

The Culture Gap: An Analysis of Source, Target, and Global Culture Representation in Indonesian English Teaching Textbooks

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ABSTRACT

Most Indonesian educators are insufficient to address the importance of educating students about other cultures. This problem emerges as a result of foreign language teachers' lack of understanding of how to incorporate culture into language acquisition, particularly in English. This research aims to investigate culture's representation and examine the culture introduced in Indonesian textbooks for senior high school students who learn English as a foreign language. Employing a qualitative descriptive approach with an intercultural perspective, the study systematically analyzes the cultural content and themes present in three Electronic English teaching textbooks: *Bahasa Inggris X*, *Bahasa Inggris IX*, and *Bahasa Inggris XI* revised edition (2017) by Kemdikbud RI. The analysis of the textbooks' contents is conducted using the framework developed by Cortazzi and Jin (1999), specifically focusing on Source Culture, Target Culture, and International Culture. These textbooks were selected as they are widely used in Indonesian senior high schools and are published by the Indonesian Ministry of Education and Culture. The findings of the study reveal that the dominance of source culture content is significant, while the representation of target culture and international culture is considerably low. Furthermore, among the 19 cultural motifs categorized as Big Culture and Little Culture, the prevalence of Little Culture themes is most notable. The findings of this research shed light on the existing disparity and call for a more comprehensive approach to cultural education in English language learning. By acknowledging the imbalance and addressing the representation of different cultures, educators can better equip students with intercultural competence and foster a deeper understanding of diverse cultural perspectives.

1. Introduction

When teaching English in the classroom, most Indonesian educators are insufficient to address the importance of educating students about other cultures. The ability of students to communicate effectively in English is impacted as a result of this. Many students struggle to communicate in English with people from other countries. This issue arises due to teachers of foreign languages' inadequate awareness of incorporating culture into language acquisition, particularly in English (Setyono & Widodo, 2019).

Faults in the structure of the language used in communication may still be understood; however, errors in language are created by the use of the language and a lack of awareness of the cultural context in which the language is used. As a consequence of this, pupils could have trouble communicating with people from other cultures. The acquisition of a foreign

language involves the development of one's linguistic skills and an awareness of the culture associated with the language being studied. Because of this, it is essential for students learning English to have some familiarity with English culture.

Considerations for linking foreign language studies to cultural studies dated back to the 1970s and began with textbook research. The idea is that it is not enough only to teach a foreign language to equip students to face the challenges of international communication (Byram & Golubeva, 2020). There is a consensus among scholars that, although it is necessary to learn a language, language alone is insufficient to have intercultural competence. In other words, a person does not become interculturally competent if he does not study the culture; how can a learner adapt to other people or communicate with each other when only learning the language (Block, 2013). Therefore, linguists have voiced the need to make serious efforts

to develop Intercultural learners. The reason is that to understand a language, it is not enough to learn grammar; it is also necessary to build students' knowledge about cross-cultural because intercultural products are not natural by-products of language learning and do not just happen (Jenks, 2013).

In this case, textbooks, as instruments in language teaching and learning, become essential and are considered the primary input source in language classes. However, textbooks are not just a sample of language; they are also 'cultural products' that need to be considered whether the textbook contains cultural contents that are appropriate to the intended audience and is a tool to introduce a new culture to students (Liddicoat & Scarino 2013). According to Kramsch (2014), textbooks should not only further develop students' existing cultural discourse (students' own culture) but also provide opportunities to engage with new discourses (target culture). Integrating language, culture, and students has a significant role because this combination gives students more opportunities for intercultural learning to interpret the contents of textbooks more deeply and critically. To support these points, Liddicoat and Scarino (2013) list textbooks as a resource for intercultural language learning and other resources, such as literature, community, and the classroom.

In teaching foreign languages, teachers need to ensure their students observe foreign cultures through various materials. If such meetings do not exist or occur infrequently, students will not be able to understand them and process foreign cultures and phenomena thoroughly; this results in students' understanding that they can draw wrong conclusions about the target culture (Lappalainen 2011). Since some EFL teachers rely heavily on textbooks as the core of their teaching, textbooks should be able to serve as tools for representing various aspects of culture.

In this regard, the need for a teaching culture as part of language learning and teaching has been recognized by several disciplines and approaches. One of these approaches is the intercultural approach, which focuses on understanding and accepting diversity among speakers of languages and cultures by changing people's worldviews and developing new levels of their interpretation and awareness (Liddicoat & Scarino 2013).

