

## CULTURAL ASPECTS REPRESENTATION IN ENGLISH TEXTBOOK AND ITS IMPLICATION ON ENGLISH LANGUAGE LEARNING

**Soni Ariawan**

Universitas Islam Negeri Mataram  
Email : soniariawan@uinmataram.ac.id

E-ISSN : 2615-3092

P-ISSN : 2615-3084

**Abstract.** The present study investigates cultural aspects representation in an English textbook prescribed for senior high school in Indonesia which is officially published by Ministry of Education and Culture in 2017. The study aims to explore cultural aspects revealed in the textbook by employing Byram's checklist of cultural dimensions and Cortazzi and Jin's categories of culture as the theoretical frameworks. The data for analysis is selected from the textbook which includes conversations, reading texts and visual elements. The inclusion of national identity is pivotal for learners since the textbook is prescribed for senior high school students who are tremendously curious to determine their own characters. Regarding cultural aspects representation or categories, source culture or Indonesian culture is the most prominent with 61.2%, while target culture and international target culture achieve 19.8% and 14.9% respectively. The presence of source culture encompasses social interaction, school and family environment, national identity and national history as well as national geography. Where the target culture is concerned, the United States of America is the most highly represented inner circle country's culture in the textbook, while India and Japan are the countries primarily represented in the international target culture category. The inclusion of source culture in the English textbook is fundamental since culture teaching can improve learners' communicative competence; however, the representation of target culture and international target culture is also crucial to achieve linguistics as well as cultural competence. It is concluded that English textbook in Indonesia is on the way to its perfection in terms of proportionally represented cultural aspects. However, the presence of various cultural aspects of source culture, target culture and international target culture is also important to help students develop multicultural awareness and a certain level of respects as well as tolerance for others. In the use of student's diary as well is presented as the implication of this research for further related studies.

**Keywords:** English textbook, cultural dimensions, cultural categories, linguistics competence, cultural competence

<http://sastra.unifa.ac.id/journal/index.php/jes/index>

### INTRODUCTION

Undeniable discourse dealing with language and culture has been raised recently. It is not about answering classical question, what come first; language or culture, which one is more general etc., however, it deals with learning English as a Foreign Language (EFL) as well as learning its culture. Some linguists believe that inserting native culture in EFL learning will foster authentic and comprehensive understanding for learners. However, this argument is followed by a critic on the balance of cultural content among local or source culture, target culture and international target culture. Despite the debate, to present cultural content and language learning materials, textbook is still considered significant and claimed

as the ideal medium to present language and culture in foreign language teaching classroom (Alshumaimeri, 2015). Furthermore, it is seen as cultural artefact (Gray, 2000) that plays pivotal functions and considered as an ambassador for language practice, grammar, vocabulary, activities and culture (Apple & Beyer, 1983). In other words, textbooks are the entry point

for certain group of community to reveals their cultural content and for learners to learn and adopt the culture toward cultural awareness. Textbook is effectively used to deliver language learning materials and according to survey conducted by British Council (2008) 65% teachers use a textbook regularly and only 6% never did. Cultural and language learning is viewed as a

dialogue among teachers, students and textbooks. Teachers act as a mediator that introduces intercultural values and practices, while at the same time teachers and textbooks have to consider sociocultural background of students (Cortazzi & Jin, 1999).

The present study aims to discuss the proportion of cultural aspects representation in an English textbook in Indonesia and its implication on language learning.

## **THEORETICAL BACKGROUND**

### **Aspect Representation in English Textbook in Indonesia**

The study dealing with cultural content in EFL textbooks have extensively been done by researchers in several countries such as study in Taiwan (Chao, 2011), Spain (Rodriguez & Espinar, 2015), Saudi Arabia (Dweik & Al-Sayyed, 2015), Turkey (Arslan, 2016), Korea (Cho & Park, 2016), Morocco (Adaskou, Britten, & Fahsi, 1990) and Cina (Aliakbari & Jamalvandi, 2012). However, there is an on-going debate regarding cultural aspect representation in Indonesia. It can be seen through the studies that investigate cultural content revealed in English textbooks in Indonesia. Different author of English textbooks might present different priority of cultural aspects.

