

CULTURAL REPRESENTATION OF EFL TEXTBOOKS IN DIFFERENT CURRICULA

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ABSTRAK: Penelitian ini bertujuan untuk mengetahui jenis budaya apa dan budaya apa yang terlihat dominan dalam buku teks bahasa Inggris kurikulum 2013 dan kurikulum Independen. Untuk mengidentifikasi tipe budaya, penelitian ini menggunakan teori dari Kachru & Nelson (2006) yang disebut The Three Circles of World Englishes yang terdiri dari Inner Circle, Outer Circle, dan Expanding Circle. Sedangkan untuk mengidentifikasi budaya kasat mata yang dominan, penelitian ini menggunakan teori Hall (1976) yang berjudul Visible Culture from Iceberg of Culture, dimana budaya kasat mata diklasifikasi menjadi lima indera, yaitu penglihatan, pendengaran, penciuman, pengecapan, dan peraba. menggunakan desain penelitian analisis isi kualitatif dan analisis tematik sebagai prosedur analisis datanya. Hasil penelitian menunjukkan bahwa kedua buku teks hanya mewakili tipe budaya Lingkaran Dalam dan Lingkaran Meluas, sedangkan Lingkaran Luar tidak terwakili sama sekali Pada buku ajar Kurikulum 2013, budaya lingkaran Meluas terwakili sebesar 55% dan lingkaran Dalam sebesar 45%. Sedangkan pada buku teks Kurikulum Mandiri, budaya lingkaran Meluas terwakili sebesar 89%, dan lingkaran Dalam sebesar 11%. budaya kasat mata, kedua buku ajar tersebut didominasi oleh indera penglihatan, pendengaran, dan perabaan. Pada buku teks kurikulum 2013 representasinya adalah indera penglihatan sebesar 58%, indera pendengaran sebesar 21%, dan indera peraba sebesar 18%. Kemudian, pada buku teks kurikulum mandiri, indera penglihatan indera memiliki representasi 61%, indera peraba 17%, dan indera pendengaran 16%. Penelitian ini berguna untuk memberikan informasi tentang representasi budaya dalam buku teks yang diterbitkan pada kurikulum berbeda.

Kata Kunci: Representasi Budaya, Jenis Budaya, Budaya Yang Terlihat, Buku Teks EFL

ABSTRACT: This research aims to find out what types of culture and what visible culture is dominant in English language textbooks from the 2013 curriculum and the Independent curriculum. To identify cultural types, this research uses a theory from Kachru & Nelson (2006) called The Three Circles of World Englishes which consists of the Inner circle, the Outer circle, and the Expanding circle. Meanwhile, to identify the dominant visible culture, this research uses Hall's (1976) theory called Visible Culture from Iceberg of Culture, where visible culture is classified into five senses, namely sight, hearing, smell, taste, and touch. This research uses a qualitative content analysis research design and thematic analysis as data analysis procedures. The results of this research show that both textbooks only represent the cultural types of the Inner circle and the Expanding circle, while the Outer circle is not represented at all. In the 2013 curriculum textbook, the Expanding circle culture is represented by 55% and the Inner circle by 45%. Meanwhile, in the Independent curriculum textbook, the culture of the Expanding circle is represented

by 89%, and the Inner circle by 11%. For visible culture, the two textbooks are dominated by sight, hearing and touch. In the 2013 curriculum textbook the representation is sight sense with 58%, hearing sense with 21%, and touch sense 18%. Then, in the independent curriculum textbooks, sight sense has 61% representation, touch sense 17%, and hearing sense 16%. This research is useful for providing information about cultural representation in textbooks published in different curricula.

Keywords: *Cultural Representation, Culture Types, Visible Culture, EFL Textbooks.*

INTRODUCTION

The globalization that occurs in this world has led English to become the language that used for multicultural communication (Lee & Chen Hsieh, 2018). Honna (2000) defines English as a multicultural language that is widely used in multinational and multicultural societies. To promote English for multicultural communication at the academic levels, the government in many countries were encouraging the curriculum designers to promote target and local cultures to the English Language Teaching (ELT) process. The case for promoting English into local education is supported by the curriculum in some EFL-ESL countries (Demir & Yurdakul, 2015; Mappiasse & Bin Sihes, 2014). For instance in South Korea and Malaysia as the EFL and ESL countries, the curriculum has introduced both target culture and local culture to the students since in the primary school level (Abdul Rahim & Jalalian Daghigh, 2020; Joo et al., 2020). Schools and other educational institutions are suggested to start introducing English as a language that can be used for multicultural communication. But unfortunately, sometimes English teachers have not been able to introduce and are still rigid in introducing English as a multicultural communication tool to their classes (Roza et al., 2021).