Linguists are becoming increasingly concerned about the cultural content of English textbooks (Byram, 2010; Egmen, 2016; Liddicoat & Scarino, 2013; Mohammed, 2020). As a result, there is a pressing need to incorporate cultural awareness into the curriculum for the English language (Byram, 2010; Byrnes, 2010; Offorma, 2016). As a result of the function that English plays, this language's status as a Lingua Franca and as an international language is further strengthened (Gunantar, 2016). According to Hamiloglu and Mendi (2010), incorporating cultural materials into English

classrooms has demonstrated an awareness of the target language's social function and the students' sensitivity to intercultural learning.

English is a foreign language that is required to be studied as part of the curriculum for all three levels of education in Indonesia, namely primary, secondary, and higher education. One of the most important subjects students need to learn is English, and professors realize this. Therefore, when teaching a foreign language, teachers of that language should be conscious that they are not just imparting knowledge of grammar and vocabulary but also of listening, speaking, reading, and writing skills, as well as knowledge of other cultures. A person's ability to appreciate the distinctions between their community and persons from other communities, countries, and backgrounds, particularly contrasts in attitudes and values, is referred to as cultural awareness (Frank, 2013).

If a teacher takes the time to educate their students about the traditions of English-speaking countries, the number of misunderstandings in English-language conversations should decrease, if not completely disappear. As a consequence, both instructors and pupils should recognize that culture affects how individuals think and conduct themselves. According to Qu and Telzer (2017), individuals' development, responses, and enjoyment of particular things are influenced by having only been exposed to one dominant culture while growing up. Most of the English textbooks in Indonesia are made or published by the Ministry of Education and Culture. Teachers always supply English textbooks to each student. Books are important for students; choosing textbooks for students entails that the textbooks used contain cultural diversity content that catalyzes student growth, not only in terms of knowledge but also in terms of developing students' intelligence and assisting them in developing their moral and spiritual lives (Doró, 2013; Gómez Rodríguez, 2015).

Even though Liu & Laohawiriyanon (2012), Alshenqeeti (2019), and Alsaif (2016) demonstrated research on cultural contents in English textbooks, their research was not conducted on local and foreign cultures in Indonesian English books for Senior High School. Whereas, it is critical to include local cultures in language learning textbooks as it increases cultural competency, improves communication skills, gives realistic learning experiences, enhances motivation, and aids in language preservation. Therefore, this study aims to discover the domination of cultural contents in three Indonesian English textbooks for senior high school students. To accomplish this purpose, the researcher identified and studied the contents and cultural elements in the textbooks from the intercultural perspective of English as a foreign language.

This study offers a global contribution in promoting cross-cultural understanding, cultural diversity, and

language preservation efforts. This is especially crucial in an increasingly globalized world when many languages and cultures are on the verge of extinction. Besides, this study also gives insights that English teachers understand the importance of cultural learning for EFL students. In teaching English, students need to have cultural knowledge; this can help students when communicating with foreigners. Learners can enhance their communication abilities by comprehending the complexities of language usage in context by incorporating local cultures into language learning textbooks. The findings of this study can become information for English language instructors to find solutions to enrich students' knowledge of foreign cultures, such as making e-modules related to foreign cultures, using film media, and searching on the internet. With less foreign cultural content in English textbooks in Indonesia, it is hoped that English teachers can be more creative in increasing students' knowledge of English culture.

2. Literature Review

Culture is a fundamental aspect of human existence, encompassing various aspects of life, beliefs, social traditions, and political systems that are passed down through generations (Spencer-Oatey, 2012). It is widely recognized that language and culture are closely intertwined, and a comprehensive understanding of a language requires an appreciation of the associated culture.

Researchers have extensively explored the relationship between language and culture in the context of language learning and teaching. Awayed-Bishara (2015) investigated the cultural content of English textbooks for Arab students in Israel and found that the textbooks heavily emphasized Jewish cultures, contributing to the perpetuation of Western and Jewish dominance. Illie (2019) emphasized the importance of localized English textbooks with a global cultural perspective to enhance students' intercultural competence. McKay (2003) highlighted the inclusion of cultural elements in English language teaching (ELT) textbooks to expose students to various cultural practices and expand their vocabulary and knowledge within diverse cultural contexts.

