

**CULTURAL ELEMENTS IN THE GOVERNMENT-PUBLISHED EFL
TEXTBOOK “WORK IN PROGRESS”: A CONTENT ANALYSIS**

THESIS

In Partial Fulfillment of the Requirement for Master’s
Degree in English Language Education



By

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THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
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Hereby, declare that :

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Thus, this statement is made truthfully to be used as appropriate.

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The Writer,



NADRAH NURIAH

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Alhamdulillah 'ala kulli hal, my praise and gratitude to the almighty, *Allah 'Azza Wa Jalla*, there is no might or power except with Allah. *Salam* and *Shalawat* to the prophet *Muhammad Shallallahu 'Alaihi Wa Sallam*, to his family, friends, and followers.

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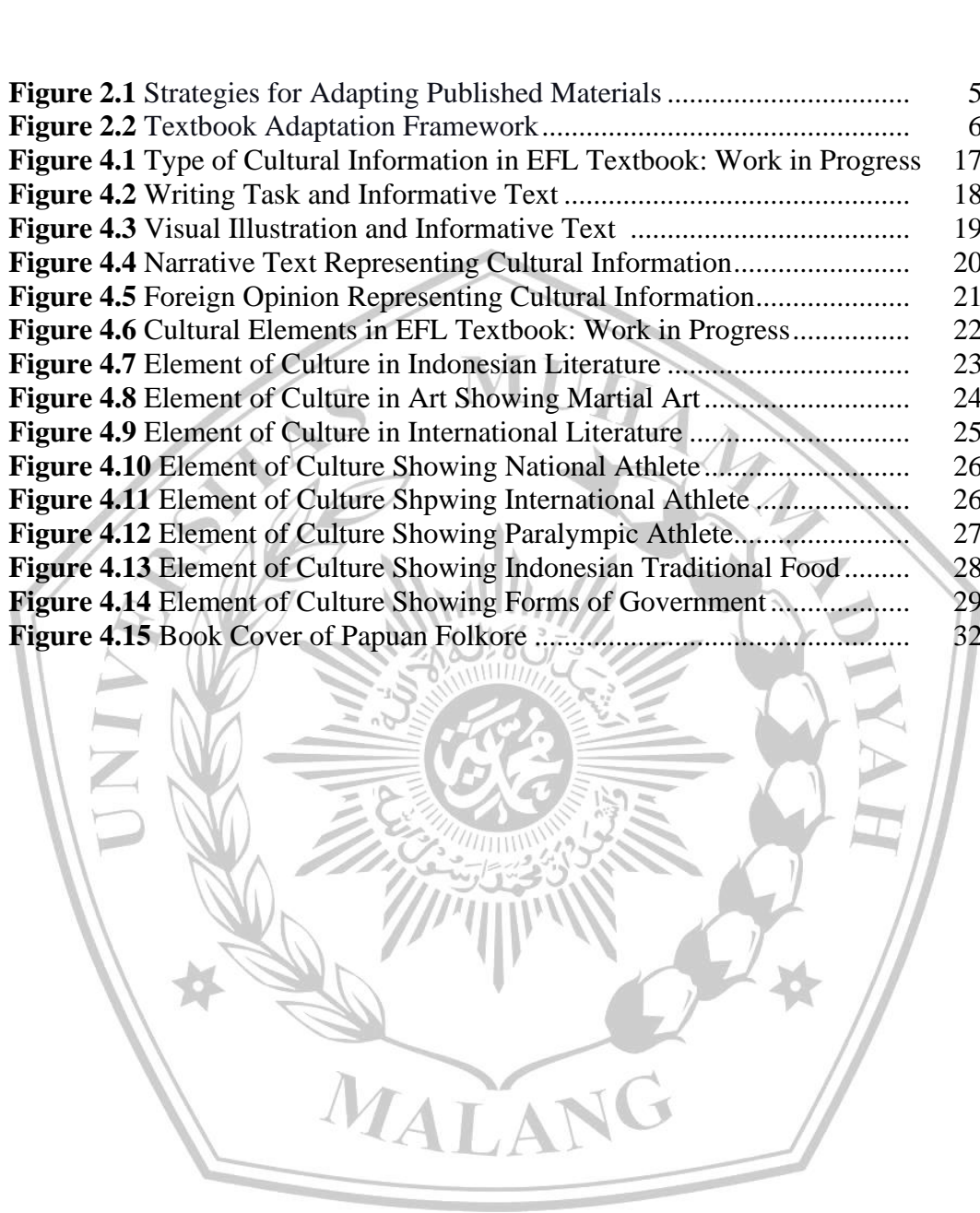
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CULTURAL ELEMENTS IN THE GOVERNMENT-PUBLISHED EFL TEXTBOOK “WORK IN PROGRESS”: A CONTENT ANALYSIS

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ABSTRACT

This study investigated the cultural information and elements of culture depicted in the EFL textbook titled “Work in Progress” published by the Indonesian Ministry of Education and Culture. It also explores the adaptation of government-issued EFL textbooks by English teachers in Keerom Regency. This study conducted a content analysis to uncover the cultural elements present in these English as a Foreign Language (EFL) textbooks. In addition, this study employed descriptive qualitative analysis to communicate the adaptation of the textbooks. The data collection methods employed were document review and interviews. The data was examined using the Krippendorff method, which includes unitizing, sampling, coding, reducing, interpreting, and narrating. The research findings indicated that the cultural content in the EFL textbook “Work in Progress” released by the government, was mentioned 32 times. The majority of these mentions (32%) were delivered through written tasks. Moreover, the cultural aspects were seen 12 times, with art and literature being the predominant focus, accounting for 50% of the occurrences. This study also discovered an unequal distribution of the source culture, target culture, and foreign culture in this EFL textbook. Furthermore, the cultural representation in the textbook appears to prioritize showcasing the culture to outsiders rather than focusing on internal cultural aspects. Moreover, the interview findings about the teacher adaptation of cultural content revealed that they modified and adjusted the cultural material in response to the particular needs and cultural backgrounds of the students.

Keywords: Content Analysis, Government-Published EFL Textbook, Cultural Information, Elements of Culture

I. INTRODUCTION

1.1. The Background of the Study

In Indonesian English as a Foreign Language (EFL) teaching, the schools commonly use government-published textbooks. The Indonesian Ministry of Education and Culture develops government-published EFL textbooks with input from experts and educators. Ministry of Education and Culture's Regulation Number 8 in 2016, Chapter 9 Verse 1 states that education units must select and provide textbooks deemed appropriate by the ministry for use in the learning process (MoEC, 2016). The regulation still prevails and is supported by the Ministry of Education and Culture's regulation number 25 of 2022, Chapter 1 Verse 5 states that primary textbooks are mandatory educational materials that are utilized in the process of learning, following the relevant curriculum, and provided by the central government at no cost (MoEC, 2022). These two regulations show that Indonesia uses government-published textbooks, including EFL textbooks.

The use of government-published EFL textbooks in Indonesia has its pros and cons, proven by some studies that conduct a discourse analysis of some English textbooks used in Indonesian schools. Setyono & Widodo (2019) found that four multicultural values in government-published EFL textbooks written for Indonesian EFL Senior High School students can be characterized as promoting multiculturalism, upholding the rights of Indigenous people, fostering harmony with nature and all living beings, and fostering an appreciation for cultural objects. This finding shows that textbooks published by the government are concerned with good values. In addition, Puspitasari et al. (2021) revealed that the primary school English textbooks in Indonesian culture prominently portray the moral qualities of helping others, displaying friendliness, politeness, and tolerance.

On the contrary, Lestariyana et al. (2020) investigated two Indonesian EFL textbooks for Junior High School students to examine female representation in the books. The researchers found that there is already a level of consciousness regarding gender equality, nevertheless, gendered prejudices in textbooks

continue to persist. Despite being socially assigned as surgeons, females are nonetheless commonly perceived as housewives in traditional norms. In addition, in an analysis of visual representation in Indonesian senior high school EFL textbooks, Elmiana (2019) found a gender bias in which the textbooks had more male than female images. It is also shown that males have a broader occupation than females in social role context. Furthermore, Erlina et al. (2018) discovered that only 2 out of 10 English electronic textbooks for Indonesian Junior High School students presented local and target language culture in a balanced proportion.

Despite the pros and cons of centralized-development English textbooks, There is no textbook specifically tailored for a certain group of learners that is suitable for a wide range of people (Cunningsworth, 1995). Moreover, the practical uses of English textbooks in facilitating language learning and teaching have been a topic in some studies. Several previous studies (Lee & Bathmaker, 2007; Opoku-Amankwa et al., 2011; Syrbe & Rose, 2018) analyzed English textbooks used to evaluate their relevance to the current trends of teaching English, factors influencing the students' perception toward the use of English textbooks, and analyzed the course materials. The efficacy of English textbooks is dependent upon numerous factors related to their selection, including techniques, language content, subject matter, skill distribution, progression and grading, cultural content, and visual representation. These features are the ideal criteria for a good English textbook.

Regarding the practical uses of English textbooks, a better approach to textbook designs is needed in Keerom Regency due to the limited cultural representation in the textbooks, especially in the local culture representation. In the Keerom regency, the Senior High Schools commonly use EFL textbooks by Intan Pariwara publisher, which contain more tasks than the content material. Besides, the Javanese cultural representation is more dominant than the local culture.

This assumption follows the need for different books for different cultures. Huang (2019) stated that cultural representation in textbooks enhances the

students' awareness of perceiving the distinctions and commonalities among the culture of the area, targeted culture, and world culture to provide respect to other cultures. In addition, Samuels (2018) found that culturally responsive teaching makes students feel connected, included, and respected and empowers them by enhancing their comprehension and favorable outlook towards themselves and others. It motivates students to maintain and preserve their cultural identity and moral principles. Hence, teachers must adapt the cultural content that needs to be omitted or changed.

Some previous studies focused on EFL textbook analysis by focusing on some features of EFL textbooks (Cheng K & Beigi A, 2012; Lee J, 2018; Thomas, 2017). This research distinguishes its own from previous studies by focusing on the cultural content analysis in government-published EFL textbooks. The study recognizes that the material can always be enhanced by tailoring it to the specific context in which it is utilized. Besides, this study will gain information from the teachers to about the textbook's adaption in their respective schools.

This study is critical to provide valuable data on the cultural representation in the government-published EFL textbook and how teachers adapt cultural content in the classroom. It can also benefit the teachers to make their classes more exciting and fulfil the need for cultural adaptation. Furthermore, the curriculum developer will get an insight into the cultural content needed, which differs from one school to another.

This study will give valuable insights for a better textbook design approach. The findings may benefit the textbook writers and the publisher in developing the EFL textbooks to accommodate the specific teaching and learning context of a particular location in Indonesia. Furthermore, it is anticipated that this will provide the instructor with helpful perspectives in modifying the cultural material found in the EFL textbooks.

1.2. Research Questions

Based on the research background above, the research questions are stated as follows:

1. What cultural information does the EFL Textbook: Work in Progress contain?

2. What cultural elements does the EFL Textbook: Work in Progress contain?
3. How do teachers adapt the cultural materials in the EFL textbook to suit the classroom environment?

II. LITERATURE REVIEW

2.1 The Importance of Textbook in EFL Teaching

Textbooks play a significant role in English as a Foreign Language (EFL) teaching, providing a structured and comprehensive resource for language instruction. This literature review explores the research conducted on the use of textbooks in EFL teaching, focusing on their impact on teaching methodologies, learner motivation, and language proficiency.

Research findings suggest that textbooks serve as valuable tools for EFL teachers. Cheng and Wu (2016) found that textbooks provide a framework for lesson planning and instructional guidance, enabling teachers to organise and deliver language lessons effectively. Additionally, the textbook offers a systematic progression of language skills, vocabulary, and grammar, ensuring comprehensive coverage of language components (Richard, 2001).

