CULTURAL CONTENTS OF ENGLISH TEXTBOOK *"ENGLISH FOR NUSANTARA, BAHASA INGGRIS WHEN ENGLISH RINGS A BELL 7, AND ENGLISH IN MIND"* FOR 7TH GRAGE OF JUNIOR HIGH SCHOOL IN MUHAMMADIYAH SCHOOL OF SURABAYA

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
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2025

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PREFACE

All praise is due to Allah SWT for guiding and facilitating the researcher, which enabled the successful completion of this thesis after undergoing several revisions to be submitted as partial fulfillment of the requirements for the Master In English Language Education (S2) in Universitas Muhammadiyah Malang. The researcher selected the theme of Cultural content analysis and cultural values present in the government-published English textbook, employing qualitative methods with a descriptive analysis approach. The discussion offered in this study pertains to the cultural types and cultural values included therein. Based on the content analysis conducted, the conclusions are as follows: the English for Nusantara textbook encompasses three types of culture, with the dominant source culture, and the cultural values presented align with the learning outcomes of the participated curriculum, specifically the six dimensions of the Pancasila Student Profile.

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Lamongan, 27 January 2025
The Researcher

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LETTER OF STATEMENT

The undersigned:

Name : **ANAS EFENDI**

NIM : **202310560211006**

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Hereby, declare that :

1. The thesis entitled : **CULTURAL CONTENTS OF ENGLISH TEXTBOOK *"ENGLISH FOR NUSANTARA, BAHASA INGGRIS WHEN ENGLISH RINGS A BELL 7, AND ENGLISH IN MIND"* FOR 7TH GRAGE OF JUNIOR HIGH SCHOOL IN MUHAMMADIYAH SCHOOL OF SURABAYA**

   is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE**

   and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

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

Malang,20 January 2025

er,

ANAS EFENDI

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ABSTRACT

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The purpose of this study is to determine the cultural content and cultural values of the textbooks "English for Nusantara, English When English Rings A Bell 7," and "English In Mind" for grade 7 junior high school students in Surabaya, Indonesia. The purpose of this study is to understand the extent to which the textbooks integrate the cultural values of the source language, target language, and international language. In addition, the study also investigates how cultural values and language relations are implemented in the teaching and learning process. The method used is qualitative method with several instruments consisting of the Design of the Study, the Research Subject, Data Collection, Instruments to Collect the Data, Data Analyses, and all data to discover, gather, and aggregate the data. The results show that the textbook emphasizes the target culture, which reflects the culture of the English-speaking nation. With the results obtained, it is recommended that this textbook can be used as a learning medium, either independently or together with other textbooks that are in accordance with the applicable curriculum.

Keywords : textbooks, cultural content, cultural values, kind of culture.

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ABSTRACT

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Tujuan dari penelitian ini adalah untuk mengetahui konten budaya dan nilai-nilai budaya dari buku teks "Bahasa Inggris untuk Nusantara, Bahasa Inggris Ketika Bahasa Inggris Berbunyi 7," dan "English In Mind" untuk siswa kelas 7 SMP di Surabaya, Indonesia. Tujuan dari penelitian ini adalah untuk memahami sejauh mana buku-buku pelajaran tersebut mengintegrasikan nilai-nilai budaya dari bahasa sumber, bahasa target, dan bahasa internasional. Selain itu, penelitian ini juga menyelidiki bagaimana nilai-nilai budaya dan hubungan bahasa diimplementasikan dalam proses belajar mengajar. Metode yang digunakan adalah metode kualitatif dengan beberapa instrumen yang terdiri dari Desain Penelitian, Subjek Penelitian, Pengumpulan Data, Instrumen untuk Mengumpulkan Data, Analisis Data, dan semua data untuk menemukan, mengumpulkan, dan menggabungkan data. Hasil penelitian menunjukkan bahwa buku teks tersebut menekankan pada budaya target, yang mencerminkan budaya bangsa yang berbahasa Inggris. Dengan hasil yang diperoleh, disarankan agar buku teks ini dapat digunakan sebagai media pembelajaran, baik secara mandiri maupun bersama-sama dengan buku teks lain yang sesuai dengan kurikulum yang berlaku.