Previous studies have also examined the representation of culture in language learning textbooks. Qodriani and Kardiansyah (2018) analyzed Indonesian English electronic textbooks and found selective inclusion of cultural aspects to raise teachers' and students' awareness of the interdependent relationship between language and culture. Mayangsari et al. (2018) focused on 8th-grade English textbooks and discovered a dominance of product and perspective dimensions, tailored to meet the needs of students in the current era. Setyono and Widodo (2019) investigated a nationally adopted EFL textbook in Indonesia and identified multicultural themes such as respect for diverse ethnic and religious groups, conflict

resolution, peace, and appreciation of cultural products. Putra et al. (2020) examined twelfth-grade EFL textbooks and highlighted the need for a more comprehensive representation of Indonesian cultures and intercultural interactions. Sihombing and Nguyen (2022) explored culture types presented in 10th-grade English textbooks, revealing a dominance of source culture (Indonesian), followed by target culture (USA and UK), foreign cultures (India, Singapore, Argentina, and Italy), and culturally-neutral material.

Considering the findings from these studies, it becomes evident that creating a solid English textbook requires a balanced representation of cultures. Cortazzi and Jin (1999) emphasized the integration of culturally relevant information from the target culture, source culture, and global culture. Big Culture encompasses topics such as geography, history, literature, and social norms, while Little Culture refers to aspects of daily life, including attitudes, preferences, gestures, and clothing styles (Awyed-Bishara, 2015; Doró, 2013; Lee, 2009; Scarino, 2010).

Understanding both Big Culture and Little Culture is crucial for effective communication and intercultural competence. It equips English as a Foreign Language (EFL) learners with the necessary skills to engage with different cultural communities. Mastery of Big Culture topics, such as music, education, and politics, allows students to communicate with individuals from diverse cultural backgrounds. Similarly, knowledge of Little Culture, including daily routines, holidays, and values, enhances learners' ability to navigate everyday interactions and understand cultural nuances (Lee, 2009).

The current study employed a descriptive qualitative design and a systematic analysis of cultural content and themes. The data were derived from the Electronic English Textbook for senior high school students in Indonesia (Kemdikbud RI, 2017). Through content analysis, the researcher aimed to investigate the percentage of cultural content and examine the cultural elements introduced in the textbooks. The analysis was conducted from an intercultural perspective to enhance English as a foreign language learning.

In conclusion, the relationship between language and culture is integral to language learning and teaching. The representation of culture in English textbooks plays a crucial role in developing

3. Method

This study used a descriptive qualitative design. It employed a systematic technique for analyzing cultural content and cultural themes. The data for this study was taken from Electronic English Textbook for senior high school 10,11, and 12 grades entitled *Bahasa Inggris X*, *Bahasa Inggris IX*, and *Bahasa Inggris XI* revised edition (2017) by Kemdikbud RI. The data were chosen for study to examine whether the cultural aspects of the textbook represent the culture-related contents

embodied in Indonesian senior high school English electronic textbooks. The data for the study was in the form of written texts and illustrations accompanying the reading passages. Thus, this study used the content analysis method for two purposes, such as the purpose of descriptive (describing the structure and content of discourse) and inferential purposes (creating intent and effect conclusions wearing a discourse).

The main objective of this research was to investigate the percentage of cultural content and to examine the culture introduced in Indonesian textbooks for senior high school students who learn English as a foreign language. To achieve this goal, the researcher identified the contents and cultural elements in the textbooks and analyzed them from the intercultural perspective of English as a foreign language.

3.1 Sample

The materials analyzed in this research consisted of a series of student books used in Indonesian senior high school English classrooms. Specifically, the books examined were Bahasa Inggris X for the first year, Bahasa Inggris IX for the second year, and Bahasa Inggris XI for the third year of senior high school. These textbooks were published by the Ministry of Education and Culture of Indonesia and were selected for the study due to their widespread usage in Indonesian senior high schools. Additionally, the choice of these three textbooks was informed by recommendations from senior high school English

teachers who regularly employed them in their classrooms.

The senior high school English textbooks comprised a total of 39 chapters, each of which was structured into several components. The "Writing" component included activities that focused on paragraph writing, with an emphasis on factual descriptions and the use of appropriate vocabulary and sentence structures. It also incorporated linguistic features and tasks, along with exercises for formative assessments. The "Reading" component encompassed pre-reading activities, post-reading activities, the identification of main ideas in paragraphs, and the comprehension of new vocabulary. It also included exercises and formative assessments. Lastly, the "Speaking" component involved activities related to listening and speaking skills, such as expressing likes and dislikes, retelling events, introducing cultural information, and providing expressions for specific situations. Similar to the other components, this section offered exercises and formative assessments.