To overcome such problems, teachers are suggested to use textbooks as their media to present both target and local culture to the students. Setyono & Widodo (2019) stated that textbooks can guide teachers to manage the materials for teaching and apply them to activities inside and outside the class. In an EFL country like Iran, textbooks have become the primary source of information for EFL teachers (Banaruee et al., 2023). The assignments and explanations in the textbook not only can show the meaning of cultural differences, but also show students' ability to transcend cultural aspects or nationality stereotypes, which are glued to the multicultural communication competence (Davidson

& Liu, 2020). Students can practice what they have learned in the textbook through the texts and images (Gómez Rodríguez, 2015). If the textbooks are showing multicultural aspects, it will help the students to increase their multicultural communication competence.

The aim of this study is to investigate the cultural representation (culture types and culture elements) in EFL textbooks from different curricula in Indonesia. There are two textbooks that have been chosen based on the recommendation of the Ministry of Education, Culture, Research and, Technology of the Republic of Indonesia, and they are widely used in Indonesian schools, especially public schools. Those textbooks are “Bahasa Inggris kelas XI” from 2013 Curriculum and “English for Change” from Independent Curriculum. To occupy the aim of this study, the researcher formulated two research questions below :

1. What type of cultures are represented in 2013 Curriculum EFL textbook and Independent Curriculum EFL textbook?
2. What are the dominant visible cultures represented in 2013 Curriculum EFL textbook and Independent Curriculum EFL textbook?

Previous Related Study

Several previous studies from Indonesia and other countries have analyzed cultural content in English textbooks (Arslan, 2016; Derakhshan, 2021; Riadini & Cahyono, 2021; Sadeghi & Sepahi, 2018; Shin et al., 2011; Song, 2013; Xiang & Yenika-Agbaw, 2019). A study conducted in Türkiye by Arslan (2016) investigates the cultural aspect in the English textbooks for young learners. A study in Indonesia conducted by Riadini & Cahyono (2021) analyzed an EFL textbook for grade 10 senior high school. A study in Iran investigated the cultural content in three EFL textbooks, moreover, students' and teachers' cultural preferences were investigated as well (Sadeghi & Sepahi, 2018). Shin et al., (2011) finished the content analysis study of several English textbooks from several Asian countries. Another content analysis study had been conducted in South Korea by Song (2013) that analyzed the cultural dominance and biases in textbooks written by different publishers. A critical content analysis study is conducted in China to investigate which countries are represented and how multicultural variables appear in the textbooks

for Mongol ethnic (Xiang & Yenika-Agbaw, 2019). The newer content analysis study analyzed the cultural representation in Iranian textbooks using a semiotic approach (Derakhshan, 2021). Many of the previous studies that were conducted in this field only analyzed the cultural or multicultural content of the textbooks and focusing on which cultures is mostly represented by the textbooks' authors. There are only few studies who investigates two EFL textbooks from different curricula.

Conceptual Framework

The aim of this study is to investigate cultural representation in EFL textbooks. To adress the aim, the research went through the textbooks using Kachru & Nelson (2006) World Englishes framework that classifies culture into 3, namely inner circle, outer circle, and expanding circle. World Englishes is chosen because it has widely used in educational research field, furthermore, this framework is very match with the needs of this study to classify various kind of cultures. Not only that, this study refer to the iceberg of culture framework suggested by Hall (1976). The framework devides culture into two, which are invisible and visible cultures. This context of research only used visible culture that can be felt by five senses (sight, hearing, smell, taste, touch) to identify the culture elements within the textbooks.