Keywords : textbooks, cultural content, cultural values, types of culture.

I. INTRODUCTION

1.1 Background of the Study

English is the most commonly spoken language in the world. (Chen & Huang, 2022). Anyone who can communicate with foreign speakers in several crucial international situations would benefit immensely from knowing how to utilize English as an international language. Even today, success in the desired work in many aspects of life depends on the ability to communicate in English. English skills are important during a globalization period in ASEAN (Handayani, 2016). In addition, the Industrial Revolution's global community 4.0 has become a global society that is no longer divided by space and time because of its quick information and technological advancements. The world community becomes a society-one and indivisible world, resulting in mastering a foreign language, especially English, so that Indonesian people can interact with world citizens.

When learning a foreign language, pragmatic competency is a crucial consideration. Practical competency is required for efficient cross-cultural communication. Students' language is appropriate and socially acceptable, demonstrating their pragmatic skills, according to (Koike, 1989). Pragmatic competence refers to "the speaker's understanding and application of suitable and courteous guidelines that determine how the speaker will perceive and create speech acts." Therefore, pragmatic competence is crucial to successful communication in EFL/ESL contexts. (Wang et al., 2021)

When dealing with cross-cultural communication, students must acquire more excellent proficiency in English to engage with the contemporary world, particularly during their education at school. Moreover, recently, schools have had many ways of learning and teaching methods to upgrade the students' English skills, and they cannot be separated from the textbook. In this instance, English textbooks impart values like morals, character, and cultural values in addition to linguistic proficiency. (Khoirunnisa et al., 2021). Essentially, Culture plays a significant role in teaching foreign languages. It intertwines the language and Culture (Sulistiyo et

al., 2021). Furthermore, utilizing a foreign language without an understanding of its Culture may result in a breach of cultural norms that leads to miscommunication. Therefore, cultural learning is essential for language proficiency. (Hosseinzadeh et al., 2022), Language teachers can also coin various cultural content for students through textbooks. Some researchers have discussed cultural contents in the textbook using various theories like Byram's (2008) (Hosseinzadeh et al., 2022) intercultural dimension in language teaching (Cortazzi, M. and Jin, 1999) cultural categories and Moran" 's (2001) dimension of Culture. Those theories help distinguish cultural content in the textbook, but the content was only viewed from one theoretical view.

Culture is a system or manner of living established by a particular group of individuals and transmitted to the subsequent generation. Culture is very important in learning English for students; by knowing other cultures, they will be motivated to learn. Incorporating cultural values in learning English fosters students' enthusiasm for acquiring knowledge since, on a psychological level, students perceive a greater connection to their everyday experiences. (Emiliasari, 2019). It means that applying cultural values in English language learning is important in supporting character education. English teachers are advised to be more familiar with and understand the Culture around them, especially those in textbooks. Communication occurs in a context, and that context cannot be separated from Culture (Ryu, 2013).

Culture and communication are inextricably linked. Despite the fact that some researchers think that language learning resources are important for developing a successful teaching and learning process, Richards (2001) argues that materials are essential to most language instruction. Cultural content is the most important element that must be taught in language teaching to create an effective teaching and learning environment. (Theodoridis & Kraemer, n.d., 2003). This is due to the fact that it serves as the foundation for comprehending other components; as language constitutes one of the manifestations of Culture, teaching a language

without also addressing certain facets of its Culture would be challenging, if not unfeasible. (Stroupe et al., 2014).

One of the resources is a textbook. It can serve as an advantageous instrument for students to obtain and assimilate national knowledge and global perspectives, which can help them build their cultural awareness and sense of self. Culture is often defined by national wisdom and worldview (Hermawan & Noerkhasanah, 2012). Merdeka Curriculum places a significant emphasis on local content, including regional Culture, within the textbooks utilized in Indonesian educational institutions. Present statistics indicate that numerous English as a Foreign Language (EFL) textbooks employed in Indonesian schools either lack local content or do not provide a balanced representation of the target language's culture.