The selection of these textbooks was influenced by various factors, including their alignment with the latest requirements of the Indonesian senior high school English Curriculum (2013). This curriculum places significant emphasis on developing students' writing, reading, and speaking abilities. As a result, the chosen textbooks were deemed suitable for the research due to their relevance and usage in English classrooms across the country.



Figure 3.1. The three textbooks of senior high school, Book for 10th grade, 11th grade, and 12th

3.2 Data Analysis

Cortazzi and Jin's (1999) framework was utilized to conduct the study's data analysis. Two points of view were considered when analyzing the cultural material for senior high school students in English textbooks. The first point of view concentrated on how the textbooks portrayed the various cultural antecedents. The second aspect addressed the disparity in how Big Cultures and Little Cultures are differentiated. In order to accomplish this, 19 themes that were constructed to investigate various characteristics of Big Culture and Little Culture were based on Chen's (2004) and Lee's (2009) views regarding the cultural themes that fell under Big and Little Culture. The following is a list of the 19 topics that are relevant to both Big Culture (politics, economics, history, geography, literature/art, social norms, education, architecture, sports, music, movie, and science) and Little Culture (food, holidays,

lifestyles, customs, values, hobbies, and gestures/body language). Big Culture (politics, economics, history, geography, literature/art, social norms, education, movie, and science).

4. Results

The purpose of this study is to look into how culture is presented in Indonesian textbooks for senior high school students learning English as a foreign language. The data shown below demonstrate the prevalence of cultural representation in Indonesian English teaching textbooks for senior high school students.

4.1 The Percentage of Cultural Sources

Following this preliminary investigation, Table 4.1 shows the cultural sources discovered in Indonesian senior high school English textbooks.

Table 4.1. The percentage of cultural contents in Senior High school English Textbook

Book sources	Target Culture		International Target Culture		Source Culture	
	Big Culture “C”	Little Culture “c”	Big Culture “C”	Little Culture “c”	Big Culture “C”	Little Culture “c”
• English Book for 10 th grade	6	1	6	1	9	1
• English Book for 11 th grade	13	0	4	0	5	2
• English Book for 12 th grade	9	2	2	1	15	6
• Total	28	3	12	2	29	9
	31		14		38	
Total of Percentage	33.73%	3.61%	14.45%	2.40%	34.93%	10.84%
	37.34%		16.85%		45.77%	

The three most important cultural sources were shown in Table 4.1 which depicted the Target culture, International Target culture, and Source culture.

In the target culture, in the three books that have been analyzed, 28 cultural contents were found in the big culture and 3 cultural contents in the little culture. The total percentage is 37.34%, with big culture having a percentage of 33.73% compared to little culture's 3.61%. In the international target culture, there are 12 cultural contents in big culture and 2 cultural contents in little culture, with a total percentage of 16.85%. Big culture has a percentage of 14.45% more than a little culture, which only scores 2.40%. For source culture, 29 cultural contents were obtained in big culture and 9 cultural contents in little culture. The total percentage obtained is 45.77%, with big culture getting 34.93% more than little culture, which is only 10.84%.

It was discovered that the Source culture made up the largest portion of the total (45.77%), but that the target culture only made up 37.34% of the total among all cultural sources. While for International target culture represented the lowest percentage of cultural content (16.85%) among all international target cultures. It was noteworthy that English Book for 11st grade did not reference the Little Culture that both the domestic and international target cultures have adopted. To put it another way, the sources of culture that were most prevalent in senior high school English textbooks were those that referred to either Indonesian culture or the students' cultures. This was because most of the information contained in English textbooks and student manuals used in senior high schools was related to various cultural origins. By incorporating these themes into English instruction, students may learn not just about the English language but also about the globe and the various cultures that make it up.

4.2 Culture's Themes

The 39 chapters of the study were looked at in further detail for two cultural themes, which were indicated by the letters "Big Culture "C" and "Little Culture "c" respectively. The frequency with which 19 different cultural topics appeared in English textbooks for senior high school students is illustrated in [Figure 4.1](#). These topics include: There were 12 Big Culture categories that these topics fit into, and they were as follows: political, economic, historical, geographical, literary/artistic, social norms, educational, architectural, sporting, musical, and scientific themes. Seven different topics were included in the cultural categories of little culture. The percentage of each topics are food (1.20%), holiday (12.05%), lifestyles (2.41), customs (0%), values (0%), hobbies (1.20%), and gestures/body language (0%).

lifestyles, customs, values, hobbies, and gestures/body language.