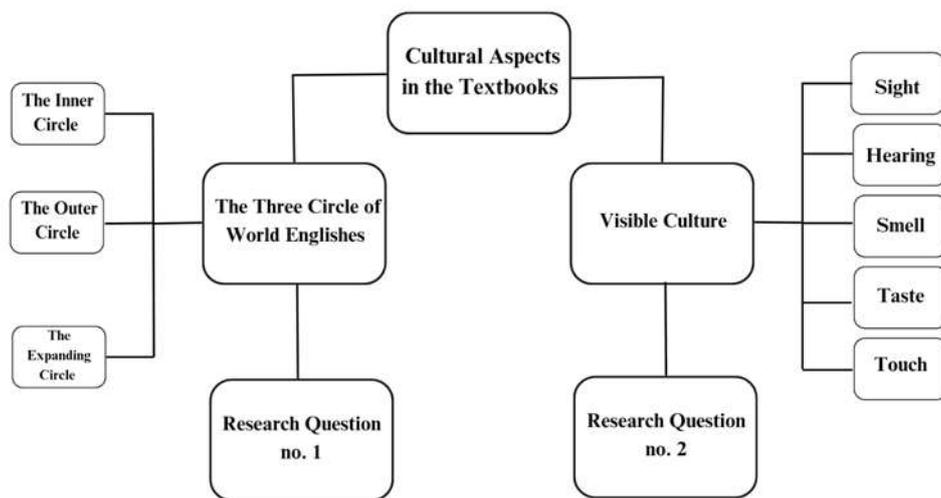


Figure 1 Conceptual Framework

RESEARCH METHOD

In the purpose of analyzing the cultural representation of the textbooks, the researcher go through each exercises and tasks on each pages of the data sources (Sadeghi & Sepahi, 2018). This research use content analysis research design to explore the cultural content within the textbooks. Content analysis has evolved from time to time to become a method of research that yield inferences from many kinds of verbal, pictural, symbolic, and communication data (Krippendorff, 2004). From Krippendorff's statement, it can be concluded that content analysis design is the most suitable research design to be applied in this research. Content analysis can identify textual and illustrational elements contained in textbooks. Content analysis is also a popular method for examining a variety of both textual and non-textual data (Given, 2008). Researcher consider the emergence of cultural elements in the non-textual content of textbooks, therefore, researcher also choose content analysis as a research design because it can analyze non-textual elements.

Researchers analyze all pages of the text to obtain complete data. Wilkinson & Birmingham (2003) explained that researchers must determine the units or levels of analysis. In the current research, researcher follow Agustina & Kencana (2023) to collect data from single words (for texts) not full sentences, and single pictures (for pictures). Another reason is because this research will adapt simultaneous coding suggested by Saldana (2013), so that the researcher can code more than one cultural elements from one sentence or picture. This research use thematic analysis by Braun & Clarke (2006) and use theoretical approach to determine the themes and sub-themes. Adaskou et al (1990) said almost everything in language course are capable to carrying cultural aspects. They are listed below.

English course carrying cultural aspects	Possibility appearance in the textbooks
Informative or descriptive text material	Yes
Text presenting foreign attitudes and opinion	Yes
Human interest texts (including dialogue), authentic or fictitious, with detail of everyday life	Yes
Questionnaires, contextualized practice activities, writing texts	Yes
Lexis, particularly idioms, and unfamiliar collocations, which involve alien concepts	Yes
The exponent of communicative function	Yes
Realia and psudeo-realialia	No
Illustration	Yes
Sound recording	No

Table 1 Adaskou et al (1990) English course carrying cultural elements

From the table above, the list of English course carrying cultural aspects can be seen as a researcher’s criteria to analyse the textbooks. The researcher analysed the content of the textbooks with text, task, and illustration. The aim is to collect very specific data about cultural elements that can be processed into research results. Texts and images containing cultural elements found in the textbook are taken as research data to be included in the coding and categorization process. As suggested by some authors, this research use ATLAS.ti software as a tool for retrieving data and coding (Ary et al., 2010; Given, 2008; Wilkinson & Birmingham, 2003)

RESULTS AND DISCUSSION

Results

A. Culture Types in 2013 Curriculum Textbook

This textbook is designed for senior eleventh grade high school students. This textbook was written by Bashir (2017), and published in 2017 during the 2013 curriculum with the title. In this book, only cultures from the Expanding circle and the Inner circle were found, and researchers did not find any culture from the Outer circle. The following is a chart to present the representation of culture types in 2013 Curriculum textbook.

