

The Representation of Cultural Content In ELT Textbook for Middle School Students

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Abstract

The research aims to (1) identify the cultural materials in ELT textbook for middle school students; (2) analyze cultural elements that are presented in ELT textbook. This English textbook entitle *English on Sky* was written by Mukarto, Widya Kiswara, Sujatmiko Bambang Santoso, and Josephine Sri Murwani. In this research, the researchers used qualitative methods with analysis techniques. In data collection, the researchers used documentation technique with the steps were 1) reading textbook, 2) identifying cultural content in the textbook as well as checking them based on the theory of Cortazzi and Jin; 3) classifying cultural-based content; 4) encoding the data and 5) interpreting data. The result showed that there were 72 cultural contents that exist in the ELT textbook from the chapter one until thirteen. Based on the types of cultural contents including: 46 items of source cultures, 14 items of target cultures and 12 items of international cultures. The elements of culture presented in this study are product, person, and practice. Elements of product appeared 54 items, person 9 items, and practice 9 items. Therefore, the ELT textbook entitle *English on Sky* is very recommended and helpful for the middle schools' students to enhance their language skills, as well as improve their knowledge about culture.

Keywords: cultural content, ELT textbook, cultural elements

Introduction

Representing cultural content in teaching and learning of foreign language is very meaningful. Culture makes the students be more tolerant with the others. Having good understanding about culture will develop students' awareness towards source, target and international cultures. By improving knowledge about culture, the students will be easier in adapting with a plural society. Therefore, it is needed to integrate culture in teaching language.



The important of integrating culture in teaching and learning of foreign language was supported by some previous researchers. Nguyen said that if culture is integrated with the study of language, the students will learn to speak and write in appropriate ways and derive lasting beneficial from their language learning experience (Nguyen, 2017, p. 146). In addition, teachers who are aware in integrating culture to their language will make the students be more interested in learning the language, strengthen positive attitudes towards the language and the countries (Margana, 2009). Teaching language means teaching the culture because culture consists of moral values and wisdoms which are meaningful for character building (Sukarno, 2012).

Culture is a distinct ways and habits that distinguish one community to the others which are transferred by generation to generation through language or other communications (Gay, 2013; Kistanto, 2015; Septiyana et al., 2021). There are three types of cultural information that should be included in ELT textbook namely: 1) Source Culture, 2) Target culture, 3) International culture. Source culture is a culture which is oriented to the culture of the students themselves. Source culture is encouraged to strengthen national and local identities. Target culture is the culture that belongs to the countries that is used English as their speaking country. International culture is a wide variety of cultures that are regulated in countries where English is not a first or second language, but it is used as international language. (Cortazzi & Jin, 1999). Moran stated that there are four elements of culture namely: 1) Product, such as food, language, money, building, city, family, law, politics, music, dancing, painting. 2) Practice, such as table manners, gestures, holiday celebration, shopping behaviors, wedding, funerals. 3) Perspective, such as youth value, individual freedom, importance of family, individual freedom, value of sports/ entertainment, and 4) person refers to the individual members who represent the particular cultures and communities (Moran, 2001).

Under the circumstances, cultural carriers in teaching and learning of foreign language are represented by the use of video and audio materials, computer software, and textbook. Among those materials, textbook becomes the most preferable to be used by language educators especially in Indonesia. Textbooks are books on certain subjects which are used as a guideline in teaching and learning especially in school or colleges. Textbooks become a key and main source for teachers in teaching language. The textbook may also assist the instructor by providing suggestions for lesson planning and teaching, as well as formats which can be used by the teachers (Akbar, 2016; Wong, 2009; Yulita, 2019). According to Bao, there are three categorizations of ELT textbooks used in Southeast Asia, namely: imported, in country, and regional textbook (Bao, 2008). ELT textbook should not only attractive in visual presentation but also relevant and useful on their socio-economic background, cultural background and their goals of EFL learning. ELT textbooks need to convey various voices and cultural perspective to increase the students' knowledge and perspective in numerous culture (Nursyahrifah et al., 2019; Shin et al., 2011).

There are some previous studies related to this research. First, Roza et al entitles "The Inside of English Textbooks in a City of Education: A Cultural Content Analysis". This research focused on investigating source of cultural materials in English Textbooks and media which is used in presenting the culture.

