbook users may assume that information on specific ways of thinking applies to the society as a whole, resulting in stereotypes (Yuen, 2011). Such examples of information are important to provide in ELT materials. Thus, the framework is deemed to have met this research goal by detail examining all cultural elements in EFL textbooks.

Furthermore, this research is expected to provide theoretical, empirical, and practical contributions. Theoretically, the paper's broader conception of cultural representations is expected to provide a deep understanding for the other researchers. Moreover, these research findings are expected to provide further directions for empirical studies on cultural representations in national commercial EFL textbooks as local textbooks. Finally, this study will likely assist ELT practitioners and English educators worldwide to be more concerned and select appropriate ELT textbooks to equip students with diverse cultures to facilitate their intercultural communicative competence (ICC). Therefore, the research questions in this study are as follows:

- What cultural elements are represented in the national commercial English textbooks in Indonesia?
- How are the cultural elements in the national commercial English textbooks in Indonesia represented in source, target, and international cultures?

2. LITERATURE REVIEW

2.1 Culture in Language Learning and Teaching

Many scholars have echoed the definition of cultures. Culture encompasses concepts, points of view, insight, myth, and value underlying societies' behavior and pattern (Horibe, 2008). Other scholars also asserted this definition. Dahmardeh and

Kim (2020) believed that people's actions, thoughts, and emotions are determined by culture. Thus, culture is influenced their lives, societies, and histories. Culture is the uniqueness of a group that is usually appreciated through action and verbal. These characteristics distinguish one group from another.

Language and culture are a system that cannot be separated, especially in language learning and teaching. The existence of culture itself can be shown through language. Therefore, it is difficult not to engage culture in language learning and teaching (Hilliard, 2015). However, whether or not the culture should be included in ELT materials is still in question (Alshenqeeti, 2020; Xiang & Yenika-Agbaw, 2021). The current position of English as an international language means that learning English does not mean all about the target culture (British, USA, New Zealand), but the global culture needs to be emphasized (Alaei & Parsazadeh, 2021). According to Porto and Byram (2016) no culture is "better than another . . . no culture is superior or inferior, richer or poorer, bigger or smaller than any other" (p. 22). However, a lack of culture of student's countries included in an ELT material can worsen students' prejudices, making them feel inferior to the source culture (Dahmardeh & Kim, 2020). Even, learning the English language while studying its culture will foster a sense of love and respect for their own country. Learning about the target and international cultures is also pivotal to valuing others' identities and developing intercultural competence (Hilliard, 2015).

Knowledge of language grammar and vocabulary is no longer sufficient to communicate worldwide. Students need communicative competence, effective intercultural interaction, and sociocultural adaptation as a part of language learning. Thus, understanding culture is a must to achieve this. Thomas (1983) and Lee and Li (2020) claimed that if ELT material did not accurately reflect the society in various contexts, learners could be exposed to an inadequate language and encountered a cross-cultural pragmatic failure. Therefore, involving source, target, and international cultures in ELT materials will likely be pivotal to equipping learners' cultural diversity in different contexts.

2.2 English as Foreign Language and English Textbooks in Indonesia

English in Indonesia is a foreign language that was legalized after the proclamation of independence. As a result, English has become a compulsory subject in formal schools, especially in high schools. It began in the junior high school curriculum in 1953, 1962, 1968, 1975, 1984, and 1994, and in the senior high school curriculum in 1950, 1962, 1968, 1975, 1984, and 1994, with the simple purpose of offering students with English language proficiency in reading, listening, writing, and speaking.

However, in the 2018 revision of Curriculum 2013(MONEC), the role of English as a local content subject from the early level has been removed because it is not mandatory. Therefore, the introduction to English was less of a concern from an early age due to the assumption that grammar should not be taught too early. Another rationale is that nationalism justifies the abolishing of English instruction in elementary schools. Before learning foreign languages, elementary school students must first master their native language and culture. While in junior and senior high schools, English as a compulsory subject has been taught only four hours a week.