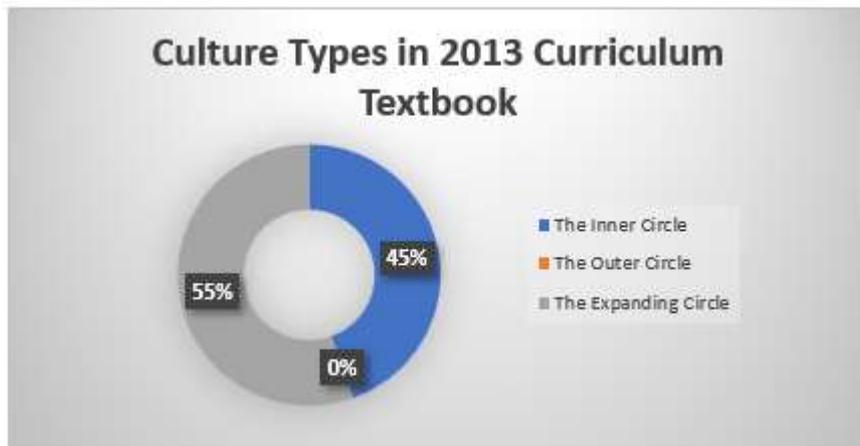


Figure 2 Culture Types in 2013 Curriculum Textbook

Figure 2 shows that the Expanding circle culture and the Inner circle culture are both featured in the 2013 Curriculum textbook. The Expanding circle has the larger representation with a total of 55%, while the Inner circle has a total representation of 45%. The difference in representation between the Expanding circle and the Inner circle is not that big.

Circles	Appearance of Culture Elements	Percentage
The Inner Circle	25 Culture Elements	45%
The Outer Circle	0	0%
The Expanding Circle	31 Culture Elements	55%

Table 2 Details of 2013 Curriculum Textbook Culture Types

The table shows that the Expanding circle has the highest number of occurrences with a total of thirty-one cultural elements found, followed by the Inner circle with a total of twenty-five culture elements, while the Outer circle is not represented at all. The Expanding circle culture that appears in this textbook refers to EFL countries such as Indonesia, France, Japan, Argentina, and Italy. Meanwhile, the Inner circle refers to countries such as the United States, England, and Scotland.

A. Culture Types in Independent Curriculum Textbook

This textbook was created for eleventh grade senior high school students. This textbook is entitled "English for Change" and was written by Astuti et al (2022) in the

Independent curriculum era. In this textbook, the most dominant cultural type is the Expanding circle, followed by the Inner circle, and the Outer circle is not represented at all. The percentage of representation of cultural types in this textbook can be seen in the chart below.

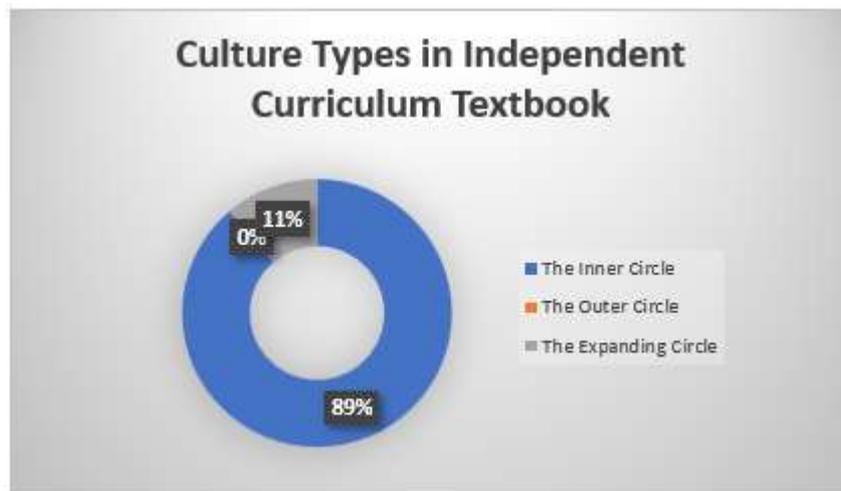


Figure 3 Culture Types in Independent Curriculum Textbook

Figure 3 shows that the Expanding circle cultural type has a very dominant representation, namely 89%. Meanwhile, the cultural type of the Inner circle is also displayed in this textbook, but the number of representations is much less than that of the Expanding circle, namely only 11%. Then, the Outer circle is not represented at all in this textbook. Researcher show a more detailed number of cultural elements contained in each circle, please see the table below.