Textbooks have also been linked to enhanced learner motivation and engagement. Wang et al. (2017) found that well-designed and visually appealing textbooks stimulate learner interest and create a positive learning environment. Moreover, textbooks often incorporate authentic materials, such as dialogues, texts, and multimedia resources, which expose learners to real-world language use and increase their motivation to learn (Tomlinson, 2014.) Textbooks play a significant role in EFL teaching, providing structure, guidance, and comprehensive language instruction.

However, using a textbook as the only source in EFL teaching is not appropriate due to the limitations of the textbook itself. Ur (2009) stated that most English textbooks need supplementary materials in some cases to meet the student's needs and offer more decadent options such as computers, overhead projectors, video equipment, etc. Moreover, textbooks should not determine the learning experience for the students; it follows that the selection of the textbook is needed to contribute to achieving the aim of the course (McGrath, 2002). Hence,

the selection of a textbook, evaluation, and adaptation are recognised as the process of selecting the textbook, which facilitates teachers in selecting suitable books in the classroom.

2.2 Textbook Adaptation Strategies

Various textbook adaptation strategies have been suggested by some works of literature (Cunningsworth, 1995; McGrath, 2002; Ur, 2009; McDonough, 2013). Cunningsworth (1995) came up with four strategies for adapting the material and, first, omitting some sections of the information. The second strategy is adding the material that the teachers publish. The third is Substituting the material with a more appropriate alternative, and the final option is modifying the material to ensure its suitability for the students.

The following are strategies for adapting published material taken from Cunningsworth (1995) :

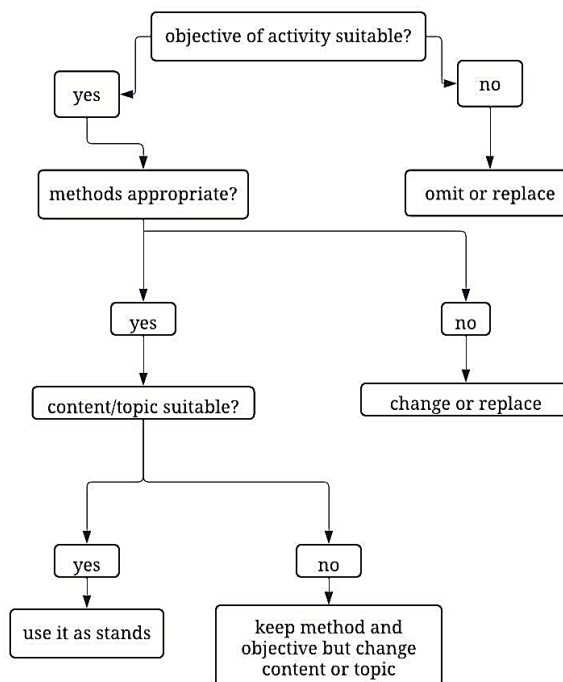
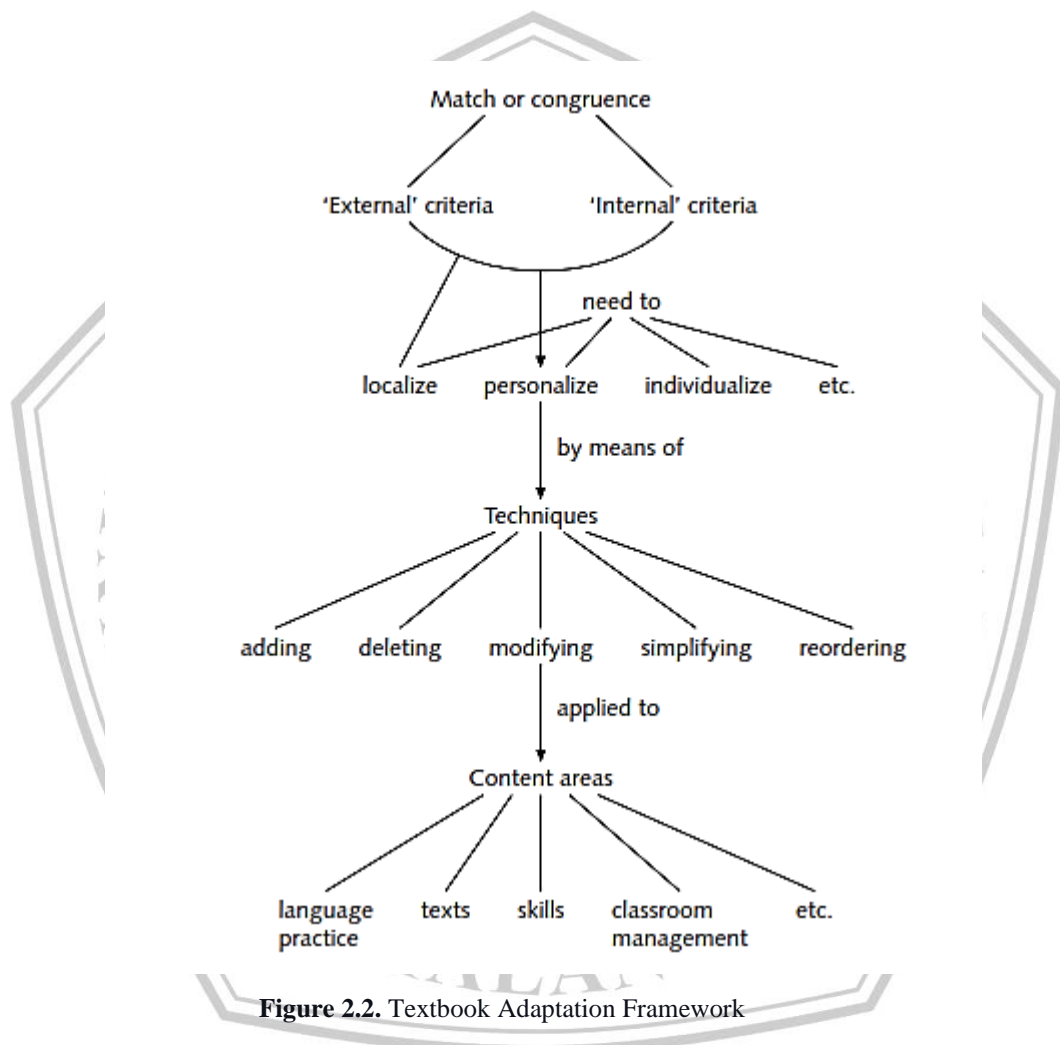


Figure 2.1. Strategies for Adapting Published Materials

Furthermore, McGrath (2002) stated that textbook adaptation can be done by supplementation, where the new materials are introduced, and replacement, where the material is modified or changed in content. A very similar strategy was

proposed by Ur (2009), including supplementary materials to offer more decadent options, such as video equipment, audio equipment, posters, etc.

Hence, McDonough (2013) stated that adapting the involved in this process includes adding (expanding and extending), deleting (subtracting and bridging), editing (rewriting and restructuring), simplifying, and reordering. The following is a textbook adaptation framework taken from McDonough (2013) :



2.3 Area of Textbook Adaptation

Cunningsworth (1995) argues that course books should be adapted due to their shortcomings in various areas, including:

1. Approaches (e.g. an exercise may be excessively procedural, devoid of significance, excessively intricate)

2. Language content (e.g. there may be an excessive focus on grammatical elements that your pupils grasp easily and little attention given to those that they struggle with) The subject content may lack appeal to the students or may be outdated or insufficiently authentic.
3. The distribution of skills may be imbalanced, with excessive focus on either written or spoken language abilities, or a lack of integration across different skills.
4. The progression and grading of language elements may require reordering to align with an external syllabus, or adjustments may need to be made to the level of difficulty.
5. Cultural content (there may be cultural references that require omission or alteration)
6. The course book's image may be perceived as unfriendly due to factors such as a poorly designed layout and low-quality visuals.

Furthermore, McDonough (2013) stated that these criteria are the reasons for adapting material in the textbooks, including subject matter inappropriate for learners of this age and intellectual level, the illustrative material not culturally acceptable, and the amount of material being too little or too much in the time allocation.

2.4 Adapting Government-Published Textbooks in EFL Classroom

A close review of the literature revealed that teachers need to use adaptation strategies in textbook adaptation in terms of the student's needs and cultural issues (Srakang, 2013; Mede & Yalçın, 2019). To begin with, Srakang (2013) examined two perceptions regarding textbook adaptation. The pro textbooks viewed that educators and language specialists had approved the use of the textbook. So, it is reliable. Nevertheless, another view indicates that English textbooks do not adequately address the requirements of learners. They said that the subjects and substance are unrelated to the student's personal experiences.

Moreover, Mede & Yalçın (2019) found that most EFL instructors felt the need to use adaptation strategies to meet the course objective, the need of learners who vary in learning style and interest.

2.5 Types of Cultural Information in EFL Textbook

A study that focused on the representation of cultural information in the EFL Textbook was conducted by Sitoresmi (2017). The researcher examined types of cultural information adapted from (Adaskou et al., 1990) namely informative text, writing task, visual illustration, dialogue for everyday life, realia, idioms and collocation, sound recording, and foreign opinion and attitude. The following table defines the cultural information in detail:

Table 2.1 Types of Cultural Information

No	Cultural Information	Definition
1.	Informative text	Informative texts that offer insights into specific cultural aspects.
2.	Writing task	Various writing tasks, such as gap filling, sentence composition, or dialogue completion, involve mentioning one or more elements of culture.
3.	Visual Illustration	Diverse and obvious illustrations symbolizing a specific culture.
4.	Dialogue for everyday life	Authentic dialogue or conversations that include connections to cultural aspects.
5.	Realia	It pertains to tangible items, either real or portrayed in images, that represent a specific culture, such as postcards, emails, invitations, and so on.
6.	Idioms and collocation	Certain words have a meaning that is distinct from their written form. Typically, it is associated with the target culture.
7.	Sound Recording	It pertains to audio content such as songs, recordings, and podcasts that embody a specific culture.
8.	Foreign opinion and attitude	Any literature or documents that specifically examine the perspectives and responses of individuals from diverse cultures towards specific topics.

2.6 Elements of Culture in EFL Textbook

A study that focused on the representation of cultural elements in the EFL Textbook was conducted by Sitoresmi (2017). The researcher examined seven elements of culture adapted from Brown (2001) namely social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic system. The following are details:

1. Social organization

Culture serves to fragment society into smaller, distinct groups. The social structure of cultures determines the arrangement of families, patterns of social interaction, and the hierarchy of social classes. Family pattern refers to the process by which children acquire knowledge and adopt behaviours and beliefs from their families. Meanwhile, social classes serve to categorize individuals

based on their societal standing, which is determined by factors such as wealth, occupation, educational attainment, and bloodline.

2. Customs and tradition

Both customs and traditions encompass the formal and unspoken regulations that govern a society. They can pertain to a culture's rules of law, as well as its moral and ethical norms. Rules of behaviour are regulations that are implemented to uphold moral and ethical principles. Attitude can be linked to customs and traditions. It refers to the outward demonstrations of underlying views that individuals employ to indicate their membership to others. Additionally, it might serve as a means of issuing a cautionary notice. By displaying an attitude, individuals demonstrate the symbolic representation of the nation's culture to convey their sense of danger. These attitudes are associated with gestures, norms, and values. Gestures are physical movements and symbols that individuals employ to communicate using their bodies. Values are moral principles that are intended to construct a universal system of ethics for a society. Norms pertain to sets of behavioural standards that are derived from cultural values.

3. Religion

It brings individuals together around shared values and beliefs. For many individuals, religion is the central component of their lives and a strong social bond in their communities. Religion provides fundamental solutions to life's meaning issues and upholds moral principles that are significant to certain social groups. It frequently serves as a cause for cultural conflict. Religion has to do with the things that people in a society consider to be true. It has to do with how a community handles uncertainty and establishes appropriate conduct (the laws of good and wrong). Nonetheless, despite differences in religion and belief, all people believe in the three stages of existence: birth, life, and death.