Thus, English textbooks play a pivotal role in equipping students with grammar, vocabulary, pronunciation, function, and empathy in communication skills (writing, listening, speaking, and reading) to communicate globally (Cunningsworth, 1995). It is because textbooks are essential tools for interpreting the curriculum that material is deliberately arranged in a direction to follow a particular curriculum for which the textbooks are designed (O’Keffe, 2013). In addition, culture in the material is also crucial for students. Regarding English textbooks containing various language components, textbooks’ role is to help teachers who do not have a secure identity as English teachers (Nilsson & Horvat, 2018). They also claimed another reason that textbooks are considered to have apparent authority as a tool that can be trusted and cannot be easily criticized and questioned.

2.3 Studies into Cultural Representations in Language Textbooks

Most previous studies revealed that English textbooks used in different contexts gain different cultural proportions in each textbook. Most indicated that local and localized textbooks were predominant in the target language (the culture of English-speaking countries). On the contrary, international cultures are only barely mentioned and poorly elucidated in ELT textbooks. To begin with, Rahim and Daghigh (2020) conducted a comparative study to analyze two different textbooks used in Malaysia and revealed that local textbooks were predominant in the source culture. Meanwhile, the international distributed textbook was dominant in target cultures. Even though the proportion seemed equal, the target still got more references.

Similarly, Lee and Li (2020) also conducted a comparative study on two textbooks in different contexts (Hongkong and China). Their finding reported that textbooks in China are dominant in English-speaking country cultures rather than the cultures of China. While in Hongkong textbooks, foreign cultures’ representations are more significant than source cultures. Other scholars also found that the representations of target culture were still dominant in EFL/ESL textbooks in Turkey (Arslan, 2016; Baleghizadeh & Sayesteh, 2020).

Liu et al. (2022) also revealed that Anglo-American cultures dominated English textbooks used in universities. Thus, other international cultures were neglected. Hilliard’s (2015) study also found that ELT textbooks got significant references and overemphasized Western cultures. Different cultures like Asia and Africa are categorized as minorities due to their under-representation in the textbooks.

Unlike other previous studies, Dahmardeh and Kim (2020) indicated that coursebooks used in formal Iran schools were favored in source cultures. The target, international, and universal cultures were heavily under-represented. Besides looking at the cultures that subscribe to any country, they also revealed that they do not belong to any country (universal) or refer to free cultures. Alaei and Parsazadeh (2021) conducted a mixed-method study to analyze three English textbooks that should fall into international, localized, and local. Moreover, interviews and questionnaires were given to teachers and students to gain profound findings. Teachers voiced those international textbooks should emphasize more on the source cultures. For local and localized textbooks, it was suggested to put critical representations of cultural elements such as practice and perspectives from different cultures.

3. METHODS

This research is hermeneutics epistemologically. In hermeneutics, the researcher needs to emphasize the meaning that exists. It means that the researcher does not obtain the meaning, but the meaning is ‘participative’. Djamba (2002) and James and Busher (2009) believed that in hermeneutics, detailed reading of the texts, which can be conversations, written words, or pictures, is required for a profound understanding.

In cultural analysis studies, Weninger and Kiss (2015) discerned three main methods exerted in cultural representations in language textbooks; content analysis, critical discourse analysis (CDA), and semiotic analysis. Thus, the study adopted critical discourse analysis (CDA) to investigate the cultural representations in two national commercial textbooks used in Indonesian senior high schools. In the textual study, CDA gives an effective analytical tool to uncover social, cultural, and ideological structures (Roohani & Heidari, 2012). The textual data were first categorized, coded, and counted to have cultural representations tested, as proposed by Weninger and Kiss (2015). Then following the principle of language functional system (Urban, 1981), this research looked at the linguistic choices used in determining the critical elements of culture and the representations provided in textbooks.

The data sources are the national commercial textbooks ‘Bahasa Inggris’ authored by Intan Pariwara in 2020. The researchers used textbooks entitled ‘Bahasa Inggris’ for tenth-grade and ‘Bahasa Inggris’ for eleventh-grade of senior high school. The twelfth-grade textbook was not included because it was prepared for the final test. Hence, the materials embedded by cultures were minimal. The data focused on the text-based learning materials and activities due to the limitations of pictures embedded by cultures.

Furthermore, the coding procedures for identifying the elements of cultures and how they are represented in the textbooks were decided. Finally, the researchers devised a checklist appropriate for the current study’s purpose based on Cortazzi and Jin (1999) and Yuen’s (2011) frameworks. Tables 1 and Table 2 encompass classifications of the selected themes and instances from textbooks.