Circles	Appearance of Culture Elements	Percentage
The Inner Circle	8 Culture Elements	11%
The Outer Circle	0	0%
The Expanding Circle	63 Culture Elements	89%

Table 3 Details of Independent Curriculum Textbook

Table 3 shows that the Expanding circle cultural type is the most dominant cultural type with a total of sixty-three occurrences, while the Inner circle is in second place with eight occurrences. The Outer circle is not represented at all in the textbook. The Expanding circle culture type that represented in this textbook is mostly from Indonesia

as the source culture, then there are also another EFL countries such as Sweden, Japan, and Germany. Meanwhile for the Inner circle, the representation is from the United States and England

A. Visible Culture Elements in 2013 Curriculum Textbook

Research question number two is about visible culture which is most dominantly represented in the 2013 curriculum textbook and Independent curriculum textbook. In the 2013 curriculum textbook, the most dominant visible culture is sight, followed by hearing and touch in second and third positions. Meanwhile, smell and taste have a very low number of representations compared to the three senses. The following is a chart to give a better insight about the dominant visible culture.

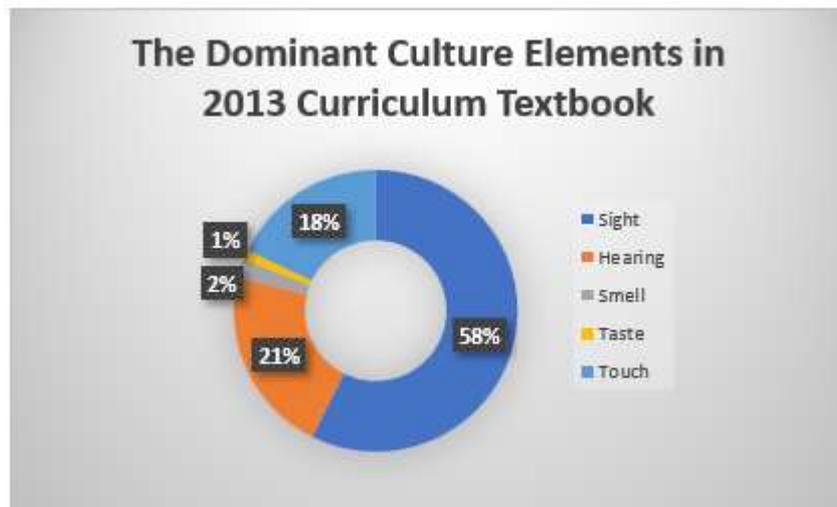


Figure 4 Visible Culture in 2013 Curriculum Textbook

In figure 4, it can be seen that sight sense is the most dominant among all senses. Sense has a representation percentage of 58%. Meanwhile, hearing is in second place with a percentage level of 21%, and third is touch with a representation of 18%. Smell and taste have the least representation, namely with a total representation of 2% and 1%. Researchers created a table containing the number of details for each sense. This number of details can indicate the certainty of how many cultural elements appear in the textbook.

Visible Culture	Amount of Appearances	Percentage
Sight	51 Cultural elements	58%
Hearing	19 Culture elements	21%
Smell	2 Culture elements	2%
Taste	1 Culture elements	1%
Touch	16 Culture elements	18%

Table 4 Details of Visible Culture in 2013 Curriculum Textbook

It can be seen in table 4 that the representation of sight sense reaches fifty-one occurrences, then hearing sense and touch sense do not have much different numbers of occurrences, namely nineteen and sixteen occurrences. These three senses represent the most dominant visible culture in the 2013 curriculum textbook. In sight sense, cultural elements can be found such as political and famous figures, literature, and geography. In sense hearing, you can find quite a lot of cultural elements such as music and poetry, this is because a special chapter in this textbook is entitled "Meaning Through Music", where in the chapter several song lyrics and poetry texts are displayed. Meanwhile, touch sense cultural elements such as artwork, literature, and political and famous figures.