4. Language

Language is the development of a spoken and written system of characters that may be combined in many ways to convey meaning. Language has the power to unite members of the same culture as well as to set members of

various subgroups within it apart. We can understand how having the same language is significant in cultural things since communication is essential to the transmission of culture. Language serves as a medium for message transmission and communication between individuals. Language is passed down from one generation to the next and varies from culture to culture. Language functions as a kind of medium for humans to engage in sophisticated social interactions. A culture's base and a necessary pass to enter social life are its languages. One could argue that a person with unique qualities needs language to open up their social life.

5. Arts and literature

One of the most efficient ways of conveying cultural knowledge and beliefs is through literature and the arts. They are creations of human imagination that also assist us as members of society in transmitting the fundamental ideas of the culture. The arts examine how humans arrange objects concerning space, thoughts, sound, material, etc. Dance, theatre, literature, music, sculpture, architecture, painting, and drawing are examples of the arts and literature's output. Literature and the arts are often associated with aesthetics. It is the study of design in specific works of literature and the arts.

6. Forms of government

Despite defining authority and responsibility within a culture, it provides protection and order. To meet their basic wants, maintain social order, and defend their community from outside dangers, people establish governments. The government and the way people rule are topics covered by forms of governance. Within the context of culture, forms of government consist of three components: the country's name, the city's name, and the town's name.

7. Economic system

The resources that a civilization requires to survive are governed by its economics. It deals with how people make use of limited supplies to fulfil their needs and desires. The economic system provides solutions to the fundamental concerns of what should be produced, how, and for whom. The economic system

provides the means for people to achieve their basic needs and obtain the goods they require.

2.7 Cultural Content in EFL Textbooks

In terms of cultural representation, numerous studies have explored the portrayal of diverse cultures in English textbooks. Huang (2019) stated that cultural representation in textbooks enhances the students' awareness of perceiving the contrasts and resemblances between the local culture, target culture, and global culture to provide respect to other cultures. In addition, Samuels (2018) found that culturally responsive teaching fosters a sense of connection, inclusion, and respect among students, while also empowering them by enhancing their comprehension and fostering good attitudes towards themselves and others. This promotes and motivates pupils to maintain and preserve their cultural identity and moral principles.

Moreover, Waallann Brown & Habegger-Conti (2017) discovered a strong inclination to emphasize traditional elements of Indigenous culture, a propensity to depict Indigenous people as subordinate to the audience, and a deliberate effort to create a sense of detachment between the viewer and the Indigenous community. In comparison, the photos of white individuals tend to more commonly encourage the viewer to engage and feel empathy towards the persons depicted.

III. METHOD

3.1 Research Design

This study employed a content analysis or document analysis. Content analysis is a form of qualitative research that focuses on identifying specific attributes of textual or visual resources, such as textbooks, newspapers, web pages, and social network sites (Ary, 2014). The study was appropriate because its purpose was to uncover the cultural content inside the EFL textbooks published by MoEC for senior high schools. However, this study used descriptive qualitative methods since it reviewed the cultural materials taken from the written or visual documents inside the EFL textbooks and explored the cultural content adaptation by the English teachers.

3.2 Research Site

This study took place in Keerom Regency, Papua. The researcher selected three teachers from three senior high schools in the Skanto district. They were MAN Keerom, SMA Negeri 2 Skanto, and SMA Pembangunan 6 Yapis Keerom. The Skanto district in Keerom Regency was chosen because the researcher teaches in the area, and senior high schools in the area use government-published English textbooks.

3.3 Data Sources

This study utilized two data sources. The primary data source was the government-published English textbook, and the secondary data source was the English teachers at Keerom Regency. The MoEC published the government-published English textbooks for free on its website. In total, the series comprised three EFL textbooks for senior high schools: an EFL textbook for the tenth grade named *Work in Progress*, an EFL textbook for the eleventh grade named *English for Change*, and an EFL textbook for the twelfth grade named *Life Today*.

Therefore, this study used purposive sampling to analyze government-published English textbooks. The researcher chose to analyze EFL Textbook: *Work in Progress* by establishing the following criteria:

1. EFL Textbook: *Work in progress* delivered more cultural knowledge than the other textbooks.
2. English teachers in Keerom Regency used the EFL Textbook: *Work in Progress* as the teaching and learning resource.
3. EFL Textbook: *Work in progress* utilized for over five years throughout the academic domain.

Moreover, three English teachers in Keerom Regency were chosen by the following inclusion criteria:

1. English Education graduates.
2. The English teachers teach in the tenth grade in Senior High Schools of Keerom Regency.
3. The English teachers used the EFL Textbook: *Work in Progress*.
4. Experience teaching for over three years.

3.4 Data Collection

Two data collection methods were employed to obtain the information. The primary data employed document review or documentary analysis, and the secondary data employed a semi-structured interview.

3.4.1 Document review

The primary data collection was a document review. The cultural content of the EFL textbook “Work in Progress” was assessed by categorizing the cultural information and cultural features present in the text. The materials were the written content or visual representation. The cultural resources contained inside the EFL textbook were categorized as documents for documentary analysis. The documents perused line by line, paragraph by paragraph, and page by page. Subsequently, the textbook present the classified cultural materials and the elements of culture in the form of quantitative frequency data.

The cultural knowledge and elements in EFL textbook conveyed through written and visual mediums, supplemented by reading passages and sound recordings. This resource include vocabulary and phrases that pertain to the cultural subject. The following were the units and topics inside the EFL Textbook: Work in Progress.

Table 3.1 Units and Topics in EFL Textbook: Work in Progress

Unit	Topic
1	Great Athletes
2	Sport Events
3	Sports and Health
4	Healthy Foods
5	Graffiti
6	Fractures Stories

3.4.2 Interview

The secondary data collection was interviews. Three English teachers chosen were interviewed using a semi-structured interview protocol. The interview concerned teachers' perspectives on using government-published English textbooks and how they adapted cultural content in the teaching process as the source of methodological triangulation. The interview results with the

teachers confirmed the document review findings to ensure that teachers had experience adapting the cultural elements contained within the EFL textbook.

The instrument utilized for this interview was an interview protocol. Furthermore, a semi-structured interview was conducted via phone for 15-30 minutes. The conversations were recorded using a mobile phone. A semi-structured interview was chosen because the researcher could build up the questions based on the teacher's answers, and it could be a good source for the narrative data since this study was descriptive qualitative.

3.5 Data Analysis

The researcher used content analysis (Krippendorff, 2018.). This study applied six steps of content analysis in educational research. It covered unitizing, sampling, coding, reducing, inferring, and narrating. Those are:

1. Unitizing and sampling

First, the researcher analyzed the EFL Textbook: Work in Progress by differentiated text documents, images, voices, and websites in each unit of the textbook. The researcher focused on the textbook's written, visual, and voice representation. The written and visual representations from the text were analyzed. The voices were analyzed from the recording by scanning the barcode in the textbook.

Second, the researcher took the sample to see the cultural load of the textbooks by utilizing the concept of a cultural theoretical framework in this research. The researcher carefully analyzed the cultural material, scrutinizing each page, line, and picture, and made annotations accordingly.

2. Coding

The coding process was supported by the theoretical framework used. Coding is used to organize the data systematically. The researcher used several codes to classify the cultural content. The following are the codes used:

Table 3.2 Coding for Types of Cultural Information

No	Codes	Meaning
1	IN	Informative Text
2	WR	Writing Task
3	VIS	Visual Illustration
4	DI	Dialogue for Everyday Life
5	RE	Realia
6	ID	Idioms and Collocation
7	SO	Sound Recording
8	FO	Foreign Attitude and Opinion

Table 3.3 Coding for Elements of Culture

No	Codes	Meaning
1	SOC	Social Organization
2	CUS	Custom & Tradition
3	REL	Religion
4	LA	Language
5	ARL	Art & Literature
6	FOG	Forms of Government
7	ECS	Economic System

In classifying the cultural content, the researcher employed a checklist to facilitate the coding of cultural content. The categorizations of cultural content according to Adaskou et al. (1990) theory in Sitoresmi (2017), as well as the components of culture according to Brown (2001) theory in Sitoresmi (2017). The textbook contained several forms of cultural information in conjunction with the components of culture. For example, the researcher found informative text and writing tasks showing custom and tradition. Following are the specifics.

Table 3.4 Checklist for Cultural Information and Elements of Culture

Unit	Cultural Information								Elements of Culture						
	IN	WR	VIS	DI	RE	ID	SO	FO	SOC	CUS	REL	LA	ARL	FOG	ECS

3. Reducing

Reducing the data aims to manage the representation of the data by relying on statistical techniques to simplify it. The frequency of each cultural content is transformed into percentages to facilitate comparison. The percentage supports the data quantitatively.

4. Inferring

Inferring the data aims to interpret the analysis result by inferring the data pattern. Given that this study employed a qualitative approach and the researcher served as the instrument, it is crucial to interpret the cultural content logically by relying on the theoretical framework.

5. Narrating

The analysis is concluded to substantiate the findings and discussion. During this stage, the researcher communicated the findings to address the research inquiries in a clear narration that explained the main findings, the implications, and the research relevance.

IV. FINDINGS AND DISCUSSION

4.1. Findings

The findings in this chapter are organized based on the research questions. First, the content analysis result of the EFL textbook *Work in Progress* is classified based on the types of cultural information. Second, it is classified based on the cultural elements. Third, it is supported by the interview results showing how the English Teachers in Keerom Regency adapted the cultural content. The findings of the three research questions are detailed as follows.

4.1.1. Types of Cultural Information in EFL textbook: *Work in Progress*

Based on the theoretical framework used (see Chapter 2), eight types of cultural information were identified: informative text, writing tasks, visual illustrations, dialogue for everyday life, realia, idioms and collocation, sound recording, and foreign attitudes and opinions. Furthermore, to ascertain the quantity of cultural information, the frequencies of items are computed, as it is presented in Figure 4.1.

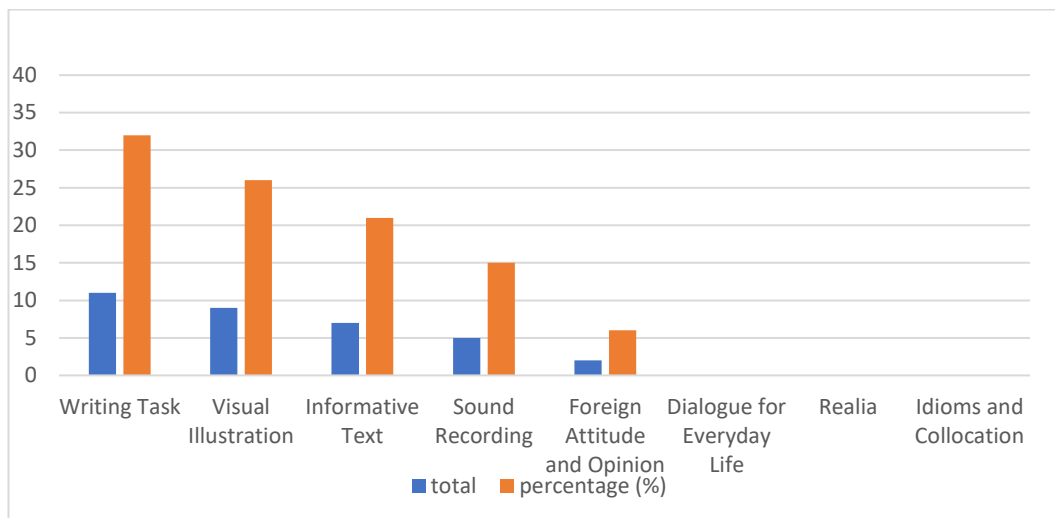


Figure 4.1 Type of Cultural Information in EFL textbook: Work in Progress

As seen in Figure 4.1, the EFL textbook “Work in Progress” contained cultural information 34 times. Writing tasks are the most frequently assigned, while foreign attitudes and opinions are assigned the least frequently. Moreover, to provide clarity, the cultural information is presented sequentially.