The results showed that (1) the cultural materials were divided into three types of source information, (2) the culture materials were mostly presented into text rather than audi-visual, (3) there were four elements of culture in English (Roza et al., 2021, p. 176). Second, Tajedin and Teimournezhad conducted research entitled “Exploring the Hiddin Agenda in The Representation of Culture in International and Localized ELT Textbooks”. This research was to investigate the representation of culture in dialogues and reading passages in international and localized textbooks used in Iran. The analysis showed that the most of the cultural elements which consisted in the localized textbooks were culturally neutral in that they did not clearly refer to any specific culture and only a few were based on TL and other cultures. In contrast the main focus in the international textbooks was on intercultural elements (Tajeddin & Teimournezhad, 2015). Both of two previous studies have different purposes with this research. This study focused on investigating the representation of Indonesian culture and international culture within the in-country textbook entitled “*English on Sky*” for middle school students (grades VIII). There are two major reasons in choosing this textbook. First, this textbook is used by the students at grade VIII comprehensively on 2013 curriculum which is implemented by all schools in Indonesia. Second, there has not been any research that analyze this textbook based on its cultural content.

This study aims to 1) identify the cultural content materials in ELT textbook for middle school students; 2) analyze cultural elements that are presented in ELT textbook. The results of this study are expected to strengthen the students’ knowledge about culture, so that their awareness towards culture will increase. In addition, the results of this study are expected to increase the students’ attitude towards the values of tolerance. Therefore, English teachers can enhance the study about culture in teaching and learning language.

Method

The research was conducted by using qualitative research. The qualitative research which was used was content analysis to analyze the cultural content. The primary data of this research was taken from English Textbook entitled *English on Sky* written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M for middle school students. The researchers intended to find out the cultural content in each text of the English textbook. There were 230 pages that consist of 13 chapters. The secondary data were taken from any kinds of books, journals and articles. The data of this research was collected by using the following steps: 1) finding the English Textbook entitled *English on Sky* written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M; 2) reading the English Textbook; 3) selecting the text in the textbook to be analyzed based on the types of cultural content, namely source culture, target culture and international culture; 4) coding the text in the textbook to make it easier to copy and find out the type of cultural-based content in each text; 5) analyzing and interpreting the data. The researchers applied six steps to analyze the data. First, preparing the data, in this step, the



researchers organized and selected the data sources. Second, reading all the data. Reading the entire data for the purpose of obtaining the general idea. Third, coding the data. In this step, the researchers provided some categories of the finding result. Fourth, describing the data. The categorized data will be processed into a description that corresponds to its category. Last, analyzing and interpreting the data. To simulate how to code the data, here the researchers gave the example:

Table 1
The Example of Coding the Text

No.	Data	Code
1.	Congklak is easy to play.	01/CH.II/P.30/SC/PRO
2.	Should I borrow The Hunger Games or Eragon .	02/CH.III/P.50/TC/PRO
3.	I am going to eat a burger .	03/CH.IX/P.163/IC.PRO
	Etc.	

Note :

- 01 : Number of data
- CH.I : Number of chapter
- P.2 : Number of page
- SC : Source Culture
- TC : Target Culture
- IC : International Culture
- PRO : Product
- PRA : Practice
- PET : Perspective
- PER : Person

FINDINGS AND DISCUSSION

Cultural Content Materials in ELT Textbook

The researchers employed a scanning reading strategy in English textbook published by Erlangga in 2018. Therefore, these selected words were classified into three types of Cultural Content. The researcher used Cortazzi and Jin theory to classify the types of cultural content. The researcher was explained the types of cultural content from the data found in an English textbook entitled *English on Sky*. The detailed finding can be seen as follow:

1. Source Culture (SC)

The researchers found 46 items that belong to source cultures. Here are examples of source cultures in an English textbook entitled *English on Sky*:

Table 2
The Data of Source Cultures

NO	DATA	CODE	EXPLANATION
1.	Batik	002/CH.I/P.12/SC.PRO	Batik is a traditional clothing used in almost all regions of Indonesia.
2.	Butet	003/CH.I/P.15/SC.PER	The name of “Butet” is a name that comes from the province of North Sumatra. The name “Butet” means girl.
3.	Jumping rope	004/CH.II/P.29/S C.PRA	Jumping rope is a traditional game originating from West Sumatra. This traditional game is fairly simple. With just a piece of string.
4.	Congklak	005/CH.II/P.30/S C.PRA	Congklak is one of the traditional games of Indonesia. In Java, the game is known as Congklak, dakon, dhakon or dhakonan.
5.	Gobak sodor	006/CH.II/P.30/S C.PRA	Gobak sodor is one of the traditional games of Indonesia from central Java.
6.	Niluh	007/CH.II/P.30/S C.PER	The name of “Ni Luh” is a name that comes from Bali. the prefix “Ni” for the name of a girl. It is appropriate to add “Luh” to indicate a woman.
7.	White and Blue Uniform	008/CH.I I/P.39/S C.PRO	White and blue uniform is school uniform used in Indonesia for the Junior High School level.
8.	Rupiah	017/CH. VI/P.105/SC.PRO	Rupiah is the name of Indonesia’s state currency.
9.	Varun Tandjung	018/CH. VII/P.12 2/SC.PER	Varun Tandjung is an actor, known for Kulari to the beach in 2018.
10.	Mentawai	019/CH. VII/P.12 3/SC.PRO	The Mentawai are a native of the Mentawai Island, about 100 miles from the Indonesian province of West Sumatra.
11.	Tropical Climate	020/CH. VII/P.12 6/SC.PRO	The descriptive text describes one aspect of culture seen from



			the product dimension, namely geographical space in Indonesia.
12.	Perwira	021/CH.I II/P.127/ SC.PRO	The name 'Perwira' is a designation for members of the army or police in Indonesia who hold the rank of a non-commissioned officer.
13.	Archipelago	022/CH.VII/P.12 9/SC.PRO	The descriptive text describes the wealth that exists in the Indonesian archipelago from the islands scattered from Sabang to Marauke.
14.	Asmat	023/CH. VII/P.12 9/SC.PRO	The Asmat are an ethnic group of New Guinea, residing in the Papua province of Indonesia.
15.	Papeda	024/CH. VII/P.12 9/SC.PRO	Papeda comes from Maluku, Papua, and several areas in Sulawesi is a staple food and culinary especially there.
16.	Tangtang Angin	025/CH. VII/P.13 0/SC.PRO	Tangtang angin is one of a typical Sundanese food. This food is made from rice and wrapped in bamboo leaves.
17.	West Java	026/CH. VII/P.13 0/SC.PRO	West Java is one of the provinces in Indonesia country.
18.	Flying kite	027/CH. VIII/P.1 38/SC.PRA	In the book Traditional Games (1998), the kite is one of the folk games of the Riau region.
19.	Bhineka	029/CH.I X/161/S C.PRO	The name 'Bhinneka' is one of the names of the identity of the Indonesian state, namely "Bhinneka Tunggal Ika".
20.	Simping Island	033/CH.I X/P.169/ SC.PRO	Simping Island is located in South Singkawang, Singkawang West Kalimantan, Indonesia..
21.	Kapuas River	034/CH.I X/P.175/ SC.PRO	Kapuas river is located in Borneo island, Kalimantan.
22.	Surabaya	038/CH.IX/P.175/ SC.PRO	Surabaya are the province of Indonesia country.
23.	Kalimantan	039/CH.I X/P.175/ SC.PRO	Kalimantan is the biggest island in Indonesia.
24.	Universitas Indonesia	040/CH.I X/P.175/ SC.PRO	Universitas Indonesia (UI) is one of the universities in Indonesia is located in Depok, West Java.
25.	Ngrumput	045/CH. X/P.180/	Ngrumput beach is one of the

	SC.PRO	tourist attractions in Ngestirejo, Tanjungsari, Gunungkidul, Yogyakarta.
26. Senggigi Beach.	046/CH. X/P.182/ SC.PRO	Senggigi beach is a famous tourist spot in Lombok, Indonesia. It is located on the west coast of the island of Lombok.
27. Sasak Village	047/CH. X/P.187/ SC.PRO	The location of this village is in Rembitan, Pujut, Central Lombok Regency, West Nusa Tenggara.
28. Tenun Ikat.	048/CH. X/P.187/ SC.PRO	Tenun ikat is an Indonesian woven craft in the form of a cloth woven from strands of weft or wrap threads previously tied and dipped in natural dyes. Areas in Indonesia that are famous for ikat fabrics include: Toraja, Sintang, Jepara, Bali, Lombok, Sumbawa, Sumba, Flores, and Timor.
29. Siwalan	049/CH. X/P.187/ SC.PRO	In Indonesia, palm trees are found in East Java, East Nusa Tenggara, West Nusa Tenggara, and Bali palm fruit is also known as siwalan or tal.
30. Labuhan Bajo	050/CH. X/P.187/ SC.PRO	Labuan Bajo is one of the villages in the Komodo sub-district, West Manggarai Regency, East Nusa Tenggara province, Indonesia.
31. Betutu	051/CH. X/P.188/ SC.PRO	Betutu is a side dish made from whole chicken or duck filled with spices, then roasted in a husk fire. This betutu has been known in all districts in Bali.
32. Daluman	052/CH. X/P.188/ SC.PRO	Daluman drink is a very famous traditional Balinese drink. Daluman drink is made using coconut milk from burned coconut so that it leaves a savory taste, smells good.
33. Wisnu Kencana.	053/CH. X/P.188/ SC.PRO	Taman Budaya Garuda Wisnu