The last two senses are smell and taste. These two senses were not found to appear much in the 2013 curriculum textbook. The reason is that there are not many cultural elements that can be identified by these senses, namely only foods and geography. Meanwhile, these two cultural elements are rarely found in this textbook. There is only once when food cultural element is appeared in this textbook.

B. Visible Culture in Independent Curriculum Textbook

Now the researcher will explain the dominant visible culture in the second book, namely "English for Change" which was published in the Independent curriculum era. In this book, the most dominant visible culture is sight, touch and hearing senses. Meanwhile, smell and touch have a lower number of representations. To find out details about the most dominant visible culture in this textbook, please see the following chart.

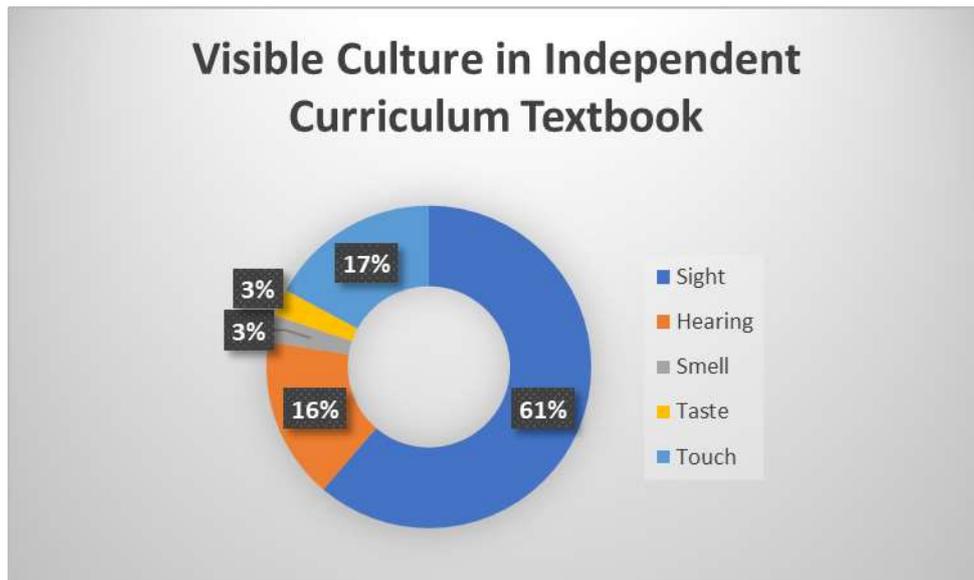


Figure 5 Visible Culture in Independent Curriculum Textbook

In figure 5, it can be seen that sight sense has the largest number of representations, namely 61%. Meanwhile, touch sense is in second position with a total representation of 17%, then in third position is hearing sense which is only slightly different from touch sense, namely 16%. Finally, there are smell and taste senses with the same amount of representation, namely 3% each. To find out the number of details of visible culture in this textbook, please see the table below.

Visible Culture	Amount of Appearances	Percentage
Sight	68 Cultural elements	61%
Hearing	18 Culture elements	16%
Smell	3 Culture elements	3%
Taste	3 Culture elements	3%
Touch	19 Culture elements	17%

Table 5 Details of Visible Culture in Independent Curriculum Textbook

Table 5 shows that the sight sense of visible culture has sixty-eight representations, making it the most dominant in this textbook. Then, in second place is touch sense with a total of nineteen occurrences, followed by hearing sense which is only slightly different with eighteen occurrences. The majority of sight sense is filled by famous and political figures, clothing, and geography, cultural elements. Meanwhile, touch and hearing are also mostly filled by famous and political figures. The reason why there are so many

famous cultural elements and political figures in this textbook is that there is a chapter that discusses "Indonesian Environmental Figures". In that chapter, many environmental figures and activists from Indonesia appear. Just like the previous textbook, smell and taste sense are not represented too much in this textbook. The reason is the same, namely that only a few foods or drinks cultural elements are found in this textbook, even though the foods or drinks elements cover smell and taste senses