1. Writing task

The writing task was the most prominent in the chart above. It frequently comes with other cultural information, such as informative text and visual representation, and is not typically independent. Writing tasks took the form of either individual or group projects. The term appeared 11 times, accounting for 32% of the occurrences in this EFL textbook.

The following figure is an example of a writing task related to the transcript text on the right side. The transcript is derived from an audio recording in which Agam describes his experience attending a live football match.

<p>Task 2</p> <p>A Listen and Discuss</p> <p>Listen to Agam talking about his experience of watching a sport event and answer the following questions:</p> <ol style="list-style-type: none"> 1. What did the speaker tell you? 2. How does he feel about watching a live football match? 3. Where did he watch the match? 4. How many people were there in the stadium? 5. "While the match was exciting nonetheless, I kept on chewing the hotdog I bought earlier. It was a bit chewy, but it was smooth and tasted really good." What does the word 'it' refer to? 	<p><i>Listen to Agam talking about his experience of watching a sport event!</i></p> <p>I had the pleasure of watching Real Madrid vs Valencia in Santiago Bernabeu stadium. The atmosphere was electric and you may know that Real Madrid stadiums are always completely occupied with more than 80k supporters cheering their hearts out.</p> <p>The atmosphere will surely give you goosebumps. I could also see a fan group which coordinates their anthems with drums, microphones, flags, etc. These guys were really active and you could hear them singing and supporting throughout the match. The air was so full of excitement and all kinds of smell, but mostly I could smell popcorn, sweat and the fresh cut grass from the field.</p> <p>While the match was exciting nonetheless, I kept on chewing the hotdog I bought earlier. It was a bit chewy, but it was smooth and tasted really good. You can also pay to have a tour of the stadium, which includes a trophy room and locker rooms too.</p> <p>I would like to conclude by saying that if you are a football fan you must see a live match and if possible, the match of the club you support. World Cup match tickets are difficult to buy so I would suggest club matches.</p>
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Figure 4.2 Writing Task and Informative Text Representing Cultural Information in EFL Textbook: Work in Progress

The text above references Real Madrid and Valencia, two well-known Spanish football teams. One aspect of the cultural information is the nation's name. Additionally, the book references various foreign foods like popcorn and hotdogs. Some foreign country names or cuisines would be a great way to introduce the students to new cultural concepts.

It also stimulates the students' interest in something novel, encouraging them to study English. The text above also references Santiago Bernabeu Stadium's architecture and landmarks. The textbook author incorporated a sound recording into the writing task to help students think critically about what they have heard and raise pertinent questions about the content.

2. Visual Illustration

Visual illustrations were present nine times (26%) in the second tier. The illustrations included real photographs and digital renderings. The EFL textbook Work in Progress typically includes visual illustrations accompanied by informative text about the pictures.

The following is a graphical picture of Cristiano Ronaldo, accompanied by a written description of him as a professional football athlete.


<p style="text-align: center;">Cristiano Ronaldo</p> <p>Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometres in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.</p> <p>He becomes so skilful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e., players of righthanded or lefthanded use their respective legs to score goals but Ronaldo can easily use both of his legs deficiently to make goals. In addition to that, he can use his head to score goals as well.</p> <p>He is also one of the fastest football players in football history. Ronaldo can run very fast; he can run with a speed of 33.6 kilometres per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous freekick. Ronaldo's freekick speed is approximately 130 kilometres per hour.</p> <p>While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around \$500 million and this makes him one of the richest athletes.</p> <p style="text-align: center;"><small>Adopted from: https://youthmotivator4life.com/cristiano-ronaldo-biography/</small></p>	 <p style="text-align: center;">Picture 1.7 CR 7 is showing his skill.</p> <p style="text-align: center;"><small>Source: Jan SOLQ/Flickr/CC-BY-SA 2.0 (2010)</small></p>
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Figure 4.3 Visual Illustration and Informative Text Representing Cultural Information in EFL Textbook: Work in Progress

Figure 4.3 illustrates that the name of a famous international athlete such as Cristiano Ronaldo carries significant cultural value. The picture consists of a picture of Cristiano Ronaldo accompanied by informative text that describes the picture. Including visual representation was deemed necessary to provide students with greater exposure to the target language.

Furthermore, the image in the text has the potential to enhance learning as it visually portrays the content. The image links to the textual information, enhancing the learner's curiosity about the materials. The picture was an original photograph of the famous athlete. Besides, the texts that included visual representation were better understood than the texts that did not include visual representation.

3. Informative Text

Informative text in the EFL textbook was presented seven times (21%), primarily in text genres such as narrative, recount, exposition, and descriptive text, all of which were culturally loaded. Text representing culture, including descriptive, exposition, and narrative, was presented twice, while recount text was presented only once.

The following figure is an example of informative text representing cultural information.

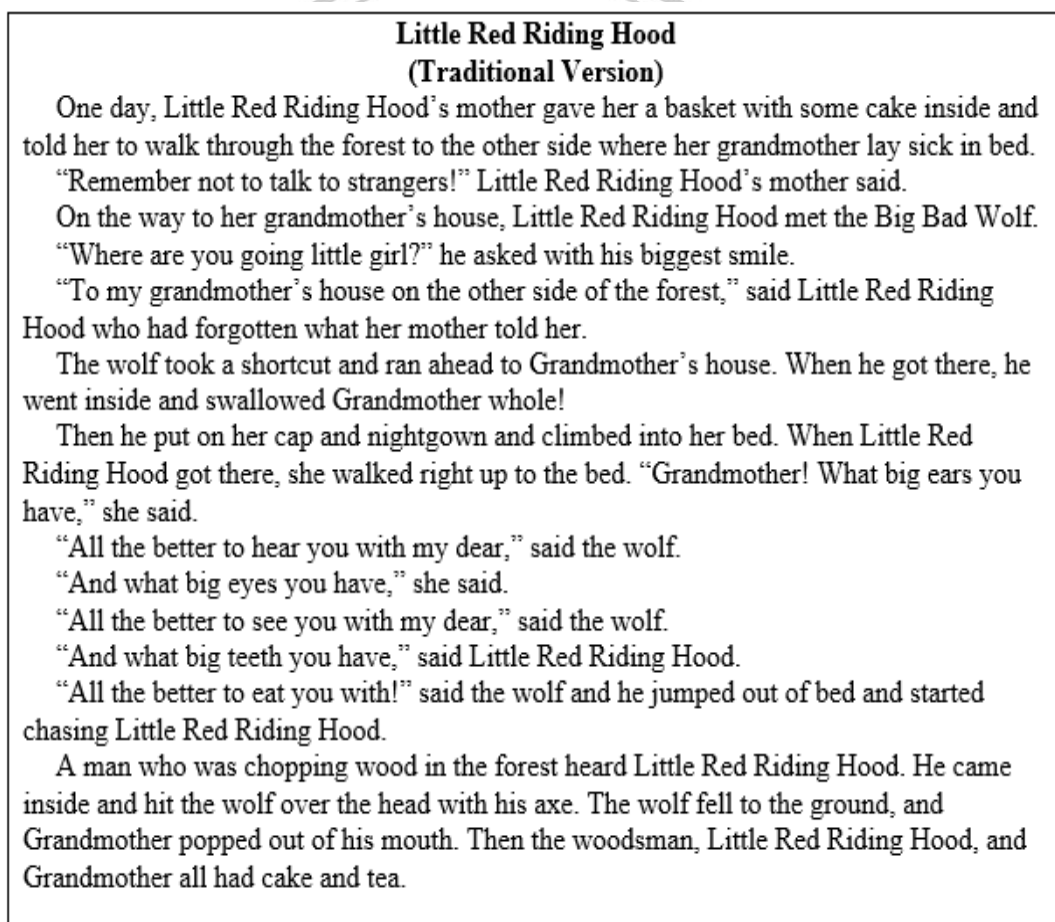


Figure 4.4 Narrative Text Representing Cultural Information in EFL Textbook: Work in Progress

Figure 4.4 presents a narrative about the story of Little Red Riding Hood, which contains cultural elements from international literature. The book's author indicates that the text belongs to the international target culture because the story originates from another world, specifically Europe.

4. Sound Recording

Furthermore, sound recording existed five times, accounting for 15% of the total. Additionally, cultural content was incorporated through monologues in certain text genres, such as descriptive, recount, exposition, and narrative texts. To access the sound recording in the EFL Textbook: Work in Progress, the teachers must scan the barcode on the guiding textbook. Typically, sound recording in the textbook is accompanied by a writing task.

5. Foreign Opinion

The exposition text contained two examples (6%) of foreign perspectives about the cultural content. The image below exemplifies a foreign perspective presenting cultural knowledge.


<p>Why Should Graffiti be Considered Art?</p> <p>In this article, I will explain why graffiti is art, and I will explain how graffiti is essential in our culture. There are some reasons why graffiti shows us the potential that life has to offer.</p> <p>First, graffiti enables the public to see something they may have never seen before. It connects them to the artist, and the artist gets to know that their work is loved and affects those who see it. They can take a simple old building or any piece of art on the side of a building and turn it into a masterpiece by putting their mark on it. The artists who paint graffiti have made this art form what it is today. Graffiti artists can change the meaning of what they are drawing to the public.</p> <p>Second, graffiti has the power to affect people positively. The people who create it are expressing themselves. They are expressing their artistic abilities and their voices through a canvas. Their voices are the voices of our future. You can</p>  <p>Picture 5.6 Graffiti is art. Sumber: Darshan Patel/ unsplash/7pxrvU9p6ZA (2020)</p>	<p>tell the quality of a person's painting by the audience that they are drawing. People will stand and watch you paint for hours. Many times, they will stand and look, never once moving from their spots. People will then tell you how much they like it and share their thoughts and opinions. The artists are no longer making art for themselves.</p> <p>The last reason why graffiti is an art is because of its uniqueness. Graffiti can be made with many different materials, but its most common form is made by applying paint to a building's wall. Graffiti is made by someone utterly other than the artist, which means no two pieces are the same. Graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life. Graffiti art is not meant to be understood by everyone, but everyone is meant to be appreciated.</p> <p>Thus, as part of the existing society, every person must strive to educate themselves of the origins of graffiti and how it has evolved to this very day. A stock of knowledge doesn't hurt; instead, it is a door that leads to understanding and more positivity.</p> <p><small>Adapted from: https://theartbay.com/why-should-graffiti-be-considered-art/ (Retrieved March 5, 2022)</small></p>
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Figure 4.5 Foreign Opinion Representing Cultural Information in EFL Textbook: Work in Progress

The figure above shows international perspectives on graffiti as artistic expression. This book asserts that graffiti holds significant cultural value. Graffiti facilitates a connection between the artist and the audience by conveying their views or opinions through paintings. The author aims to explore the

concept of cultural significance by examining the content of graffiti, which is considered a form of artistic expression.

In summary, the EFL Textbook: Work in Progress presented cultural information and its many components. However, the analysis revealed that the cultural information provided needed to be more sufficient regarding diversity and comprehensiveness. Specifically, it lacked important cultural aspects such as everyday dialogue, realia, idioms, and collocations, which are essential for EFL learners.

4.1.2. Cultural Elements in EFL textbook: Work in Progress

Based on the theoretical framework used (see Chapter 2), seven types of cultural elements were identified: social organization, custom tradition, art literature, religion, language, forms of government, and economic system. Furthermore, to ascertain the quantity of cultural elements, the frequencies of items are computed, as it is presented in Figure 4.6.