Hermawan & Noerkhasanah (2012) traced cultural aspects prescribed in three English textbooks published by private institution in Indonesia. The purpose of the research was to find out how and whose cultures were represented in the textbooks. They employed the framework of Culture in Four Senses proposed by (Adaskou et al., 1990) to explore how cultural aspects are prescribed and used the framework proposed by Cortazzi & Jin (1999) to investigate whose cultures are disseminated. It was found that sociolinguistics sense was primarily incorporated in the textbooks while the occurrences of source culture (Indonesian cultures) slightly outnumbered target cultures with 51 occurrences and 42 occurrences respectively. Source culture is disseminated by presenting local travel destination

and cities in Indonesia. These local aspects might help students to get familiar with the content or materials taught. Thus, English is used as a tool to communicate the culture. However, the inclusion of target culture is revealed in several topics such as *holiday* in which it presents the comparison how people spend holiday in USA. This comparison might aim to help the students understand variety of culture existed not only in Indonesia but also other country especially in inner circle countries where English is spoken as their native language.

Sugirin, Sudartini, & Nurhayati (2011) started the study by investigating English textbooks for junior high school published by private institution. They explored English teachers' perception on the strategy to teach culture in English teaching as well as examined the cultural aspects incorporated in the textbooks. It is found that the teachers taught culture while teaching English language because they followed the instruction from the textbooks. In addition, Indonesian cultures were more dominantly revealed in the textbooks compared to target or western cultural aspects with 739 and 409 occurrences respectively. The study also confirmed that the presentation of cultural aspects in the textbooks was in the form of knowledge, behaviour and artefacts. Cultural knowledge is in form of greetings related to English concept of time such as good morning, good afternoon etc. Culture behaviour is in form of the way of introducing oneself, farmers' activities in Indonesia, non-verbal communication such as shaking hand etc., while artefacts represented through buildings, vehicles, arts, clothing, accessories etc. The presentation of various forms of cultural aspects might be able to help students understand more varied of cultural aspects. It is crucial toward students' cultural awareness in English language learning.

Other studies that find target culture is primarily incorporated in English textbook in Indonesia has been extensively conducted. Faris (2014) explores an English textbook entitled "Look Ahead" prescribed for high school in West

Java, Indonesia. It was found that more than 70% of cultural aspects referred to target culture, while the representation of Indonesian cultures was only 13% and the remaining percentage dealt with international target culture. The representation of the culture is in form of popular people, popular place, way of life through cinema and movies etc. It aims to introduce students target cultural aspects, thus, students might be aware of the target cultures. The understanding of target culture might help them to be able to communicate well linguistically and culturally.

Despite the study of cultural content in English textbooks published by private institutions, a number of studies were also conducted to examine English textbooks officially published by government. Silvia (2015), for instance, explored two official textbooks published by Indonesian government and found that source culture (Indonesian culture) was primarily incorporated in the first textbook followed by target culture (American and British) and international target culture with 33%, 31% and 10% respectively. However, the examination of unit analysis in the second textbook revealed that target culture was primarily disseminated and followed by source culture and international culture with 33%, 30% and 6% respectively. Cultural aspects in the textbooks were mainly portrayed in the form of visual illustrations such popular art products such as food, names, landmarks and language forms such as expression. It seems that the main aim of the textbooks is to increase students' awareness of their own culture as the effort of cultural conservation. On the other hand, the textbook also introduces them with target cultural elements toward intercultural communicative competence.

The same finding as Arnis (2015) was also found in current study conducted by Syahri & Susanti (2016). The study was focused on local and target culture percentage in the English textbooks for senior high school in Indonesia. They analysed nine textbooks using Byram's checklist (2004) as the theoretical approach in which paragraph and picture were used as the data

units. The data were analysed quantitatively and qualitatively to explore how and what type of cultural aspects were represented. The finding confirms that six out of nine textbooks reveals target cultures more frequently compared with local culture. It is disseminated more than 20% in every textbook. The representation of target culture encompasses popular people, Hollywood actors, social activities as well as popular places. Liberty statue is an example of USA culture represented in the textbook.

It can be concluded from the literature review that the English textbooks in Indonesia are still vary in term of incorporating cultural aspects. Some textbooks reveal bigger percentage of source culture, but others disseminate target culture more frequently. The following section will discuss the implication of cultural representation in English language learning and intercultural communicative competence (ICC).