Table 1. Coding guidelines for elements of cultures (Yuen, 2011).

Elements	Definitions	Examples
Product	refers to materials that contain both tangible and intangible products of culture. Tangible products are things like books and paintings, while intangible products are like dances and oral tales.	Dances, Kecak dance from Bali Food, sambal matah and chicken betutu from Bali
Practice	consists of a specific society’s behavioral patterns, such as daily life and dominant customs, use of personal space, forms of address, and rituals.	Indonesia’s independence day, the contest of school gate design
Perspective	encompasses a society’s underlying traditions, values, superstitions, inspirations, myths, and world views.	Americans believe students who live with pets at home are always respectful of living things.
Person	refers to well-known persons and fictional or obscure people of a particular group.	Ki Hajar Dewantara Leonardo Da Vinci

Table 2. Coding guidelines for cultural representations (Cortazzi & Jin, 1999).

Cultures	Definitions	Examples
Source	cultures of non-English-spoken countries. In this case, Indonesian learners who learn English as Foreign Language are categorized as source cultures.	Kecak dance from Bali, one of the cities in Indonesia
Target	cultures of English-spoken countries—for example, British, America, and New Zealand.	American believe students that live with a pet at home are always respectful toward living things.
International	cultures of other countries besides source and target—for instance, Africa, Russia, etc.	Leonardo Da Vinci as a well-known person from Italy

The data were initially classified using Yuen's (2011) cultural elements framework. The framework comprises four constructs: product, practice, perspective, and person. The analysis entailed categorizing the content of each textbook to achieve the aims of the four constructs. Learning materials (short stories), discussions, and tasks could convey cultural content.

Once the classifying was completed, the manifestations of each cultural content in these textbooks were determined. Each item related to cultures was then classified into the source, target, and international cultures using Cortazzi and Jin (1999) framework. Content that was not affiliated with any one culture was included.

4. RESULTS

4.1 The Cultural Contents in the Textbooks

Two recently published textbooks were considered and analyzed in this study. Based on the purpose of this study, the researchers analyzed the English textbooks on the element of culture and the representations. Analyzing cultural representations' content began by determining the text-based material embedded in cultures.

Table 3. Frequency of four elements of cultural representations in senior high school textbooks.

Books	Total material	Total cultural contents in textbooks	Total cultural contents analysis
Grade X	127	34	63
Grade XI	125	29	63
Total	252	63	126

Table 3 shows the frequency of four elements of cultural representations in X and XI grade textbooks for senior high school. Table 3 demonstrates the frequency of cultural contents that the researchers analyzed are 126. In general, the total material in both textbooks was 252, while the total cultural contents in the textbook were 63, and there were 126 cultural content analyses. Grade X book has 127 total materials, and grade XI has 125. Meanwhile, the total cultural contents in grade XI textbook have a lower frequency than those in grade X textbook, i.e. by 4 cultural contents. Despite this, the total cultural content analysis was the same between the grade X and XI textbooks, that is 63.

4.2 Cultural Elements

In this sub-section, the whole units in the textbooks were analyzed. As there were seven units in each textbook, the number of cultural contents to be coded under different categories was quite large. However, most data were easy to categorize except for soccer, basketball, and volleyball. Therefore, the researchers classified them into intangible products such as dances. In addition, themes such as day and event were tricky to categorize. Thus, the researchers categorized them into practice because they refer to society's behavioral patterns (Yuen, 2011).

Table 4. Frequency of culture elements in English textbooks for tenth and eleventh grades.

Books	Products	P	Practices	P	Perspectives	P	Persons	P
Grade X	Place Food Tangible Intangible Sports	63%	Day and events Daily life and the customs Greetings	19%	Belief and value Myth	5%	Name Well-known person	13%
Grade XI	Place Food Tangible Intangible Sports	44%	Day and events Daily life and the customs Greetings	8%	Belief and value Myth	6%	Name Well-known person	42%

Table 4 demonstrates the frequency of four elements of cultural representations in textbooks has the highest number in products with 63% and 44%, respectively. When analyzing culture in these textbooks, the most salient element focused on cultural content associated with places. For instance, the textbook for the eleventh grade (p. 41) seemed to offer a lot of formal invitations material that demonstrated addresses and places. Moreover, food, tangible, and intangible products showed very few references in both textbooks.