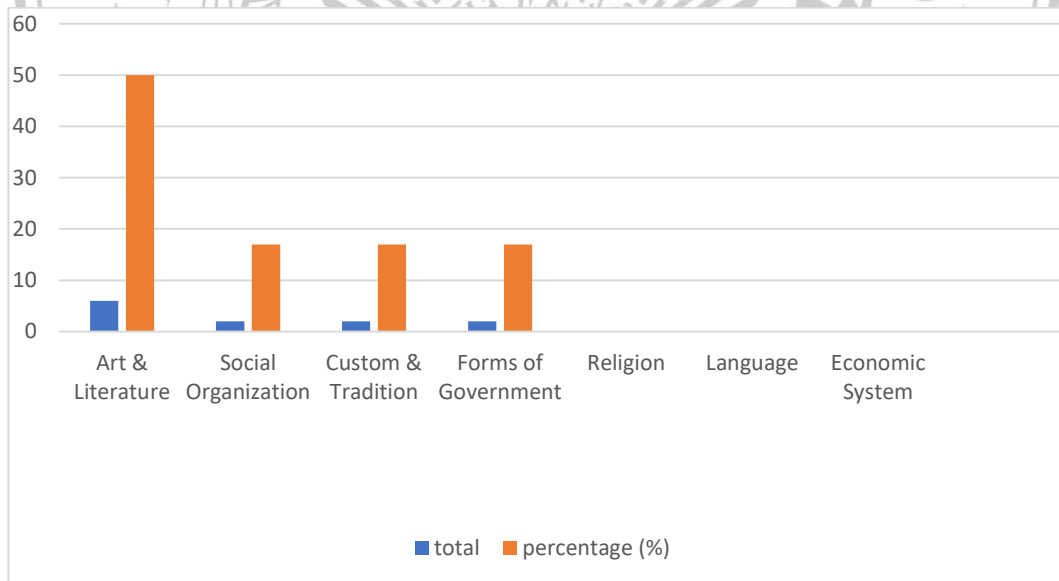


Figure 4.6 Cultural Elements in EFL Textbook: Work in Progress

The figure above indicates that cultural components such as art and literature, social organization, customs and traditions, and forms of government appeared 12 times. The cultural element emerged along with the cultural information. Moreover, to provide clarity, the cultural elements are presented sequentially.

1. Art and Literature

Art and literature were the most prominent elements in the chart above. Art and literature frequently appeared as visual representations, informative written materials, and writing tasks. The aspects of art and literature originated from native cultures and global cultures. They were present six times, which accounted for 50% of the occurrences in this EFL textbook.

The figure provided shows a narrative text illustrating the story of Malin Kundang. It comes with a writing assignment that is closely related to the text.







<p>1. Once upon a time in the west coast of Sumatra Island, lived a poor widow with her son named Malin Kundang.</p> <p>2. When he was walking around the seashores while singing Ayam Den Lapeh, Malin Kundang was approached by an agent and was asked to join Liga Dangdut Nasional.</p> <p>3. Malin Kundang then said goodbye to her poor mother to go to Jakarta and join the contest with the hope to become the winner.</p> <p>4. Malin Kundang won the competition and soon got busy with album making and concerts. He even won the Dangdut Singer rookie award that made him the most famous dangdut singer in Indonesia.</p> <p>5. One day, Malin Kundang held a concert in Padang. His mother, who heard about it, asked for the backstage pass to meet Malin. Somehow, Malin did not want to admit that she is his mother.</p> <p>6. No matter how broken her heart was. The mother forgave Malin Kundang and wished for his successful career.</p>	<p>B Listen and Confirm</p> <p>Listen to a story from an audio recording. Put the number for each picture based on the story you listened to.</p> <p>A  Picture 6.2 Malin Kundang (A)</p> <p>B  Picture 6.3 Malin Kundang (B)</p> <p>C  Picture 6.4 Malin Kundang (C)</p> <p>D  Picture 6.5 Malin Kundang (D)</p> <p>E  Picture 6.6 Malin Kundang (E)</p> <p>F  Picture 6.7 Malin Kundang (F)</p>
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Figure 4.7 Element of Culture in Indonesian Literature

Figure 4.7 depicts the narrative of Malin Kundang, an integral component of Indonesian literature. The presence of literature elements in EFL textbooks for senior high school students was predominantly observed in narrative texts. The literature component in this textbook is exemplified through the narrative of Malin Kundang, which represents Indonesian literature. Nevertheless, the author depicted the alternate narrative of Malin Kundang, omitting the conventional tale.

The following figure displayed represents Pencak Silat, an Indonesian martial art that encompasses elements of art and literature.


<p>Task 4</p> <p>Let's Play</p> <p>Sit in small groups. Your teacher will give you sense cards. Put the cards facedown. Imagine you watch the sports game in the picture. Take turns telling your imagined experience watching the sports game. Use the sense card you get as a guide.</p>	 <p>Picture 2.4 Pencak silat</p>
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Figure 4.8 Element of Culture in Art Showing Martial Art

Picture 4.8 depicts the artistic and literary aspects of the Indonesian martial art of Pencak Silat. However, further knowledge of martial arts, specifically the history of Pencak Silat, which carries a significant cultural significance, is necessary. The book only depicted the image of Pencak Silat, which was accompanied by a written assignment.

Furthermore, the accompanying figure served as an item of culture that depicted international literature by comparing the conventional and fragmented versions of the story of Little Red Riding Hood. The purpose of including these works is to familiarize students with another culture's folklore through narrative storytelling. The origin of the Little Red Riding Hood tale can be traced back to Europe. The following figure is the narrative story of Little Red Riding Hood.



<p style="text-align: center;">Little Red Riding Hood (Traditional Version)</p> <p>One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed.</p> <p>"Remember not to talk to strangers!" Little Red Riding Hood's mother said.</p> <p>On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.</p> <p>"Where are you going little girl?" he asked with his biggest smile.</p> <p>"To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her.</p> <div style="text-align: center;">  <p>Picture 6.9 Red Riding Hood (Traditional version)</p> </div>	<p style="text-align: center;">Little Red Riding Hood (A Fractured Fairy Tale)</p> <p>POV: The Wolf</p> <p>So I'm packing up my troubles in an old kit bag in the woods when I hear a twig snap. I turned to see a Little Red Hooded Teen with a picnic basket that said: "Mommy's little girl" along with a picture of the girl yawning.</p> <p>"Hey, Lil Hood, I like that basket." I rolled my eyes.</p> <p>"Whatever, I need to text Granny that you are utterly creeping me out."</p> <p>She threw a piece of gum in her mouth and stared into my eyes while chewing. A few seconds later, she pulled out a smartphone and pushed me out of the way. I started to follow her.</p> <p>"So, what's in the basket?" I asked. She backed away from me. I reached into my pocket for the Friendship Coupon I got for my birthday. Instead I pulled out an "I will eat you" coupon used for The Three Thousand Humongous Pigs restaurant,</p> <div style="text-align: center;">  <p>Picture 6.10 Red Riding Hood (A Fractured Fairy Tale)</p> </div>
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Figure 4.9 Element of Culture in International Literature

The textbook offered foreign literature about the narrative of Little Red Riding Hood, a classic folklore from Europe. The authors gave the traditional and fractured versions of the story. A writing exercise to contrast the conventional and alternative versions followed the texts. Exposing the students to literature from different nations was one approach to developing their cultural understanding.

2. Social Organization

In addition, social organization is mentioned twice (17%) in this EFL textbook. The social organization aspect is shown through ancestry and occupation, similar to the name of a famous local or international athlete. Famous worldwide athletes such as Cristiano Ronaldo, LeBron James, Mohamed Salah, Valentino Rossi, Lionel Messi, Muhammad Ali, and Michael Jordan are listed. Greysia Polii, Lulu Muhammad Zohri, and Leani Oktilla Ratri, national athletes, were also present.

The inclusion of famous athletes was an integral component of professional identity. Displaying domestic and worldwide athletes is intended to foster learners' inclination to contrast their culture with foreign civilizations, leading to enhanced comprehension and appreciation. The textbook authors used an illustration of Leani Oktila Ratri, a paralympic athlete. She was an Indonesian badminton player who achieved a remarkable feat by winning three gold medals in the para-badminton doubles event at the Tokyo 2020 Olympics. By presenting the paralympic athlete, the student's awareness of Diversity, Equity, Accessibility, and Inclusion (DEAI) was effectively heightened.

The following figures depict the social organization according to occupations and ancestry.

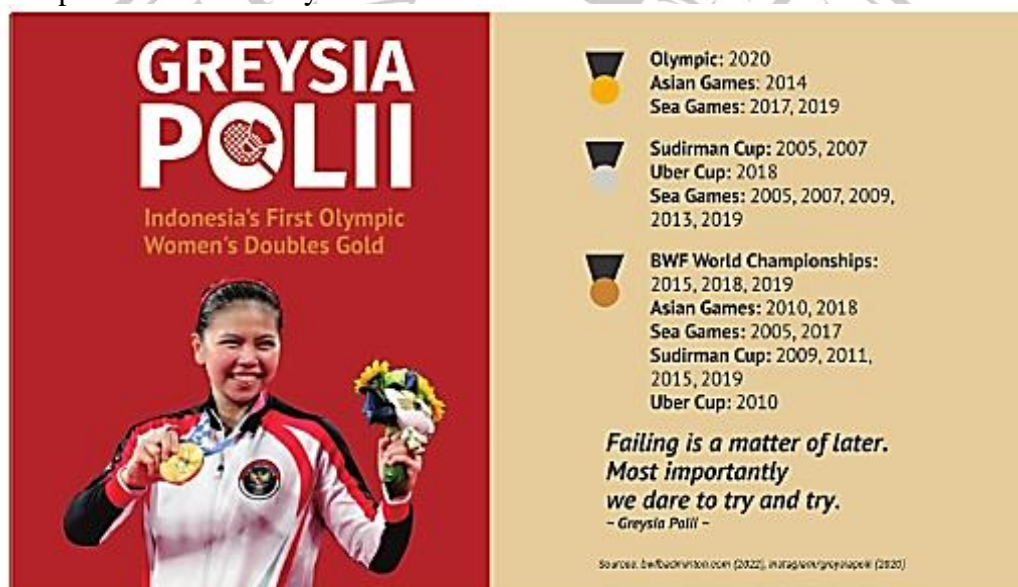


Figure 4.10 Element of Culture Showing National Athlete

Name	LeBron James Nicknamed "King James"
Date of Birth	December 30 th , 1984
Personality/Virtues/Values	Confident, determined
Name of Sport	Basketball
Height/Weight/Hair/Skin Tone	193 cm/ He is tall 113 Kg/curly/dark-skinned
Achievements	<ul style="list-style-type: none"> - NBA Most Valuable Player Award - NBA All-defensive Team - Best NBA Player ESPY Award