#### *Implication on English Language Learning and Intercultural Communicative Competence*

Culture is considered as a part of interaction between language and thought (Brown, 2010). From this definition, there should be cultural implications for those who learn a language. The consequence of learning language is learning culture of the language itself and it might develop intercultural and communicative competence (Byram, 1989). This idea raises the debate in term of which cultures should be taught. On the one hand, some argue that language teaching should be as authentic as possible (Byram, 1989). This view is based on the idea of language and culture as inseparable element, thus that target culture should be indispensable part of English as Foreign Language (EFL) teaching. Several studies are revealed in the literature review above.

On the other hand, several researchers challenge the above concept and argue that students will become frustrated if Native Speaker (NS) culture will be the main target culture taught at EFL classroom (Jose & Aguilar, 2008). Another supporting argument deals with this idea is that there will be a tendency for cultural comparison which cause displeasure among learners with their

culture (Adaskou et al., 1990). Socio-psychological circumstances should be considered if target culture which is unfamiliar for learners become more dominant in English textbook (Alptekin, 1981). This effect might influence students' motivation in learning foreign language and the worst case is that they will be resistant and demotivated at this circumstance because the culture source which is close to the students are not exposed (Sakai & Kikuchi, 2009). Faris (2014) further argues that students might not be familiar with target language context and it will not be practical for them even some of the context might not appropriate or contradictive with their local cultures.

In Indonesian context as what studies in the literature review above describe, source culture tends to be represented in form of geographical condition such as tourism places, social interaction, folktales, story of popular people, national identity or landmarks, family and school. The representation of those aspects might familiarise students with the context and English is used as a vehicle to communicate the cultural content (Faris, 2014). The representation of these aspects is in line with government program through Ministry of Education and Culture of Republic of Indonesia that strengthen the objective of education toward students with strong national character and good behaviour (Margana & Widsyantoro, 2016). It means that government of Indonesia prefer cultural conservation rather than cultural globalisation.

However, intercultural communicative competence is pivotal in English language learning. To achieve the main goal of intercultural communicative competence, English should be viewed in global perspective dealing with cultural elements incorporated in EFL learning in which not only local cultural elements but also target culture specific ones should be revealed (Demirbas, 2013). Presenting target culture and learners' own culture as well as intercultural items will enable learners to compare their cultures with others and as consequence they will be broad-minded students and tolerantly negotiate and

communicate with others (McKay, 2003). it can be concluded that the inclusion of target cultural aspects will broaden students' view of culture because they might compare with their own culture. As a result, students will have open-minded perspectives of other culture.

Furthermore, the process of learning local culture through EFL in the class has made students to interact, negotiate and define their own identity. Learning target culture and international target culture has made the students are not only acquiring sufficient EFL basic skills but also appropriately using it to express their own local culture knowledge as well as to receive information about a foreign culture (Prastiwi, 2013). It is suggested that local educators or teachers to determine linguistics information, cultural content and teaching methodology as well as pedagogy which are appropriate for local context (McKay, 2003), thus learners will be able to use English to tell others about their own culture.

To conclude, intercultural communicative competence can be understood as the ability to use language not only grammatically but more importantly appropriately (Hymes, 1972). This idea is modified and contextualised to the communicative language teaching as a methodology that emphasises the aim on ability to communicate appropriately in social and cultural context. Therefore, communicative competence should compose, at least, three competences. First, grammatical competence includes knowledge of lexical items and rules of morphology, sentence grammar etc. Second, strategic competence encompasses verbal and non-verbal communication strategies. Lastly and more importantly, sociolinguistic competence that refers to the communication which is appropriate with a given sociocultural context (Canale & Swain, 1980).

English as Foreign Language learning employs English as a lingua franca or third space (Hall, 1981) to negotiate cultural understanding among variety members of students as part of social group. The main objective of the EFL

teaching, beside linguistic competence, is widening learners' cultural awareness (Cakir, 2010) toward intercultural citizenship (Byram, 2004).

**RESEARCH METHOD**

The study is categorised as content analysis in which research aims to identify meaning from a certain document, text or archive (Miles, Huberman, & Saldana, 2013). A broad-based definition dealing with content analysis is present in Krippendorff's (2004) text: It defines content analysis as a technique that aims for replicable and valid inferences from texts as to the contexts of their use. The texts in this study refer to conversations, reading passages, and visual images from an English as a foreign language textbook for grade 10 of senior high school in Indonesia.

The study employs Cortazzi and Jin's (1999) theory on types of culture to investigate the categories of cultures. They proposed various types of cultures:

- Source culture
- Target culture
- International target culture (IC)

“Source culture” refers to local cultural materials with which learners are familiar because they constitute their own culture. “Target culture” deals with cultures of the target language, which are from native English-speaking countries such as the United Kingdom, the United States, and Australia, while international culture concerns culture associated with English as an international language.