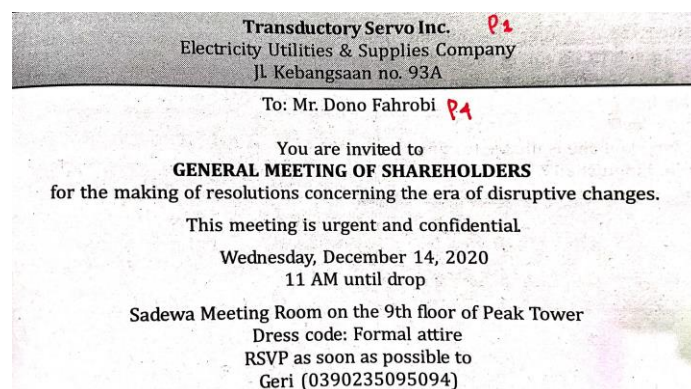


Figure 1. Example of materials containing address and place as elements of product.

Person element was the second most frequently occurring element, with 13% in tenth grade and 42% in eleventh-grade textbooks. It is indicated that the person element in eleventh grade outweighed that in tenth grade. Chapter V (p. 72) in the tenth-grade textbook is an example of the content that fully met the objective. It fully

met the person element in the well-known figures such as ‘Ki Hajar Dewantara’ and ‘Mr. Hardwidjono’. The rest were just names commonly used by people in each country, such as ‘Leonardo Da Vinci’, a famous painter from Italy. Another example in the tenth-grade textbook (unit IV, p. 66) mentions Mawar from Indonesia and Jane, ‘Adamson’, and ‘Anna Wilson’ from America.

(1) Dialog 1

Adamson : Your profile picture is amazing. Is that you trying **jet blade**?

Jane : Yup! That’s me. Andi invited me to try that sport.

.....

The third most frequently occurring element was practice, with 19% and 8% in the tenth and eleventh grades, respectively. Most of them provide days and events (fathers’ day, teachers’ day, independent day, New Year’s Eve), greetings (*assalamu’alaikum*), and daily life and customs (snack time, dessert). Moreover, the eleventh grade did not have any day and event, while the tenth grade had only some references. Therefore, it indicated that the practice element more frequently appears salient in tenth-grade than in eleventh-grade textbooks. For example, practice element in the eleventh-grade textbook on pages 8-9 is provided in the following.

(2) Learning materials

.....

Would you care for ...?

Examples:

-would you care for **dessert**, sir?

-would you care for an **afternoon snack**, ma’am?

Perspective was the least frequent cultural element with 5% and 6%. It seemed perspectives elements received less attention in both textbooks, with seven cases in total. For instance, in the eleventh-grade textbook (chapter IV, p. 70), in the reading text about giving a reason, the book shows that American people believe that having pets in their house offers many benefits. They assumed that pet could improve their mood and temperament (see the example in the source culture point).

4.3 The Representations of Cultural Elements in Source, Target, and International in the Textbooks

Table 5 provides the frequency of cultural representations content in the two textbooks. Source culture refers to cultural elements belonging to learners who learn English in their context, such as Indonesia. In contrast, target culture refers to cultural elements belonging to the cultures of a native speaker of the target language, in this case British and American cultures. International cultural elements refer to cultural elements belonging to cultures other than English-speaking communities in the target and source, such as Asian (except Indonesia), African, and European (except British).

Table 5. The frequency of cultural representations contents in the textbooks.

Books	Source cultures	Target cultures	International cultures	Universal cultures
Grade X	59%	11%	17%	13%
Grade XI	51%	26%	8%	18%

4.3.1 Source culture

Table 5 indicates that a significant portion of contents was devoted to cultural elements connected to Indonesian culture. It was discovered that the percentages of source cultural elements from the overall number of cultural elements in tenth and eleventh-grade textbooks were 59 percent and 51 percent, respectively. For instance, in the tenth-grade textbook (p. 72), there is an activity about ‘Yogyakarta as a city that is rich in tourist destination’ in the Indonesian context, which is a non-English-speaking country, as shown in the text that mentions ‘Candrasengkala’ - a Javanese ethnic prediction given in the year or is a symbol of the number of years, sometimes even describing the year’s character. It is categorized as practice and perspectives because it belongs to the Indonesian behavioral patterns and underlying traditions. For instance, the tenth-grade textbook in activity 2, page 72 is presented in the following.