The Big Culture categories that these topics fit into, and the percentage of each cultural themes as follows: politics (8.43%), economic (1.20%), history (15.66%), geography (8.43%), literature/artistic (19.28%), social norms (7.23%), education (10.84%), architectural (2.41), sport (0%), music (6.02%), movies (2.41%) and science (1.20%). Seven different topics were included in the cultural categories of little culture. The percentage of each topics are food (1.20%), holiday (12.05%), lifestyles (2.41), customs (0%), values (0%), hobbies (1.20%), and gestures/body language (0%).

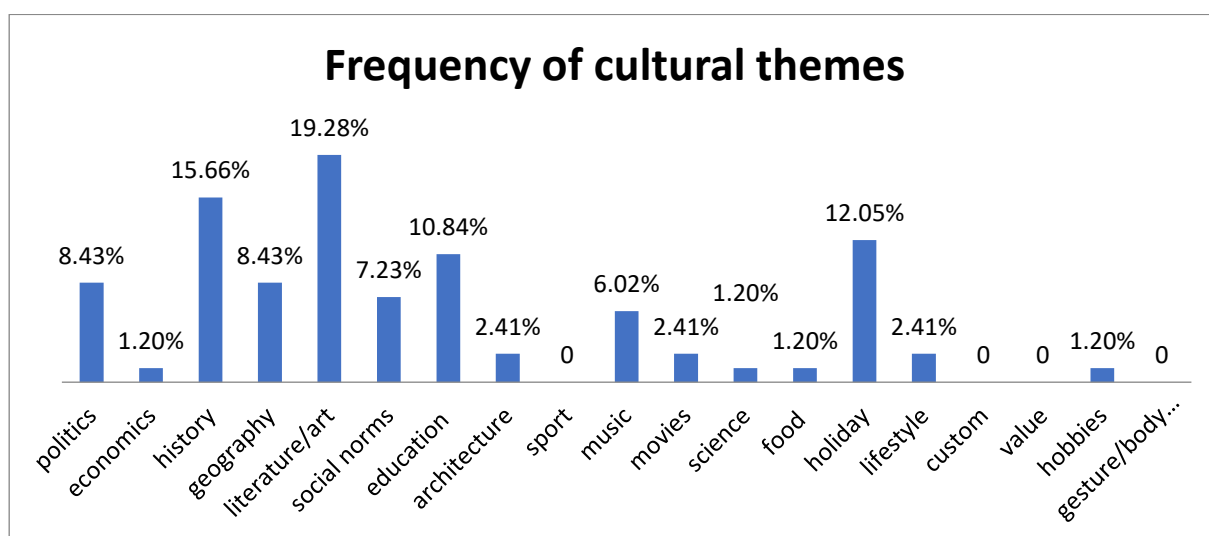


Figure 4.1. Frequency of cultural themes in Senior High school English Textbooks.

According to [Figure 4.1](#), out of the 19 cultural themes, one under (Little Culture 'c') culture and two under (Big culture 'C') culture made the highest three most frequent topics in senior high school English textbooks namely literature/art (19.28%), history (15.66%) and holiday (12.05%). Followed by politics (8.43%), geography (8.43%), social norms (7.23%) in big culture, and music (6.02%) in little culture. For economics, architecture, movies, science, food, lifestyle and hobbies have a percentage of less than 5% and it can be said that these themes are very minimal to be found in the three English textbooks. The results of this analysis also revealed that there are some cultural themes that are not listed in the three English textbooks, such as sports in the big culture, customs, values, and gesture/body language in little culture.

Specifically, Literature/Art (Big Culture 'C') theme was the most frequent (19.28%), followed by the Big Culture's theme of "history" (15.66%) and the Little Culture's theme of "holiday" (12.05%). Surprisingly, the popular Little Culture was absent under "custom, values, and gestures/body language" and under the Big

Culture theme of "Sport". Apparently, "literature/art" in the Big Culture dominated the cultural content. Literature /art included issues such as poems (for example, the American poem 'the road not taken' by Robert Frost and 'Dream' by Langston Husted) and Legenda (for example, West Sumatera- Indonesia.' Malinkundang').