**DISCUSSION**

Frequency and Percentage of Cultural Aspects

Dimensions	Frequency	Percentage
Source Culture	74	61.2%
Target Culture	24	19.8%
International Culture	18	14.9%

Uncategorised Culture	5	4.1%
Total	121	100%

An interesting discussion dealing with cultural content in English textbook is type of culture represented. Whether target culture outnumbers source culture and international culture or vice versa. In the present study, source culture is considered as the most prominent with 61.2%, while target culture and international target culture achieves 19.8% and 14.9% respectively. This findings is line with Hermawan and Noerkhasanah (2012), Fitriyah, (2015), Dweik and Al-Sayyed (2015) and Syahri and Susanti (2016). The presence of source culture encompasses social interaction in daily life, school and family environment, national identity and history as well as national geography. The reason why source culture is primarily represented because the main aim of 2013 curriculum is to develop students who have good behaviour and character. It is also known as character-based education. It is clear that the main aim of this textbook is to learn English through cultural content which students are familiar with. It can also be interpreted as the effort of Indonesian government to maintain and to promote the existence of local and national culture. Target culture is also presented in less than 20% that includes culture from the United States, Canada and the United Kingdom. The proportion of culture from the United States is more prominent compared to other inner circled countries. International target culture is also presented in the English textbook with only 14.9%. Countries mentioned in the textbook are Singapore, India, Brazil, Japan, Malaysia and Korea.

The presence of source culture in English textbook is pivotal since learning is effective once learners are introduced with content which they are familiar with. In Indonesia, English is considered as a foreign language, thus learners are not expected to copy the target language or international target (McKay, 2003). This idea is also supported by Jose and Aguilar (2008).

However, Byram (2004) promotes intercultural citizenship that contains linguistic competence and cultural competence. Hymes (1972) further explains that communicative competence can be understood as the ability to use language not only grammatically but more importantly appropriately. The intercultural competence will help students develop multicultural awareness, level of respect and tolerance for others (Cortazzi & Jin, 1999; McKay, 2003).

In addition, source culture is primarily disseminated in the textbook in form of social interaction, school and family environment, tourism place, national history and popular figures. Target is also represented and its percentage more frequent than international target culture. It is disseminated in form of popular places, and popular figures. The United States is considered as the most represented inner circle country as the target culture in the textbook. Other countries involve Canada, the United Kingdom and Australia. On the other hand, international target culture is also revealed in the textbook in form of story and popular building. India and Japan become primarily represented countries for international target culture. Furthermore, Singapore, Malaysia and Brazil are also mentioned in some parts of the unit of analysis. The inclusion of local culture in English textbook is pivotal because culture teaching can improve learners' communicative competence. Indonesian students tend to communicate in English when discussing local culture information with foreigners or English speaker (Kirkpatrick, 2008). Furthermore, teaching cultural content such as folktales might support the formation of national identity and develop students national culture knowledge (Prastiwi, 2013).

In more detail, Indonesian culture is primarily represented in visual elements of the textbook. It is found that there are 54 occurrences or 62.8% of the total cultural categories. The representation of source cultural elements encompasses various forms such as popular place that illustrated favourite tourism place in Indonesia such as Mount Semeru in east Java, Padang, Borobudur

temple in Yogyakarta, Gadang House in Padang etc., while popular people involves national heroes and celebrity. Apart from national identity, source cultural aspects are also disseminated through school, family and social interaction among people. Taken school as an example. It is illustrated through school uniform, class room setting and group discussion. Apart from it, verbal and non-verbal communication in visual elements also reveals source culture such as shake hand, thumbs up to indicate good point or congratulation etc.

The idea of presenting source culture outnumber target culture and international culture is that it will ease students to learn because they have been already familiar with those aspects and English can be used as well to introduce the cultural aspect. Another reason might deal with the goal of current curriculum to enhance learners' ability linguistically and culturally. They are expected not only to have language competence but, more importantly, cultural competence and preserve their own cultural aspects at the same time.

Target culture in visual elements of the textbook is disseminated in form of popular place such as Niagara Falls, popular people like Wright brothers and school which illustrates Mini-med school in Canada. the United Kingdom culture is also represented through its flag illustration. It is clearly seen that target culture reaches 17 occurrences or 19.8% in which the United States cultural aspect outnumbers other inner circled countries.