(3) Activity 2

Yogyakarta is very rich in tourist destinations, not only beaches but also historical buildings and museums. One of the famous museums that you must not miss is **Dewantara Kirti Griya Museum**. It is located at **jalan Tamansiswa** number 25, **Yogyakarta**. ...

I tell you, **Dewantara Kirti Griya** was named by a **Javanese linguist Mr. Hadiwidjono**, meaning a house that contains the work of **candrasengkala** (**candra** means statement and **sengkala** means time or period) on May 2, 1970. ...

Also, in Chapter IV about ‘discover untouched place’, there were significant proportions of product elements of Indonesian culture, especially in terms of places such as ‘Sembalun village’ (p. 57), ‘Lagundri beach’ (p. 59), ‘Kerinci Seblat National Park’ (p. 61), ‘Tiu Kelep Waterfall’ (p. 64), and ‘Green Canyon in Kertayasa’ (p. 67). Moreover, the tenth-grade textbook only mentions one artifact that refers to Indonesian cultures, such as the ‘Ketinting boat’ belonging to the Ciamis regency (p. 67).

The well-known person is also mentioned (p. 72) in the tenth-grade textbook, such as ‘Mr. Hardwidjono’, a Javanese Linguist, and ‘Ki Hajar Dewantara’ as a national education figure in Indonesia. There were 25 characters with typical Indonesian names. For example, the eleventh-grade textbook mentions the name of the person ‘Mawar’ (p. 25), commonly used by Indonesian women, meaning ‘rose’ in English. Dahmardeh and Kim (2020, p. 13) stated that “names could be considered as one of the most obvious criteria in deciding cultural categories.” It became exciting to realize that these textbooks have huge reference names from the source culture.

4.3.2 Target culture

The target cultures in these textbooks seemed relatively non-equal, with 11% and 26%, respectively. Overall, the eleventh-grade textbook has more references to the target culture than the tenth-grade textbook. It is worth noting that the two textbooks’ target cultural elements overlapped. The eleventh-grade textbook gave more attention

to the target culture. The cultural elements were evenly distributed with product, practice, perspective, and person. The material that embedded culture in the textbook were commonly focused on the dialogues, reading passage, and learning material. The sentences are usually short, often without meaningful context. For instance, in learning materials-expression about offering items (eleventh-grade textbook, p. 9), “would you like me to get you a sandwich or steak?” that belongs to the product element in terms of food in target countries. Also, “would you care for dessert?”, “would you care for an afternoon snack, ma’am?” that belongs to practices element commonly happens in societies in target countries. Also, names from target countries, such as Adamson, Jane, Anna Wilson, John, Ronald, and Leo, often appeared in dialogues.

Nevertheless, the meaningful context found appears twice in perspective elements. Only one passage mentioned the perspective element about American people who found pets rather than children in American households. It is because American believed having pets were a great way to improve mood and temperament. Also, kids who grew up with pets at home raised their respect for living things (eleventh-grade textbook, p. 70). For example, in the eleventh-grade textbook, the following is presented in activity 12 on page 70 (due to space limitations, paragraphs # 3, 4, and 5 have been intentionally removed):

(4) Activity 12

Do you want to keep a pet? Go on. There are several benefits. A recent study showed that there have been more **pets than children in American households**. ...

Whether you believe or not, pets are great way to improve your mood and temperament. It means that **keeping pets can reduce stress and anxiety levels**. ...

In the tenth-grade textbook, the person element did not appear, and only a small proportion of elements of culture appeared in the textbook in target countries—for instance, product in terms of places such as England, Avebury in Britain, and Stonehenge. Interestingly, in this textbook a perspective element in terms of myth appeared, but none was found in the eleventh-grade textbook. There is a reading passage (p. 81) about stones circle in village green (Avebury). For the practice element, only days and events commonly celebrated by people in target countries (Birthday parties, Father’s Day) were mentioned.