To highlight the elaboration, literature and art are frequently key cultural subjects in English textbooks because they may help students grasp the cultural and historical backdrop of English-speaking nations. It is important to note that the specific literary and art cultural themes contained in English textbooks may differ based on the curriculum requirements and aims of English language teaching in a given country or area. Students may widen their viewpoints, develop empathy, and appreciate the beauty and diversity of human expression through studying literature and art from diverse countries and civilizations. Overall, adding cultural themes from literature and art into English education can help students become more well-rounded, knowledgeable, and culturally aware persons.

5. Discussion

This research aims to investigate culture's presentation and examine the culture introduced in Indonesian textbooks for senior high school students who learn English as a foreign language. Following the findings, regarding the frequency and percentage of culture-related content in Senior High school English Textbooks, source culture (Indonesian culture) is the primary focus in Senior High school English Textbooks, while target culture and international target culture are ignored. This is the case even though target culture is the primary focus of the English language.

In light of this study, English teachers would better understand how crucial cultural learning is for students studying foreign languages. Students who are learning English should be culturally aware as this will aid them when speaking with foreigners. The results of this study can help English language teachers find ways to increase their students' awareness of other cultures by creating e-modules on such cultures, employing cinema media, and conducting internet searches. It is envisaged that English teachers will be able to be more inventive in enhancing pupils' knowledge of English culture given that there is less foreign cultural content in Indonesian English textbooks.

The Big Culture (Literature and Art, History, Education, Politics, Social Norms, and Geography), and the Little Culture (Holiday), were the most dominant types of culture among the 19 themes. Other cultural themes were dominated by holidays. However, suppose the authors' primary objective of the textbook was to present information about Indonesian culture to improve students' writing, grammar, reading, and speaking abilities rather than developing students' intercultural skills in the context of an international setting. In that case, the reason that almost fifty percent of the cultural content was source culture is most likely why this was the case (Indonesian culture). However, fifty percent of the overall analysis units were related in some way to Indonesian culture, which was the culture that served as the source. This conclusion stands in stark contrast to the one obtained by [Liu and Laohawiryanon \(2012\)](#), who investigated the 61 EFL textbooks that are currently being utilized in China ([Jiang, 2010](#); [Wu, 2016](#); [Xiao, 2010](#); [Yuen, 2011](#)), Japan ([Matsuda, 2002](#); [Yamanaka, 2006](#)), and Korean ([Lee, 2009](#)). It was found that 61 of the English textbooks used for the research on English as a Foreign Language did a significant amount of promotion for either the target culture or the cultures of English-speaking countries.

In conformity with the research data presented earlier, Indonesian students may not be able to improve their communication skills with foreigners to the same extent as their counterparts in other countries because senior high school English textbooks provide an inadequate representation of both the target culture and the international target culture. Align with [Block](#)

[\(2013\)](#) that said A person does not become interculturally competent if they do not study the culture. They learn the English names of taboos in Indonesian society and how to avoid them, but they are not taught how to handle taboos in interactions involving the English language. For example, they learn the English names of taboos in Indonesian culture as well as how to avoid them. Other students are instructed on how to compose an invitation letter in English, but they are not instructed on how a native English speaker would compose such a letter. Because of this, the students understand the cultures of almost all countries whose native language is English.

The research shown above uncovered two unexpected patterns: one was the preponderance of the topic of "holiday" in the Little Culture, and the other was the absence of the other typical themes of the Little Culture, which included customs, values, and gestures/body language. According to the theory presented by [Cunningsworth \(Frank, 2013; Gorter & Cenoz, 2011; Xiaole et al., 2012; Liu, 2012\)](#), the concept of the 'hidden curriculum' suggests that it is possible to deduce, based on the prevalence of 'values,' that senior high school English textbooks are more concerned with instilling students with moral values and helping them develop their characters.