Presenting target culture in textbook is crucial because learners' need to be exposed to different context of culture out of their own cultures. They will be comparing those cultures to gain comprehensive knowledge and awareness of cultural understanding. It is also fundamental for them to know the context of English language they learn and presenting target culture might help them to achieve the competences.

International target culture deals with culture from other countries out of Indonesia and inner circled countries. The aim of presenting

international target culture is to gain more comprehensive insight dealing with various cultural background from other countries. As a result, learners will have wider perspective of culture because they will consider cultural aspects from other countries as well. It is found that international target culture only reaches 10 occurrences or 11.6% of the total cultural categories in visual elements of the textbook. International target culture represented are India with the illustration of Taj Mahal, Argentina with Messi as famous footballer from Argentina, Japan with the illustration of issombushi and Italia with illustration of pizza party.

Uncategorised culture relates to culture free that does not represent any countries or unclear representation of the illustration. It is found that there are 5 occurrences or 5.8% of illustrations that does not have any character. It means that the illustration might unclear, and researcher finds it difficult to interpret them.

## CONCLUSION

Cultural representation in English textbooks in Indonesia is still vary in terms of which culture should be revealed. It really depends on the authors and the orientation of the textbooks. The literature review above reveals that some textbooks include more local or source culture in various forms such as popular destinations, buildings, popular people, foods etc. but other might more frequently disseminate target culture from USA, British, Canada, Australia or New Zealand. As suggested by several researchers that cultural aspects among source culture, target culture and international target culture should be proportionally disseminated in English textbooks in Indonesia. Unfortunately, none of researchers argue regarding exact percentage of those cultural aspects proportion. It means that the proportion can be adapted and contextualised according to the main target of government as an official institution that runs education and publish compulsory textbook.

It is pivotal to reveal not only local cultural elements but also target culture specific ones as

well as international culture (Demirbas, 2013). Presenting target culture and learners' own culture as well as intercultural items will enable learners to compare their cultures with others and as consequence they will be broaden-minded students and tolerantly negotiate and communicate with others (McKay, 2003). Moreover, local culture aspects will help students to get familiar with the materials and it eases them to learn, while target culture will help them to understand English language linguistically and culturally. Thus, they might be able to communicate appropriately. Furthermore, international target culture as well might able toward intercultural communicative competence among students since they will learn more cultural views.

Culture should not be presented in judgemental way saying one culture is right and others are wrong, but it should be treated equally and collectively. Grounded reasons for every single cultural difference should be provided as students will negotiate it because through this negotiation third culture room can be created (Kramsch, 1998). Solution for this is that textbook authors should work in collaboration to present C1 and C2 as well as international target culture especially considering L2 learners who have no intent relation and communication with people or community from target culture. They might only depend on the textbook to understand target culture (Harklau, 2000).

It is concluded that English textbook in Indonesia is on the way to its perfection in terms of proportionally represented cultural aspects. However, the presence of various cultural aspects of source culture, target culture and international target culture is also important to help students develop multicultural awareness and a certain level of respects as well as tolerance for others.

## REFERENCES

- Adaskou, K., Britten, D., & Fahsi, B. (1990). Design Decisions on the Cultural Content of a Secondary English Course for Morocco. *ELT Journal*, 44, 3–10.