Figure 4.11 Element of Culture Showing International Athlete

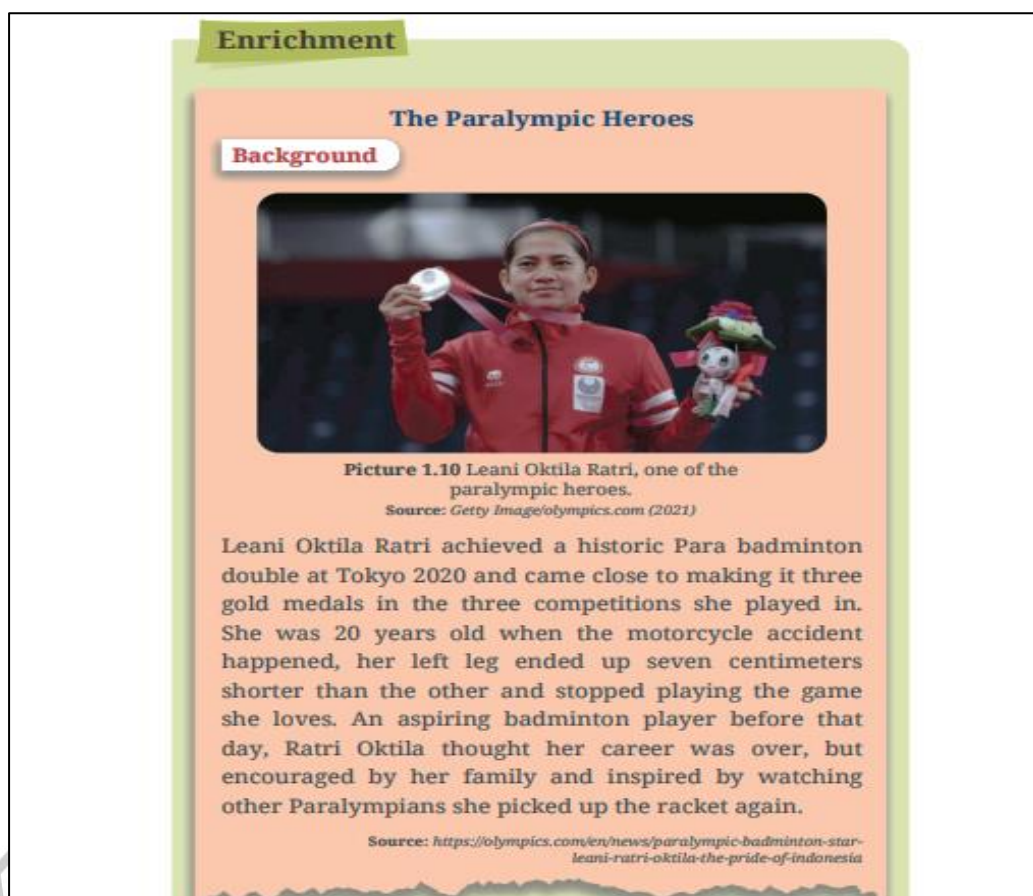


Figure 4.12 Element of Culture Showing Paralympic Athlete

3. Custom and Tradition

Both local and international cuisine highlighted the cultural element of custom and tradition. The textbook authors presented a visual depiction of many local cuisines, such as *Aceh Noodles*, *Crispy Deep-fried Prawn Ulakan*, *Es Pisang Ijo*, *Cendol*, *Gado-Gado*, *Tinutuan*, *Rujak*, and *Pempek* to showcase the national cuisine. Subsequently, the writing encouraged comparing healthy and unhealthy foods after viewing these pictures. In addition, the authors of the textbooks included other international cuisines by referencing hotdogs and popcorn in the written passage on the experience of attending live football matches.

Regrettably, the textbook authors included images of local food without providing any details regarding their source or preparation methods, as the content in this chapter focused on procedural text. The meals presented were primarily traditional dishes that hold significant cultural value. The intention was to enhance students' understanding and appreciation of their culture, particularly

their traditional cuisine. The following figure is Indonesian food represented in the EFL Textbook.



Picture 4.1 Aceh Noodles
Source: *Yasmina Haryono/Wikimedia commons/CC BY-SA 2.0 (2010)*



Picture 4.2 Crispy Deep-fried Prawn Ulakan
Source: *SpartacksCompatriot/Wikimedia commons/CC BY-SA 3.0 (2013)*



Picture 4.3 Es Pisang Ijo
Source: *Andreanrama/Wikimedia commons/CC-BY-SA (2020)*



Picture 4.4 Cendol
Source: *Gunawan Kartapranata/Wikimedia commons/CC-BY-SA4.0 (2018)*



Picture 4.5 Gado-Gado
Source: *Piknikdong/Wikimedia commons/CC BY 4.0 (2021)*



Picture 4.6 Tinutuan
Source: *User: (WT-shared) Jpatokal at wts wikivoyage/Wikimedia commons/CC BY-SA 3.0 (2006)*



Picture 4.7 Rujak
Source: *shan5/pixabay/CC BY-SA 4.0 (2020)*



Picture 4.8 Pempek
Source: *andryhariana/Pixabay/CC BY-SA 4.0 (2021)*

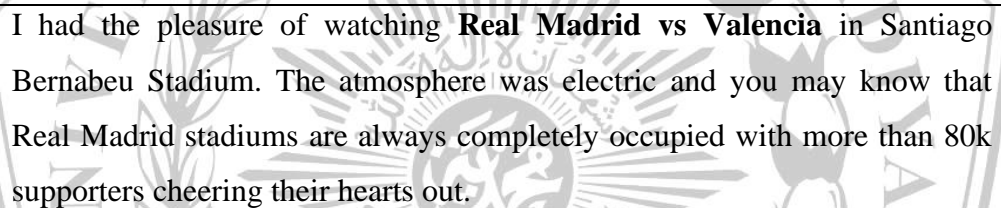
Figure 4.13 Element of Culture Showing Indonesian Traditional Food

4. Forms of Government

The cultural aspects demonstrated that governance systems were derived from the names of countries. Within the context of culture, forms of government consist of three components: the country's name, the city's name, and the town's name. The textbook included examples of government systems based on cities such as Madrid and Valencia in Spain.

In addition, it was discovered that cities such as Funchal and Madeira are located in Portugal. The cities referenced in the writing task pertain to the live football match and the descriptive text about Cristiano Ronaldo. Nevertheless, this EFL textbook lacked the inclusion of religion, language, and economic systems as components of culture.

The following figure provides examples of city names featured in the Work in Progress: EFL Textbook.



I had the pleasure of watching **Real Madrid vs Valencia** in Santiago Bernabeu Stadium. The atmosphere was electric and you may know that Real Madrid stadiums are always completely occupied with more than 80k supporters cheering their hearts out.

Figure 4.14 Element of Culture Showing Forms of Government

In summary, the textbooks covered a narrow range of cultural features and did not cover all aspects of culture. In addition, there was an imbalance in the proportion of the source, target, and worldwide cultures. Moreover, the percentage of writing tasks was larger than that of the writing text. Therefore, the written content may have conveyed a greater cultural significance than the writing assignments.

4.1.3. Cultural Content Adaptation toward The EFL Textbook: Work in Progress

Three English teachers were interviewed regarding the cultural adaptation towards the government-published English textbook. The outcomes of the interview were categorized into sub-themes according to the teacher's responses. The following information provided a comprehensive breakdown:

1. The Use of Government-Published EFL Textbook

The interview revealed that the English teachers had a positive outlook on the government-published EFL textbook. In addition, English teachers utilized it as a point of reference during the teaching process. Nevertheless, it is stated that the EFL textbook supplied by the government is not the sole resource utilized by the teachers. The following conclusions are drawn from the transcript provided:

“I think the government-published English textbooks are already good. They help me as a teacher, and I use them as references in teaching in my class”. (M/Teacher1/App3)

Another teacher expressed a similar point of view, but she did not rely primarily on the textbook as a reference. She stated:

“I think, the government-published English textbooks are already good but I don't use them as the main reference. For me, the reading passage and the written text in the government-published English textbooks are too much with a limited explanation about the material that the students need to know and achieve. So, I chose and sorted based on the students' needs”. (SS/Teacher2/App.4)

Furthermore, another teacher argued:

“I think, the government-published English textbooks are already good as the reference in teaching English. However, it is quite difficult for the students in my school. I only use this book as a reference for teaching and I made a learning module with simple material”. (YD/Teacher3/App.5)

Based on the transcription provided, the teachers held a positive opinion of the material provided by the government-published EFL textbook and utilized it as a point of reference. However, an additional reference is required to accommodate the learner's specific needs.

The teacher expressed the need for an additional reference, such as another EFL textbook or online information, in the process of learning and teaching. Additional references are necessary to accommodate the specific circumstances and needs of the learner.

“We cannot use only one English textbook as our reference because we need to match the student's needs. The references are not always from the textbooks; I usually look for other references on the internet.” (M/Teacher1/App3)

Moreover, another teacher asserted that:

“I use another English textbook from Intan Pariwara publisher as the students use it in the learning process. The book is simpler than the government-published English textbook. So, it is easier to understand by the students”. (SS/Teacher2/App.4)

The other teacher stated that she independently created learning modules to cater to the students' needs. She uttered:

"For now, I made my own learning module for the students because if I use government-published English textbooks, the students will find it very difficult to understand the material. I modify the material in the textbook based on the students' needs".
(YD/Teacher3/App.5)

2. The Way Teacher Adapted the Cultural Content in the EFL Textbook

According to the interview data, the teachers adjusted the cultural content in the EFL textbook by making changes and modifications. The primary objective of adaptation is primarily to address the specific requirements of the learner and accommodate their cultural background. According to the transcription, the teachers modify the cultural content. The teacher expressed:

"I adapted the cultural content in the English textbooks by changing and modifying the writing text based on the students' cultural backgrounds. I also added the writing task based on the written text. I took the written text based on the local culture here. However, I also exposed some famous folklore or legend like the story of Bawang Merah and Bawang Putih because they need to learn the generic structure and the language features of the text. Mostly, I exposed them to the local folklore or legend."
(M/Teacher1/Intv17052024/App3)

Another teacher also modified the cultural material. She stated:

"I adapted the cultural content in the English textbooks by modifying the cultural content in the textbook. I didn't change the existing text but I exposed them to the text related to the local cultural content at first" (YD/Teacher3/App.5)

In addition, the teacher also replaced the entire text without making any modifications. The following was her statement:

"I adapted the cultural content in the English textbooks by seeing the existing example changing the written text based on the students' cultural background."
(SS/Teacher2/App.4)

Essentially, the teachers customized the cultural information within the textbook by changing and modifying it to align with students' needs and cultural backgrounds.

3. Cultural Content Adapted in the EFL Textbooks

The data obtained from the government-published English textbook were further clarified by incorporating the interview findings from teachers in Keerom

Regency regarding the integration of cultural material into the government-published English textbook. The teacher explained that she modified the picture to reflect the situation in Papua, as she stated:

“Yes, I ever did that when I was teaching narrative text. As far as I see, most of the folklore or legend stories in the textbooks are from the west of Indonesia like in Java and Sumatra. So, I modified the cultural content by exposing Papuan folklore that I took from the book published by Balai Bahasa Papua. It is really helpful for me”. (M/Teacher 1/App.3)

This statement is clarified by showing the folklore book that the teacher used in adapting the cultural content as follows:

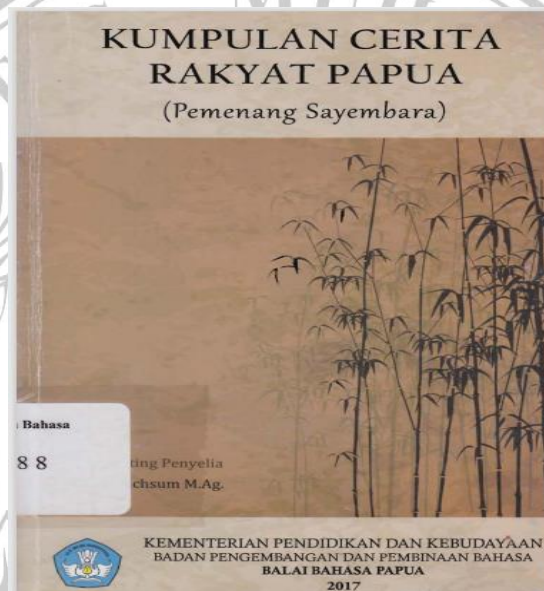


Figure 4.15 Book Cover of Papuan Folklore

Similarly, the teacher's interview feedback about the adaptation of written text and visual representation aligned with the idea that the target language was unfamiliar to the students. Additionally, it was crucial to present the cultural material that was relevant to the student's everyday life and culture, as stated by the teacher below:

“I adapted the descriptive text and the visual representation because the students sometimes asked about the picture of the text and what it looked like. I often adapt descriptive texts to suit students' needs, such as describing local tourism objects like Kali Biru or Pantai Pasir Dua. I tried to adapt some places outside Java Island and change them into places in Papua. It is constructive because English is a new language for them, and they need prior knowledge of the text”. (YD/Teacher 3/App.5)

Furthermore, there were no traditional foods from the eastern region of Indonesia that were presented. According to the interview findings, English teachers in Keerom Regency said that they used cultural elements related to local cuisine in their teaching. Specifically, they introduced traditional Papuan dishes such as sago and *Papeda Ikan Kuah Kuning* when teaching students about procedural text.