	SC.PRO	Kencana is a cultural tourism park in the southern part of the island of Bali. This tourist park is located in Ungasan Village, South Kuta District, Badung Regency.
34. Kecak	054/CH. X/P.188/ SC.PRO	Kecak known in Indonesian as kecak dance, is a form of Balinese Hindu dance and music drama that was developed in the 1930s in Bali, Indonesia. The dance is based on the story of the Ramayana and is traditionally performed in temples and villages across Bali.
35. Kuta Beach	055/CH. X/P.188/ SC.PRO	Kuta beach is a tourism place located in Kuta sub-district, south of Denpasar City, Bali, Indonesia.
36. Garuda.	056/CH. X/P.189/ SC.PRO	Garuda Indonesia is the national airline of Indonesia. Garuda is the name of the ride of Lord Vishnu in ancient Indian mythology.
37. Sasak	057/CH. X/P.189/ SC.PRA	Like most culture around Indonesia. The Sasak's have their own traditions; especially in wedding in Lombok there are Midang, Merarik, Nyelabar, Ngawinang, Nyongkolan.
38. Safari Park	058/CH. X/P.189/ SC.PRO	Taman Safari Indonesia (TSI) is a world-class zoo and titled the best conservation site by Indonesian Ministry of Forestry.
39. Segara Anakan	060/CH. XI/P.200/SC.PRO	Segara Anakan is a mangrove-fringed shallow coastal lagoon in south central Java, Indonesia, which is of high ecological and economic value because of its richness and diversity in living natural resources.
40. Cilacap	061/CH. XI/P.200/SC.PRO	Cilacap Regency is a regency in the southwestern part of Central Java province in Indonesia.
41. Nusakambangan	062/CH.XI/P.201/SC.PRO	Nusakambangan is an island is located in the Indian Ocean, separated by a narrow strait from the south coast of Java; the

			closest port is Cilacap in Central Java province.
42.	Teluk Penyu	063/CH. XI/P.201/SC.PRO	Teluk Penyu beach is a coastal area in the south of Cilacap Regency, mainly along the coast of South Cilacap District which is not directly connected to the Indian Ocean.
43.	Padjajaran University	065/CH. XI/P.205/SC.PRO	Padjajaran University is an institution of higher learning located in Bandung, which is the provincial capital of West Java
44.	Araudhatul Jannah.	066/CH. XI/P.205/SC.PRO	Araudhatul Jannah School is one of the Islamic schools that was established in Indonesia, which is located in SidoarjoRegency, East Java
45.	Kang Jack	067/CH. XI/P.205/SC.PER	Kang Jack, whose real name is Invite Suryaman, is a man who has the tenacity to establish a free kindergarten despite financial limitations.
46.	August, 17th	069/CH. XII/P.21 8/SC.PR A	Independence Day of the Republic of Indonesia or colloquially referred to as “Tujuh belasan” is a national holiday in Indonesia to commemorate the Proclamation of Independence of the Republic of Indonesia on August 17, 1945.