- Aliakbari, M., & Jamalvandi, B. (2012). Realization of Culture in English Textbook in Chinese High School Level. *Pan-Pacific Association of Applied Linguistics*, 16, 89–100.
- Alptekin, C. (1981). Sociopsychological and Pedagogic Considerations in L2 Acquisition. *TESOL Quarterly*, 15, 275–284.
- Alshumaimeri, Y. (2015). Using Material Authenticity in the Saudi English Textbook Design: A Content Analysis from the Viewpoint of EDL Learners. *Advances in Language and Literary Studies*, 6, 229–241.
- Apple, M. W., & Beyer, L. E. (1983). Social Evaluation of Curriculum. *Educational Evaluation and Policy Analysis*, 5(4), 425–434.
- Arsland, S. (2016). An Analysis of Two Turkish EFL Books in Terms of Cultural Aspects. *Procedia-Social and Behavioural Sciences*, 232, 217–225.
- British Council. (2008). *Teaching English*. London: Course Book.
- Byram, M. (1989). Cultural Studies in Foreign Language Education. *Clevedon: Multilingual Matters*.
- Byram, M. (2004). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Cakir, I. (2010). The Frequency of Culture-specific Elements in the ELT Course books at Elementary Schools in Turkey. *Novitas-ROYAL (Research on Youth and Language)*, 4, 182–189.
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1–47.
- Chao, T. (2011). The Hidden Curriculum of Cultural Content in Internationally Published ELT Textbooks: A Closer Look at New American Inside Out. *The Journal of ASIA TEFL*, 8, 189–210.
- Cho, Y., & Park, Y. (2016). “Textbook as a Contradictory Melting-pot”: An Analysis of Multicultural Content in Korean Textbooks. *Asia Pacific Journal of Education*, 36, 111–130.
- Cortazzi, M., & Jin, L. (1999). *Cultural Mirrors: Materials and Methods in ELT Classroom*. In E. Heinkel (Ed.), *Culture in Second Language Teaching*. Cambridge: Cambridge University Press.
- Demirbas, M. N. (2013). Investigating Intercultural Elements in English Course books. *Ahi Evran Universitesi Kirsehir Fakultesi Dergisi (KEFAD)*, 14(2), 291–304.
- Dweik, B. S., & Al-Sayyed, S. W. (2015). Analysing the Cultural Content of Action PACK 12. *International Journal of English Language and Linguistics Research*, 3, 1–28.
- Faris, I. N. I. (2014). Cultural Content Analysis of An English Textbook for Senior High School Grade Three, West Java. *Journal of English and Education*, 2, 14–25.
- Gray, J. (2000). The ELT Course book as Cultural Artefact: How Teachers Censor and Adapt. *ELT Journal*, 54(3), 274–283.
- Hall, E. (1981). *Beyond Culture*. New York: Anchor Books.
- Harklau, L. (2000). From the “good kids” to the “worst”: Representations of English language learners across educational settings. *TESOL Quarterly*, 34(1), 35–67.
- Hermawan, B., & Noerkhasanah, L. (2012). Traces of Cultures in English Textbooks for Primary Education. *Indonesian Journal of Applied Linguistics*, 1, 49–60.
- Hymes, D. (1972). *On Communicative Competence*. In: Pride JB, Holmes J (eds) *Sociolinguistics*. Harmondsworth: Penguin.
- Jose, M., & Aguilar, C. (2008). *Dealing with Intercultural Communicative Competence in the Foreign Language Classroom*. In E. Alcon Soler and M.P. Safont Jorda (eds.), *Intercultural Language Use and Language Learning*. Spain: Springer Science+Business Media.
- Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology* (2nd ed.). CA: Sage.
- Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.



- Margana, & Widsyantoro, A. (2016). An Evaluation of English Textbook Used at Senior and Vocational Schools Oriented to the Curriculum 2013. *Researchers World-Journal of Arts, Science and Commerce*, 7. [https://doi.org/10.18843/rwjasc/v7i4\(1\)/13](https://doi.org/10.18843/rwjasc/v7i4(1)/13)
- McKay, S. (2003). Teaching English as International Language. *ELT Journal*, 57(2), 139–148.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications, Incorporated.
- Prastiwi, Y. (2013). Transmitting Local Culture Knowledge through English as Foreign Language (EFL) Learning as a Means of Fostering “Unity in Diversity.” *Academic Journal of Interdisciplinary Studies*, 2, 507–513. <https://doi.org/10.5901/ajis.2013.v2n3p507>
- Rodriguez, A. R., & Espinar, A. M. (2015). General and Specific Culture Learning in EFL Textbooks Aimed at Adult Learners in Spain. *Studia Anglica Posnaniensia*, 50, 5–25. <https://doi.org/10.1515/stap-2015-0014>
- Sakai, H., & Kikuchi, K. (2009). An Analysis of Demotivators in the EFL Classroom. *System*, 37, 57–69. <https://doi.org/10.1016/j.system.2008.09.005>
- Silvia, A. (2015). The Representation of Culture in English Textbooks Prescribed for High School in Indonesia. *Indonesian Journal of English Education*, 2(1), 1–16.
- Sugirin, Sudartini, S., & Nurhayati, L. (2011). A Study on Cultural Integration in the English Textbooks for Junior High Schools. *LITERA*, 10, 235–246.
- Syahri, I., & Susanti, R. (2016). An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang. *Journal of Education and Human Development*, 5(2), 97–102.