“It was not too difficult for me because the textbooks included so many cultural elements, such as food, tradition, dance, etc. If I found a cultural element from outside of Papua, I modified the cultural content. For example, I introduced sago as one of the sources of carbohydrates that differs from other places in Indonesia”. (M/Teacher 1/App.3)

Another English teacher expressed a similar idea. She said:

“When teaching procedural text, I asked the students to make food they usually eat, such as papeda ikan kuah kuning and explained how to make it”. (SS/Teacher 2/App.4)

Essentially, the cultural content in the textbooks is predominantly adapted to align with the local culture, as it mainly originates from the western part of Indonesia.

4. Student’s Response toward the Cultural Content Adaptation

The interview results provided insights into the students' attitudes about incorporating cultural content in textbooks by highlighting their connection to local cultures. The majority of the participants indicated that the student's feedback was positive. The teacher expressed:

“The response was positive. Some students already know the folklore stories. So, I asked them to tell the stories to their friends. After that, I compared the story version of my students with the real story. I heard much excitement from the students because they felt related to the stories”. (M/Teacher 1/App.3)

A different English teacher expressed the same information.

“The response was good and enhanced the student's interest in learning English because the content is close to them, and they have prior knowledge about it”. (SS/Teacher 2/App.4)

Another English teacher further clarified the topic. She said:

“The response was positive. Some students already have the prior knowledge. So, the students do not find it very difficult to understand the material”. (YD/Teacher 3/App.5)

According to the statements above, the student's response to the cultural adaptation inside the EFL textbook was positive and it increased their enthusiasm for learning English.

In summary, it was proven that English teachers in Keerom Regency who used the government-published EFL Textbook, adapted the cultural content by changing and modifying it. Furthermore, the cultural content was changed and modified based on the student's needs and the cultural background.

4.3 DISCUSSION

The following discussions are based on the research questions: 1) What cultural information does the EFL Textbook: Work in Progress contain?, 2) What cultural elements does the EFL Textbook: Work in Progress contain?, and 3) How do teachers adapt the cultural material in the EFL textbooks to suit the classroom environment?. The three research questions are discussed in full below.

4.3.1 Cultural Information in EFL Textbook: Work in Progress

The findings indicated that out of the eight pieces of cultural information, five were incorporated in the EFL Textbook: Work in Progress. Writing tasks were significant cultural aspects accompanied by visual illustrations and relevant text. As previously said, the writing task was ranked at the top. Sitoresmi (2017) stated that writing task involves activities such as gap-filling, phrase composition, or dialogue completion that incorporate components of culture. The writing activities in this research were well-balanced, encompassing gap-filling, sentence drafting, and conversations. Furthermore, the writing work was mostly focused on aspects of person and product culture, such as well-known individuals, cuisine, and entertainment.

Subsequently, visual illustration is the second primary aspect of cultural information in the EFL Textbook: Work in Progress. According to Sitoresmi (2017), visual illustration refers to a visible representation that depicts a specific culture. The researcher discovered that the majority of the visual drawings were primarily characterized by the presence of human and product culture. According

to Yuen (2011), the elements of culture involve two components: the product and the people. The product and people culture items consist of photographs of popular individuals such as Cristiano Ronaldo, Greysia Poli, and Leani Oktia Ratri. Additionally, there are photographs of Indonesian traditional food including Aceh Noodles, Crispy Deep-fried Prawn Ulakan, *Es Pisang Ijo*, *Cendol*, *Gado-Gado*, *Tinutuan*, *Rujak*, and *Pempek*. The visual depiction in this EFL textbook may have practical value or simply serve as a decorative illustration.

Derakhshan (2024) discovered that several graphics in EFL textbooks had limited textual references or lacked specificity, serving largely as decorative elements. Weninger & Kiss (2013) also support this view, as they discovered that images in this textbook were primarily used for decorative purposes, rather than serving a functional role in presenting cultural knowledge alongside texts and pedagogic tasks, as suggested by the semiotic approach. On the contrary, Derakhshan (2024) emphasized that just replacing current textbook images with purportedly more culturally relevant visuals will not significantly increase students' consciousness and awareness of cultural concerns. For culturally engaged images to have an impact, instructors and students need to have discussions on cultural representations and content. These discussions should focus on revealing the many impacts of culture and language.

Moreover, the EFL Textbook: Work In Progress assigned the third level of significance to informative text within the realm of cultural information. Informative writing imparts readers with knowledge about a specific culture. This EFL textbook often presents instructive text accompanied by images and writing activities. Unsurprisingly, cultural knowledge is mostly found in three main sources: written tasks, visual representations, and informative tasks. However, educational writings are predominantly influenced by worldwide culture rather than the culture they are intended for. Alptekin (2002) argued that textbooks should incorporate both native and non-native discourses to foster the development of effective bilingual individuals with intercultural communicative competence (ICC), which is an important educational objective.

Furthermore, these three cultural pieces of information were not presented separately, as is often the case in instructive texts when images and written content are typically combined. The simultaneous presence of images, text, and tasks is anticipated to offer cultural content that is more useful. However, the integration of image-text-task co-instantiation in this EFL Textbook was still deficient and requires significant development. In addition, the cultural burden is also imbalanced due to the uneven distribution of source culture, target culture, and worldwide culture.

4.3.2 Cultural Element in EFL Textbook: Work in Progress

The findings indicated that four out of seven cultural elements were incorporated in the EFL Textbook: Work in Progress. Art and literature played a significant role in the culture, along with social organization, customs, and traditions. The EFL Textbook explores cultural components such as social organization, customs and traditions, religion, language, arts and literature, form of government, and economic system (Brown, 2001) in Sitoresmi (2017). The sections in this EFL textbook can be described as lacking cultural aspects due to an imbalance in the representation of cultural elements.

Moreover, art and literature, which have the most prominent position in this EFL Textbook, were mentioned only six times concerning Indonesian and European literature. Art and literature encompass several forms of creative expression, including dance, theater, literature, music, sculpture, architecture, painting, and drawing. The representation of art and literature is currently deficient and unbalanced due to the inadequate portrayal of diverse sources and worldwide cultures. Furthermore, it is lamentable that Indonesian Literature is inadequately represented and lacks sufficient information.

Furthermore, social organization was subordinate to art and literature. Social organization refers to how a culture partitions society into smaller, distinct groups. This EFL textbook illustrates social organization through the depiction of social classes based on occupation and lineage. Regarding employment, the

textbooks introduced a renowned athlete, who is also referred to as a cultural product. In terms of ancestry, the presentation of names might vary depending on whether the person's name belongs to an international culture, such as LeBron James and Cristiano Ronaldo.

Custom and tradition are ranked third, representing the cultural norms and practices that signify how individuals are treated. The EFL textbook showcases Indonesian traditional food as a cultural artifact through visually appealing visuals. However, the photos are not consistent with the accompanying content. Overall, the cultural elements in this EFL textbook lack a balanced representation of the source, target, and foreign cultures.

Previous researches have also identified an imbalance between the source culture, target culture, and worldwide culture in EFL textbooks. Alshenqeeti (2020) uncovered the imbalance in cultural representation found in the commonly utilized EFL textbook, "Total English". The source culture was significantly underrepresented compared to the target and foreign cultures in the contents. In addition, Li et al. (2023) discovered that there has been a lack of focus on the multimodal portrayal of culture. Language textbooks also fail to offer a comprehensive range of resources for learners to engage with both native and target cultures. An unequal portrayal, in addition, can result in learners developing a stereotyped or overly generalized comprehension of their own culture.

4.3.3 Cultural Content Adaptation toward The EFL Textbook: Work in Progress

The study revealed that teachers in Keerom Regency utilized the government-issued EFL textbook as a primary resource during instruction. Additionally, teachers demonstrated their adaptability by modifying and adjusting the cultural content to align with the local culture and cater to the students' cultural background.

The teachers utilized government-issued EFL textbooks while customizing the cultural material through alterations and adjustments. The findings are further corroborated by earlier investigations. Zare-ee & Hejazi (2018) stated that EFL

teachers in Iranian university utilized two types of EFL textbooks: one developed within the country and the other published internationally by English Language Teaching (ELT) publishers. The study found that the ratings for adopted textbooks were superior to those for locally-developed textbooks.

Furthermore, Mede & Yalçın (2019) discovered that novice teachers commonly employed the method of modifying the material in EFL textbooks as their preferred adaptation strategy. This involved making modifications to the classroom setting and altering the speaking assignments. Consequently, teachers in Keerom Regency adapt the cultural curriculum to align with the local culture. Yoboué & Michel (2018) discovered that teachers create their instructional materials based on their particular circumstances and the needs of their students.

Moreover, a study conducted by Ahamat & Kabilan (2022) revealed that teachers in rural areas employ an adaptation strategy by simplifying and modifying texts to enhance comprehension. This includes altering certain content to align with the local context, thereby enabling students to grasp the discussed topics more effectively. Consequently, teachers in Keerom Regency incorporated Indigenous cultural elements into the educational process by introducing local cuisine and sharing relevant local folklore with students in Papua.

This study discovered that the EFL Textbook: Work in Progress, which was developed by the government, mostly promotes the outward culture rather than the inward culture. This discovery is consistent with certain previous studies. The study conducted by Song (2013) found that the EFL textbook exhibits a preference for American English and culture, hence perpetuating social disparities related to race, country, and gender. This preference is evident in the overrepresentation of mainstream white American males, while other groups are underrepresented.

In addition, a study conducted by Lu et al. (2022) revealed that the dominant cultures in the inner circle countries (BANA: Britain, Australasia, and North America) overshadowed the representation of Chinese culture in the textbooks used. This lack of cultural heritage or cultural poverty among first-language users of these textbooks may result in cultural aphasia, a decline in

cultural identity, or the erosion of cultural sustainability. Therefore, according to the study conducted by Li et al. (2023), it was discovered that the EFL textbook does not adequately provide the cultural aspects that are essential for promoting awareness and representing national identity in the context of international and multicultural communication.



V. CONCLUSION AND SUGGESTION

5.1. Conclusion

This study attempts to examine the cultural content and cultural elements present in the EFL textbook titled “Work in Progress”. Furthermore, how teachers in Keerom Regency modified the cultural material in the EFL Textbook published by the government. The study has demonstrated that the cultural elements in the EFL Textbook: Work in Progress are reinforced through various means such as writing tasks, visual illustrations, informational texts, sound recordings, and foreign perspectives and opinions. The frequency of these cultural content was significantly restricted and not evenly distributed. The written activity is typically accompanied by visual illustrations and serves as an informational assignment of utmost importance. The display of culture in different forms prominently displays its origin and global influence. One could argue that there is an imbalance in the amount of cultural elements between the source culture, target culture, and worldwide culture. Therefore, the authors of the EFL Textbook: Work in Progress appeared to emphasize the global culture rather than the specific culture they were targeting.

Material developers and teachers can derive instructional implications from this. Developers should carefully consider the selection of cultural features preferred by both learners and teachers. Moreover, the teacher should utilize the additional materials in cases when there is a discrepancy between the learner’s cultural interests. These supplemental materials are intended to enhance learner engagement in culture-related tasks and activities.

5.2. Suggestion

The researcher provides suggestions about the incorporation of cultural material in EFL textbooks. It is recommended that teachers enhance learners’ cultural awareness by not only introducing cultural information but also providing a thorough understanding of it in the EFL textbook. Furthermore, publisher needs to prioritize establishing a balanced representation of cultural diversity in EFL textbooks, as well as ensuring an equitable distribution of local cultural content from all regions in Indonesia. Finally, it is recommended that future researchers

do a thorough cultural content analysis to enhance the existing knowledge and provide significant insights for the publisher.