Discussion

The researcher concluded that there were three reasons why the Expanding circle culture became the dominant culture in both textbooks. First, Indonesia is an EFL country that is included in the Expanding circle, and Indonesian culture is also a local culture in this textbook. This contributes a high enough percentage to the Expanding circle culture so that it becomes the dominant cultural type. Second, the Expanding circle is a cultural classification that includes many countries. There are many EFL countries from Asia, Europe, and Latin America which are included in the Expanding circle culture type. The large number of countries covered means that the Expanding has received many contributions from the EFL countries that appear in both textbooks. Third, these textbooks were written by Indonesian authors and designed for teaching in EFL classes, so there is a tendency for book authors to represent the Expanding circle culture more to students to introduce local cultures. The results of this research are in line with previous research conducted in China and South Korea, which are both Expanding Circle countries. In the results of this research, it is also seen that the culture that emerged mostly came from the Expanding circle and the Inner circle (Song, 2013; Xiang & Yenika-Agbaw, 2019).

From the process of analysis that have conducted, the researcher can conclude why sight sense is always the most dominant cultural classification in both textbooks. Namely, sight sense is the sense that includes the most culture elements, or it could be said that it is the sense that is easiest to identify culture elements. All cultural elements such as geography, architecture, literature, artwork, famous and political figures, clothing that have a physical form can be felt by sight sense. In contrast, smell and taste sense have a much smaller number of representations, the reason is that these senses cannot identify many cultural elements. In this research, only cultural elements of foods can be

categorized into senses of smell and taste. A previous research conducted in Iran, researchers also found that most of the cultural elements found were cultural elements that had a physical form so that they could be perceived by the senses of sight (Hosseinzadeh et al., 2022).

CONCLUSION

In the 2013 curriculum textbook, it can be seen that the culture types represented are the Inner circle and the Expanding circle, while the Outer circle is not represented at all. The number of representations of culture types that appeared the most was the Expanding circle with a total of 55%, followed by the Inner circle with a total of 45% representation. The Outer circle is not represented at all in this textbook, so the number of representations is zero. The cultures represented in the Expanding circle come from Indonesia, Italy, France, Japan and Argentina. Meanwhile, for the Inner circle, the cultures come from the United States, England and Scotland. Meanwhile, for the Independent curriculum textbook, the types represented are the same as the previous textbook. The Expanding circle has the largest number of representations, followed second by the Inner circle, while the Outer circle does not appear at all. The Expanding circle has a total representation of up to 89%, followed by the Inner circle with a total representation of 11%, and the Outer circle has a value of zero because it is not represented at all. The cultures in the Expanding circle refer to Indonesian, Swedish, German and Japanese culture. Meanwhile, the Inner circle refers to the culture of the United States and England.

Then, visible cultural representation is also a target in this research. Researcher has analyzed based on visible culture from Hall's (1976) iceberg of culture. In the 2013 curriculum textbook, it was found that the most dominant visible culture comes from sight sense. Then followed by hearing sense and touch sense in second and third positions. Smell and taste senses have very little representation. In this textbook, sight sense has a total of 58% of the total representation, while hearing sense has a total of 21% of the representation, and touch sense has a total of 18% representation. These three senses are the most dominant in this textbook. Meanwhile, sense of smell and touch only have a representation value of 2% and 1%. For the Independent curriculum book, the most dominant visible culture is sight, touch and hearing. Smell and taste are represented much

less in this textbook. Sight has a total representation of 61% and makes it the most dominant among the other senses, then in second place is the touch sense with a total representation of 17%, and hearing with a total representation of 16%. Smell and taste sense each have only 3% representation. This is due to the small number of representations of food cultural elements that can be felt by the senses of smell and taste.

The limitation of this research is that the data sources are less varied. This research took two eleventh grade English textbooks written and published in Indonesia. Because the data sources are similar in terms of country of origin and student level, the research results from these two textbooks appear to have the same pattern. For example, the 2013 curriculum textbook and the Independent curriculum textbook have similar representations of culture types and dominant visible culture. To get broader analysis results, it is necessary to analyze textbook content from all levels of education, starting from elementary school, junior high school, to senior high school in the future.

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