4.3.3 International culture

The two textbooks overlapped in international culture, i.e. 17% in the tenth-grade textbook and 8% in the eleventh-grade textbook. The significant differences were apparent, where the tenth-grade textbook was dominant in international cultures, but the Eleventh-grade textbook was dominant in target cultures. There were many places and towns mentioned in the textbooks. Concerning product, the tenth-grade textbook coverage is confined to Japan, China, Texas (USA), Arena in Pula, colosseum, Aquileia, Rome, and Itchan Kala (Khiva Uzbekistan). Moreover, Rome is often mentioned because the tenth-grade textbook contains three reading passages about Rome’s ancient buildings. For example, activity 12, pages 78-79, is provided below.

(5) **Text 1.**

What comes into your mind when you heard '**Rome**'? Ancient buildings? You're right. **Rome** is very rich in old magnificent buildings. ...

Herculaneum was the small **Roman town** which was obliterated by the fateful explosion of **Mount Vesuvius**. ...

(6) **Text 2.**

The small town **Roman of Herculaneum** was the small **Roman town** which was obliterated by the fateful explosion of **Mount Vesuvius**. ...

Herculaneum initially escaped the volcanic inferno that enveloped Pompeii, and it was not until much later in the eruption that mud and lava flows from Vesuvius swamped the town. ...

While in the eleventh-grade textbook only mentioned two, i.e. Thailand and China. The cultural content in tenth-grade textbooks seemed more varied with international countries because it mentioned the practice of societies in Pula, often listening to and watching opera or dances in Arena (Pula). However, none of these are found in the eleventh-grade textbook. On the contrary, the person elements in these textbooks are mentioned, even though not many, such as miss Jannette from Texas (in Tenth-grade textbook, p. 10) and well-known people Leonardo da Vinci from Italia and Karel Capek from Czech (in Eleventh-grade textbook, p. 66).

4.3.4 Universal culture

Furthermore, in these textbooks, some items are not in the categories proposed by Cortazzi and Jin (1999), i.e. source, target, and international. The researcher also found several examples of culture in the book that did not refer to any culture. Table 3 indicates that these textbooks contain 13% and 18%, respectively. Several sports that do not belong to any culture are found in both textbooks, such as ice skating, rafting, wakeboarding, and jet blade. There is only one reference about practice in terms of day and event (New Year's Eve) in the tenth-grade book, but it is completely missing in the eleventh-grade book. For the perspectives, only two were found in the eleventh-grade book, and only one appeared in the tenth-grade textbook. The universal culture is concerned with the linguistic element of language without reference to any specific country or culture (Dahmardeh & Kim, 2020). Although the proportion in these textbooks is arguably tolerable and does not belong to any cultures, this information about other cultures might benefit language learners as they help them become familiar with the culture (Arslan, 2016).

5. DISCUSSION

One of the main findings is that these textbooks' cultural elements were imbalanced. The finding revealed that product and person were most saliently elucidated. This study is aligned with Yuen (2011) and Lee and Li (2020), who showed that food and sightseeing places in product elements are most salient because they are the most tangible cultural symbols when a tourist visits a country. On the other hand, practices, and perspectives elements received less attention in the textbooks. Practices and perspective elements are critical material because they contain thoughts, ways of working, and beliefs of members of cultures. Therefore, in line with Alaei and Parsazadeh (2021), local textbooks should embody more critical representations of the

cultural elements. Furthermore, the materials in these textbooks are more dominant in dialogues than reading passages. Moreover, the characters used only short sentences in the dialogues and seemed few that contained specific meaning.

Both textbooks indicate the source, target, and other cultures, albeit to different degrees. These textbooks emphasized source culture as Indonesian students' cultures, but the other cultures seem under-represented. Only target culture in the eleventh-grade textbook indicated 26%, and the others are under 20%. Because target and international culture are under-represented in these textbooks, the results of this study supported past research in other contexts ([Dahmardeh & Kim, 2020](#); [Lee & Li, 2020](#); [Rahim & Daghighi, 2020](#)). The textbooks' quality of cultural content proved that it was designed to equip students' intercultural competence with Indonesian multicultural content. This finding is supported by [Rahim and Daghighi's \(2020\)](#) study in Malaysia, a multicultural country like Indonesia. Under-represented in target, international, and universal cultures seem to make sense. The reason was related to Nationalism. In the 2013 curriculum, compulsory English subjects were removed at the elementary school level. Furthermore, English is studied four hours per week for language majors at senior high school level. Students majoring in science and social studies only learn English two hours per week. It is aimed that learners can value the diversity of Indonesian culture itself. In other words, these textbooks are presented the country's multicultural scenery. Since the representations of culture in these textbooks are imbalanced, these textbooks fail to facilitate students' intercultural competence within different countries ([Baleghizadeh & Sayesteh, 2020](#); [Dahmardeh & Kim, 2020](#); [Lee & Li, 2020](#); [Setyono & Widodo, 2019](#)). It is also asserted by [Baleghizadeh and Sayesteh \(2020\)](#) that the reason can be from policies of the local context, political limitations on textbook publishers, or perspectives of textbook writers. Source cultures are pivotal to be learned to value Indonesian culture and identity. Still, target and international culture are also essential to raise awareness of other cultures to help communicate in international society.