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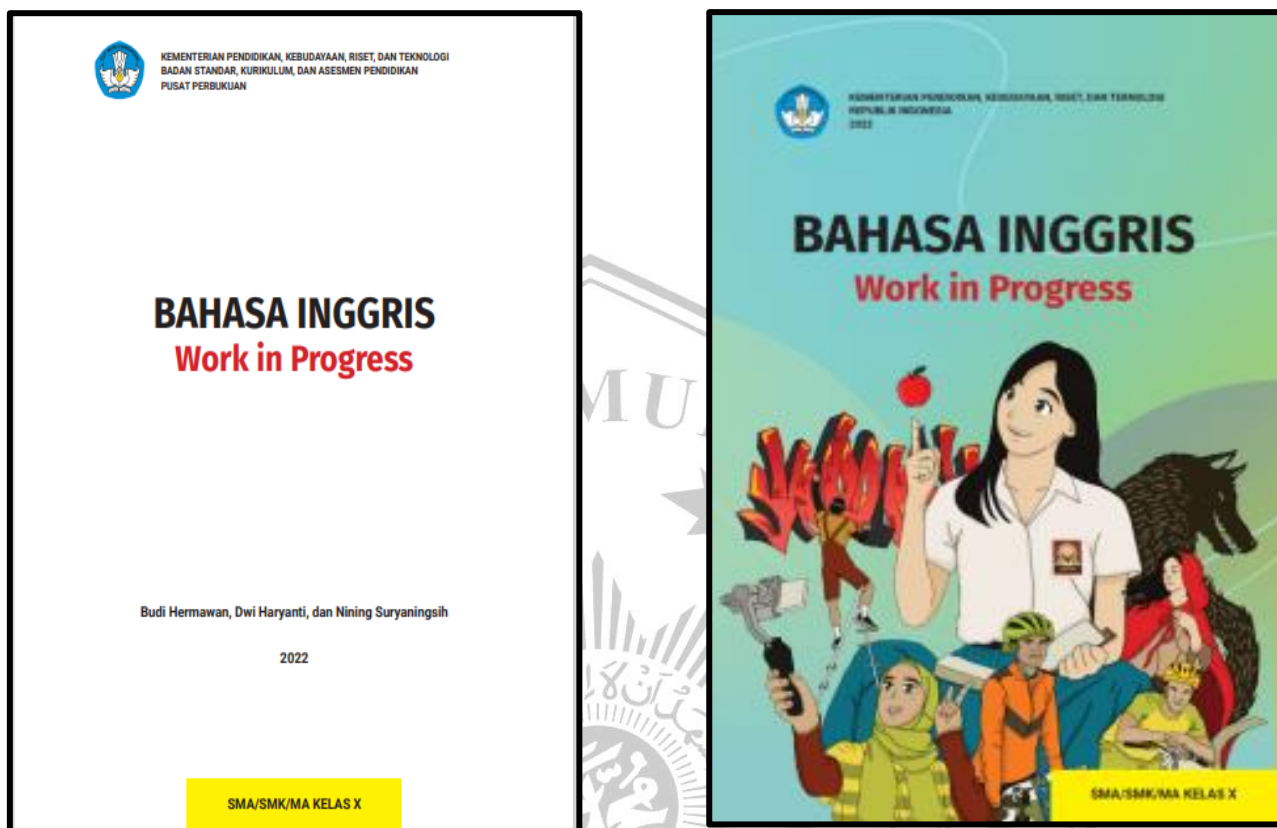
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APPENDICES

Appendix 1 Book Cover of Government-Published EFL Textbook: Work in Progress



Appendix 2 Number of Cultural Information and Elements of Culture in Work in Progress

Unit	Cultural Information								Elements of Culture							
	IN	WR	VIS	DI	RE	ID	SO	FO	SOC	CUS	REL	LA	ARL	FOG	ECS	
1	3	4	3	0	0	0	1	0	2	0	0	0	2	1	0	
2	0	1	2	0	0	0	1	0	0	1	0	0	0	1	0	
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4	0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	
5	2	2	2	0	0	0	1	0	0	0	0	0	2	0	0	
6	2	2	2	0	0	0	1	0	0	0	0	0	2	0	0	
Total	7	11	9	0	0	0	5	0	2	2	0	0	6	2	0	
%	21%	32%	26%	0%	0%	0%	15%	6%	17%	17%	0%	0%	50%	17%	0%	

Appendix 3 Transcript of Interview Questions Teacher 1

Interviewer: Nadrah Nuriah

Interviewee: English Teacher 1

My name is Nadrah Nuriah. Currently, I am a student at the University of Muhammadiyah Malang. My major is in Magister of English Education. I am going to interview by asking several questions related to the perception of English teachers in Keerom Regency toward the use of government-published English textbooks and how the teachers adapt the cultural content of the textbooks. To participate in this research, you must be an English graduate and teach English in Keerom Regency with teaching experience of at least three years. This interview will be conducted for around 15 to 30 minutes and your identity will be hidden. I would like to say thanks for your participation and I hope this research will be useful for us in the future.

Teachers' Interview

1. For the first question, could you please mention your name, school, what grade you teach, and how long you have been teaching English in your school?

Answer: My name is M. I teach English in SMAN 2 Skanto for tenth and eleventh grade, and I've been teaching there for almost ten years.

2. What is your opinion about the government-published English textbooks? Is it good?

Answer: I think the government-published English textbooks are already good. They help me as a teacher, and I use them as references in teaching in my class.

3. In teaching English, do you use a single textbook for reference, or do you need another textbook?

Answer: We cannot use only one English textbook as our reference because we need to match the student's needs. The references are not always from the textbooks; I usually look for other references on the internet.

4. What do you mean by suiting the English textbooks to the students' needs?

Answer: Most of the content in the government-published English Textbook uses the West Indonesian background, so we must modify it to better understand the students. For example, the textbooks use visual representations or pictures. If I give pictures of a train that does not exist here, the students will imagine how it looks and how it works, so I prefer to use content related to the situation here in Papua.

5. Do you find it difficult to determine the cultural element in government-published English textbooks?

Answer: It was not too difficult for me because the textbooks included so many cultural elements, such as food, tradition, dance, etc. If I found a cultural element from outside of Papua, I modified the cultural content. For example, I introduced sago as one of the sources of carbohydrates that differs from other places in Indonesia.

6. Have you ever adapted another cultural element to suit the culture where you teach English?

Answer: Yes, I ever did that when I was teaching narrative text. As far as I see, most of the folklore or legend stories in the textbooks are from the west of Indonesia like in Java and Sumatra. So, I modified

the cultural content by exposing Papuan folklore that I took from the book published by Balai Bahasa Papua. It is really helpful for me.

7. How do you adapt the cultural content in the government-published English textbooks?

Answer: I adapted the cultural content in the English textbooks by changing and modifying the writing text based on the students' cultural backgrounds. I also added the writing task based on the written text. I took the written text based on the local culture here. However, I also exposed some famous folklore or legend like the story of Bawang Merah and Bawang Putih because they need to learn the generic structure and the language features of the text. Mostly, I exposed them to the local folklore or legend.

8. How's the student's response toward the local cultural content adaptation?

Answer: The response was positive. Some students already know the folklore stories. So, I asked them to tell the stories to their friends. After that, I compared the story version of my students with the real story. I heard much excitement from the students because they felt related to the stories.



Appendix 4 Transcript of Interview Questions Teacher 2

Interviewer: Nadrah Nuriah

Interviewee: English Teacher 2

My name is Nadrah Nuriah. Currently, I am a student at the University of Muhammadiyah Malang. My major is in Magister of English Education. I am going to interview by asking several questions related to the perception of English teachers in Keerom Regency toward the use of government-published English textbooks and how the teachers adapt the cultural content of the textbooks. To participate in this research, you must be an English graduate and teach English in Keerom Regency with teaching experience of at least three years. This interview will be conducted for around 15 to 30 minutes and your identity will be hidden. I would like to say thanks for your participation and I hope this research will be useful for us in the future.

Teachers' Interview

1. For the first question, could you please mention your name, school, what grade you teach and how long have you been teaching English in your school?

Answer: My name is SS; I teach English in MAN Keerom for tenth and twelfth grade. I've been teaching in MAN Keerom for three years.

2. What is your opinion about the government-published English textbooks? Is it good?

Answer: I think, the government-published English textbooks are already good but I don't use them as the main reference. For me, the reading passage and the written text in the government-published English textbooks are too much with a limited explanation about the material that the students need to know and achieve. So, I chose and sorted based on the students' needs.

3. In teaching English, do you use a single textbook for reference or do you need another textbook?

Answer: I use another English textbook from Intan Pariwara publisher as the students use it in the learning process. The book is simpler than the government-published English textbook. So, it is easier to understand by the students.

4. Do you find it difficult to determine the cultural element in government-published English textbooks?

Answer: No, it is not too difficult but as far as I know, cultural content in the government-published English textbooks is dominated by Indonesian culture rather than international culture.

5. Do you think that it is important to adapt the cultural content from the international culture?

Answer: Yes, I think it is really important. It depends on the norm whether it is good or not to expose the cultural content for the students.

6. How about adapting the local cultural content? Have you ever adapted another cultural element to suit the culture where you teach English?

Answer: Yes, I ever did that. I adapted one of the folklore stories in Keerom Regency about the history of Keerom by changing the whole narrative text and following the generic narrative structure to suit the local cultural content. When teaching procedural text, I asked the students to make food they usually eat, such as papeda ikan kuah kuning and explained how to make it.

7. How do you adapt the cultural content in the government-published English textbooks?

Answer: I adapted the cultural content in the English textbooks by seeing the existing example changing the written text based on the students' cultural background.

8. How's the student's response toward the local cultural content adaptation?

Answer: The response was good and enhanced the student's interest in learning English because the content is close to them, and they have prior knowledge about it.



Appendix 5 Transcript of Interview Questions Teacher 3

Interviewer: Nadrah Nuriah

Interviewee: English Teacher 3

My name is Nadrah Nuriah. Currently, I am a student at the University of Muhammadiyah Malang. My major is in Magister of English Education. I am going to interview by asking several questions related to the perception of English teachers in Keerom Regency toward the use of government-published English textbooks and how the teachers adapt the cultural content of the textbooks. To participate in this research, you must be an English graduate and teach English in Keerom Regency with teaching experience of at least three years. This interview will be conducted for around 15 to 30 minutes and your identity will be hidden. I would like to say thanks for your participation and I hope this research will be useful for us in the future.

Teachers' Interview

1. For the first question, could you please mention your name, school, what grade you teach and how long have you been teaching English in your school?

Answer: My name is YD; I teach English in SMA Pembangunan 6 Yapis Keerom for tenth grade. I've been teaching in SMA Pembangunan 6 Yapis Keerom for almost five years.

2. What is your opinion about the government-published English textbooks? Is it good?

Answer: I think, the government-published English textbooks are already good as the reference in teaching English. However, it is quite difficult for the students in my school. I only use this book as a reference for teaching and I made a learning module with simple material.

3. In teaching English, do you use a single textbook for reference or do you need another textbook?

Answer: For now, I made my own learning module for the students because if I use government-published English textbooks, the students will find it very difficult to understand the material. I modify the material in the textbook based on the students' needs.

4. Have you ever adapted cultural elements to suit the culture where you teach English?

Answer: Yes, I ever did that when I was teaching narrative text. The stories in the textbooks are mostly from outside of Papua. So, I took one or two stories from Papua.

5. What kind of cultural information did you adapt?

Answer: I adapted the descriptive text and the visual representation because the students sometimes asked about the picture of the text and what it looked like. I often adapt descriptive texts to suit students' needs, such as describing local tourism objects like Kali Biru or Pantai Pasir Dua. I tried to adapt some places outside Java Island and change them into places in Papua. It is constructive because English is a new language for them, and they need prior knowledge of the text.

6. How do you adapt the cultural content in the government-published English textbooks?

Answer: I adapted the cultural content in the English textbooks by modifying the cultural content in the textbook. I didn't change the existing text but I exposed them to the text related to the local cultural content at first.

7. How's the student's response toward the local cultural content adaptation?

Answer: *The response was positive. Some students already have the prior knowledge. So, the students do not find it very difficult to understand the material.*

8. What is your expectation for the upcoming government-published English textbooks?

Answer: *I hope that the text and pictures represent the west of Indonesia. The material can be from the East of Indonesia. From what I have seen, there is no historical patriots of Papua are represented in the English textbooks.*



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