2. Target Culture (TC)

The researchers found 14 items that belong to target cultures. The following is an example of a target culture in an English textbook entitled *English on Sky*:

Table 3



The Data of Target Cultures

NO	DATA	CODE	EXPLANATION
1.	The Hunger Games	009/CH.I C.PRO	II/P.50/TThe Hunger Games is one of the novels from United States that written by Suzanne Collins.
2.	Eragon	010/CH.III/P.50/T C.PRO	Eragon is one of the novels from United States that writtenby Stefen Fangmeier.
3.	Mother's Day	011/CH. C.PRA	V/P.84/TMother's Day in the United States was first celebrated in 1908, when AnnaJarvis held a memorial to her mother's death in Grafon, WestVirginia. In 1908.
4.	United Kingdom	013/CH. C.PRO	V/P.89/Tisland is located in the Indian Ocean, separated by a narrow strait from the south coast of Java; the closest port is Cilacap in Central Java province.
5.	Rock	016/CH. V/P.105/TC.PRO	Rock is a genre of popularmusic that became known to the general public in the mid '50s. This comes from the culture of the United Kingdom and the United States.
6.	World of Zoo	028/CH. VIII/P.14 8/TC.PR A	World of zoo is a life simulation video game published by THQ and developed by Blue Gang Games. It was released for Microsoft windows, Wil and Nintendo DS on October 26, 2009.
7.	Harry Potter movie	032/CH.I X/P.164/TC.PRO	Harry Potter is a British American film series based on the Harry Potter Novels by author J.K. Kowling.
8.	Bill Gates	036/CH.I X/P.175/ TC.PER	William Henry/ Bill Gates was born October, 28 1955 is as American business magnate, investor, philanthropist, author, and former CEO who currently serves as chai man of Microsoft, the software company he co-founded with Paul Allen.
9.	NCIS (Naval Criminal Investigative Service)	042/CH.I X/P.175/ TC.043. PRO	NCIS (Naval Criminal Investigative Service) is an American television series produced by CBS Television studies.
10.	Jurassic park	059/CH. X/P.190/ TC.PRO	Jurassic Park is a 1993 American science fiction action film directed by Steven Spielberg and produced by Kathleen Kennedy and Gerald R. Molen.
11.	Obama	068/CH. XI/P.209/TC.PER	Barack Hussein Obama II was born August 4, 1961 is an American politician

		who served as the 44th president of the United States of America.
12. Pharrel Williams	070/CH. XIII/P.22 4/TC.PE R	Pharrel Williams was born on April 5, 1973 in Virginia, United States. He is an American singer-song, writer, rapper, record produces, musician, and fashion designer.
13. Despicable Me 2	071/CH. XIII/P.22 4/TC.PR O	Despicable Me 2 is an American 30 computer animated comedy film from United States. The film was released on June 5, 2013 in Australia, and was released in theaters in the United States on July 3, 2013.
14. Happy	072/CH. XIII/P.22 6/TC.PRO	Happy is song that written and sung by Pharrell Williams from the United States.

3. International Culture (IC)

The researchers found 12 items that belong to international cultures. The following is an example of a target culture in an English textbook entitled *English on Sky*:

Table 4
The Data of International Cultures

NO	DATA	CODE	EXPLANATION
1.	Lego Robot.	001/CH.I/P.12/IC.PRO	Lego is a line of plastic construction toys that are manufactured by The Lego Group, a privately held company based in Billund, Denmark.
2.	New Zealand	012/CH. C.PRO	V/P.89/I New Zealand is an island country in the southwestern Pacific Ocean. It consists of two main landmasses—the North Island and the South Island.
3.	Mexico	014/CH. C.PRO	V/P.89/I Mexican States is a country in the southern portion of North America. It is bordered to the north by the United States.
4.	Detective Conan Comic	030/CH.I IC.PRO	X/P.162/Comic story about Detective Conan created by Aoyama Gosho. Since it was first published in 1994 in Japan until now.
5.	Nirato comic	031/CH.I IC.PRO	X/P.162/Nirato comics were first published in Japan by Shueisha in 1999 in the 43 rd issue of Shonon Jump magazine.