If the target is considered, international and universal cultures are limited in the textbooks, it is shown that the content only focused on European countries. However, international culture countries are not mentioned in the textbooks, such as the cultures in Africa, Russia, Germany, French, and Poland. Besides, other Asian countries have very few references. The finding also supports past research by [Hilliard \(2015\)](#), who found that Asia and Africa are less represented in ELT textbooks. Thus, both textbooks only mentioned Indonesia, Thailand, China, and Japan. Moreover, other countries like Southeast Asia (e.g., Vietnam, Brunei Darussalam, Malaysia, Manila, Singapore, Laos, and Myanmar) are left out.

Due to the importance of communicative skills in EFL learning, Indonesian learners should learn languages and cultures from different countries worldwide. [Xiang and Yenika-Agbaw \(2021\)](#) asserted that "various patterns of English communication in a global context should be included in EFL textbooks" (p. 11). Thus, the balance of cultures in EFL textbooks are pivotal for learners. There would be a sense of inclusiveness and belonging when they learn the material with balanced elements, which might trigger their motivation to learn. Hence, more varieties from English and non-English speaking countries should be taught explicitly, so Indonesian learners can communicate well with people from different backgrounds. The inclusion of ethnic minorities such as people with disabilities is also pivotal to providing new insight for learners and raising their respect toward minority groups.

Based on the research results, this research has two pedagogical implications. First, because of the space limitations of textbooks, the researchers insist that EFL teachers need to go beyond the text to help students understand the implied meaning. The text in the textbooks has suggested meanings of various cultures. The implied meaning in the text will make students appreciate cultural artifacts (Setyono & Widodo, 2019). Therefore, learning by reading many texts might benefit students. Second, teachers also need to creatively teach multicultural materials from English and non-English speaking countries by providing more critical reading passages and activities. For instance, in a chapter discovering the untouched place and historical buildings, EFL teachers can provide other descriptive texts about places from target and international countries by utilizing technology as an efficacious alternative for introducing cultures to students (Sugianto, 2022).

6. CONCLUSION

This study elucidated the elements of cultures and how they are represented in two ELT national commercial textbooks commonly used in Indonesian senior high schools. The finding revealed that the textbook contained imbalanced cultures, even though four elements of cultures (product, process, perspective, and person) were included. Specifically, the elements of practice and perspective were arguably limitedly represented. Furthermore, it is indicated that the textbooks only contain less meaningful materials. Therefore, it is suggested that the textbooks emphasize critical materials' representation.

The representations of culture elements in source, target, and international showed that source cultures were given enormous proportions. Source culture got overemphasized, with more than 50% in the textbooks. Because Indonesia is a multicultural country, these textbooks also provided Indonesian cultures. Although more multicultural topics were represented in the textbooks, cultural materials from many regions of the world, such as Africa, Russia, and Southeast Asia, were under-represented. Because English is an international language, ELT materials should not only focus on how culture is taught in ESL/EFL context.

Nevertheless, these days, the diversity of cultures from different contexts needs to be considered to "...see the differences between cultures and they may learn how to tolerate these differences" (Arslan, 2016, p. 224). In addition, it should also facilitate students' intercultural communicative competence (ICC) (Setyono & Widodo, 2019). This study, however, had several shortcomings. The first limitation of this study is that it only searched the element of cultures and the representations in textual-based data. It would be better to include the stakeholders, such as teachers and students, to get their perceptions of the cultural representations in EFL textbooks. Another limitation is that the analysis of cultures did not include visual images, and thus it also can be considered for future research because images and text are both media of cultures.

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