Language teaching experts have done much research on cultural content in English textbooks. [Liu and Laohawiryanon \(2012\)](#) looked into the Cultural Content in Chinese University Students' EFL Listening and Speaking Textbooks. According to the study, more than half of the cultural information in listening and speaking textbooks could not be identified. Target cultural contents predominated among the detected cultural materials in textbooks, while worldwide target culture and source cultural contents only made up a small portion. Furthermore, According to [Alshenqeeti \(2019\)](#), culture plays a significant role in EFL textbooks and learners' preferences in English classes in Saudi Arabian public universities. Using the content analysis approach, it was revealed that a balance of cultural representation was not kept. Indeed, the contents were slanted toward the depiction of the target culture. The study's data analysis revealed that these participants found the source culture to be the least intriguing. The analysis also revealed that the study subject prioritized skill development, target culture, and foreign cultural training. The same study, "A Variety of Cultures Represented in English Language Textbooks: A Critical Study at Saudi University," was also carried out by [Alsaif \(2016\)](#). The study found that while other nations from outer- or expanding-circle countries look marginalized, the Western culture depicted in these textbooks is primarily from inner-circle nations like the United States, the United Kingdom, and Canada. The researcher asserted that Saudi Arabia's current textbooks were insufficient to meet the demands and concerns of students.

Overall, the research on cultural content in English textbooks emphasizes the necessity of appropriate cultural content selection and presentation in language teaching materials. English textbooks should reflect cultures in a balanced and diversified manner, avoiding stereotypes or biases that may encourage unfavorable impressions or attitudes against specific groups. Furthermore, English teachers should be trained to effectively integrate cultural content into their classroom instruction and to foster a supportive and inclusive learning environment that promotes intercultural communication and understanding. [Opoku-Amankwa et al. \(2011\)](#) mention that textbooks should not just strive to provide a body of knowledge. Instead, they should pique students' interests, foster creativity, and active learning, and promote cultural understanding. The textbook's content should be appropriate for pupils and in line with national educational goals ([Faris, 2014](#)). Because culturally oriented textbooks help students build intercultural communicative ability, culture is a key factor in the production of the textbook's contents.

Materials about the target culture have been used in ELT classes. By incorporating aspects of the culture being studied into English instruction, the goal is to foster more positive attitudes among students about language acquisition and boost student motivation ([McKay & Sandra, 2012](#)). Learners are more motivated when they perceive how what they are learning applies to their life. Incorporating local cultures into language study texts allows students to see the practical application of their learning, which can boost motivation and engagement. Second, in the context of English as a Foreign Language (EFL) and English as a Second Language (ESL), including elements of the target culture into language learning materials is beneficial. Third, it is challenging for teachers of foreign languages to collect data from students whose cultures are distinct from their own ([Scarino, 2010](#)).

Thus, it can be inferred that culture can motivate language learners and assist them notice similarities and differences between different cultural groups. Educators should be encouraged to use various educational resources to expose their students to cultural perspectives locally and internationally.

Although there was a lack of information regarding the origin of the instances of "social standards," the understanding of the topic of culture (customs, values, and gesture/body language) in textbooks is frequently directly related to Indonesian people and history. This is the case even though there was a lack of information regarding the origin of the instances of "social standards." For example, on the tenth of every November, as part of the celebration of Heroes Days, the students are given a chapter that discusses the Battle of Surabaya. He questioned the children on the rationale behind celebrating Heroes Day on that particular day and why it was chosen to recognize the sacrifice of our heroes. The students discussed it with

their companions and came to a conclusion regarding the reason why the event had become so unforgettable.

It is possible that the lack of other common Little Culture topics is contributing to the low level of intercultural interaction skills possessed by students in Indonesia. Because students need to be able to talk about their daily lives in order to be successful in intercultural communication, "Little Culture" actually has a stronger impact on daily communication that occurs across cultural boundaries than "Big Culture" ([Liu, 2012](#); [Scarino, 2010](#)).

6. Conclusions

this study focused on the analysis of cultural content in Indonesian textbooks for senior high school students. The analysis revealed a predominance of source culture content, while the proportion of international global culture to target culture content was significantly low. Additionally, the prevalence of Little Culture motifs outweighed Big Culture motifs among the 19 cultural themes identified. The findings highlight an imbalance between source, target, and international global cultures in the English-language textbooks used in Indonesian senior high schools. To address these findings, it is imperative for textbook writers and educators to create an intercultural space within the classroom that fosters the development of learners' intercultural competencies and enables effective communication across diverse backgrounds using English as the international language. English Foreign Language textbooks in Indonesia should prioritize students' global understanding, considering the increasing globalization and the growing opportunities for Indonesian students to pursue education and careers abroad. This study makes significant contributions on a global scale by promoting cross-cultural understanding, cultural diversity, and language preservation efforts. It also sheds light on the need for a more balanced and comprehensive approach to cultural content in English language textbooks, fostering students' global awareness and preparing them for a multicultural and interconnected world.

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