6. Humburger	015/CH.I IC.PRO	X/P.163/Humburger comes from the word “Ham”, but actually the name comes from the city of Humburg in Germany, where this dish originated. From this second largest city in Germany, many residents immigrated to America and spread the making of burger there.
7. Mount Everest	035/CH.I IC.PRO	X/P.175/Mount Everest is located at the top of Himalayas, which is on the boarder between Nepal and Tibet. Mount Everest is the highest mountain in the world.
8. Cristiano Ronaldo	037/CH.I IC.PER	X/P.175/Cristiano Ronaldo dos Santos Aveiro or better known as Cristiano Ronaldo is a Portuguese football player. He was born on 5 February 1985.
9. Rusia	041/CH.I IC.PRO	X/P.175/Russia is a country whose territory covers most of northern Eurasia. Covering most of eastern Europe and northern Asia Russia is the country with the largest total area in the world.
10. Lake Baikal	044/CH.I IC.PRO	X/P.175/Lake Baikal is a rift lake located in Russia. Lake Baikal, Siberia in Russia is a product of a geographical location.
11. Koenigsegg CCXR Trevita	044/CH.I IC.PRO	X/P.175/The Koenigsegg CCXR Trevita is a high performer with a limited number of units. This Swedish car is the most expensive street legal car in the world. Only 3 units of this hyper car were mode, with one of them being stored at the Koenigsegg headquarters.
12. Malala Yousafzai	064/CH. XI/P.204/IC.PER	Malala Yoasafzai was born on July 12, 1997 in Mingaro Khyber Pakhtunkhwa, Pakistan. She is a Pakistani activist for women’s education and a recipient of the Nobel Peace Prize.

Based on the table above, it can be seen that the researcher found there were 46 items of source culture (SC), 14 items of target culture (TC), and 12 items of international culture (IC). Based on the explanation above, it can be conclude that the most dominant type of cultural content found in English textbook entitled English on Sky, textbook for middle school students in MTs N 1 East Lampung was source culture (SC).

Cultural Elements Presented in ELT Textbooks

The second research questions in this study is what elements culture are presented in ELT Textbook. The themes were classified into four elements of culture those are products, person, practices, and perspective (Yuen, 2011).

Table 5
The Culture Elements

No	The Culture Elements	Total Number	Percentage (%)
1.	Product	54	75 %
2.	Person	9	12,5 %
3.	Practice	9	12,5 %
4.	Perspective	-	0 %

The product element is presented in various forms or themes. Such themes of education show a uniform which consists of white and blue uniform that is well recognized as the main uniform of junior high school students in Indonesia. In addition, *batik* and *tenun ikat* as the heritages from Indonesia. The themes of money, Indonesia tourist attraction, and traditional dancing such as *kecak* are the representative of source culture. The movie such as Harry potter, Hunger Games, and Despicable Man 2 shows product elements of target culture. The theme geography in the form of United Kingdom is the representative of culture. The Germany food called Hamburger as a product of international culture.

The next element of culture is person. Person refers to the individual members who represent the particular cultures and communities. Typical names can represent the national identity such as Niluh, Kang Jack, Butet. Famous person like Varun Tanjung, Bill Gates, Obama, Pharrel Williams, Cristiano Ronaldo and Malala Yousafzai are the representative of culture as well. In short, person consists of public figures, names, and physical appearances of certain countries.

The practice elements of culture which are identified in the textbook contain cultural load since they present ways of life of people or lifestyles for example; commemorating Independence Day on August 17, celebrating Mother's Day, playing games in daily activities such as *gobak sodor*, *congklak*, jumping rope and world of zoo.

Culture creates distinction between one country to the other countries. There are no two cultures are exactly the same. There are some elements of culture such as language, symbol, education, stories, ceremonies, celebration, values and so on. These elements look different across culture. Cultural element should be integrated in language teaching to enable the development of intercultural skills.

Analyzing cultural materials in ELT Textbooks containing three cultures, namely source culture, target culture, and international culture. There is a correlation between language and culture which is oriented towards the importance of learning culture for the students. It is necessary to study about culture since by learning local cultures, the students can maintain and preserve the



local culture from generation to generation in order they cannot be extinct. Furthermore, learning foreign cultures is very important to the students to increase the students' knowledge about culture in the world so that the students have better known about cross cultural understanding. It is supported by the previous study that the teaching of cultural knowledge and the establishment of cultural schema will be great to help the learners' linguistic comprehension and expression. By having cultural schema, the students can solve the problems resulting from cultural differences.

Conclusion

Some conclusions that the researchers can present in this study are, First, the types of cultural-based contents presented in the 3 types, namely: source culture (SC), target culture (TC), and international culture (IC) in English textbook entitled English on Sky published by Erlangga divided into 46 items of source cultures, 14 items of target cultures, and 12 items of international cultures. The most dominant type of cultural-based content found was the source culture (SC) as much as 46 source cultures. Second, the elements of culture presented in this study are product, person, and practice. Elements of product appeared 54 items, person 9 items, and practice 9 items. Therefore, this book is very beneficial and recommended for middle school students in learning culture. The theme of culture in English Language Teaching materials will help the students to enhance their language skills, as well as improve their knowledge about culture.

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