To remedy this deficiency, it is essential for EFL textbooks utilized in Indonesian schools to incorporate additional local content in conjunction with the target language culture. By doing so, students can develop a deeper understanding and appreciation of their cultural heritage while also mastering English language skills. This approach enriches their cultural awareness and enhances their sense of identity and belonging within a global context. Moreover, aligning with the principles of Curriculum Merdeka, which emphasizes local wisdom and worldviews, ensures that education not only imparts language proficiency but also fosters a well-rounded development of students as informed global citizens. Therefore, efforts to enrich EFL textbooks with local content are pivotal in achieving these educational goals and nurturing cultural diversity in Indonesian classrooms. Foreign language textbooks, especially English that integrate the cultural varieties and values of the source language with the target language and other international languages are not easy. One or two of the language varieties and cultural values mentioned above can be found in many textbooks. Different types of textbooks should be prepared by considering all kinds of cultural values, both at home and abroad, as well as in the cultures of the source and target languages.

Teachers should evaluate the textbooks they use in their classes because of the significance of cultural content. In this case, the researcher chooses three of the textbooks used in one of the public Junior high schools in Surabaya: *English for Nusantara, Bahasa Inggris When English Ring Bell 7, and English in Mind*. Those books were chosen because they are used in Favorite schools in Surabaya. In addition, the textbook conveys specific cultural values through texts, recordings, and images.

Nowadays, textbooks remain fundamental in schools, providing structured learning and teaching methods to improve students' English proficiency. It is inseparable from textbooks. Textbooks, specifically English textbooks, not only instruct in language skills but also impart values such as morals, character, and cultural norms. (Khoirunnisa et al., 2021). Culture plays a significant role in the instruction of foreign languages. This interconnection results in a relationship between language and Culture. (Sulistiyo et al., 2021). In addition, utilizing a foreign language without an understanding of the Culture may result in breaches of cultural norms, which can lead to miscommunication. Consequently, cultural education is crucial in language acquisition, as language instructors can offer a range of cultural content to students via textbooks. Some researchers have discussed cultural content in textbooks by using various theories such as intercultural dimensions (Byram, 2008) in language teaching, (Cortazzi, M. and Jin, 1999) cultural categories, and Moran's (2001) cultural dimensions. These theories are helpful in distinguishing cultural content in textbooks, but the content is only seen from one theoretical view (Riadini & Cahyono, 2021)

‘English for Nusantara,’ “Bahasa Inggris When the Bell Rings 7," and "English in Mind" are a series of English textbooks designed for Indonesian students. Each book has a unique focus and approach to developing English language skills. Each of these three books has a distinct function in Indonesian English instruction. 'English for Nusantara' focuses on local relevance, and 'Bahasa Inggris When the Bell Rings 7' emphasizes basic skills through interactive methods. At the same time, 'English in Mind' provides a broader international perspective

that aims to improve communicative competence among teenagers. Together, they make a significant contribution to the development of English language skills among Indonesian students.

Researchers from the Centre for Curriculum and Bookkeeping and the Ministry of Education selected new English textbooks to conduct a content study on cultural values in them. The study's target audience is seventh-grade junior high school students, and the aim is to understand the extent to which the textbook integrates cultural values from the source language, target language, and international language.

Regarding the three textbooks, several literature textbooks have several benefits.

1. It assists in introducing and promoting Nusantara classic children's literature to children throughout Indonesia, which comprises oral storytelling traditions, tembang dolanan, and traditional literature. (Gareis et al., 2009).
2. Literature, especially novels, is motivating and authentic, making it a powerful tool for teaching English (Supartinah, 2013). Additionally, literature in English as a Foreign Language (EFL) has been proven to have numerous benefits, but its usage in EFL course books has declined over the years (Skela, 2014)
3. Literature-based materials can capture learners' attention and make learning more meaningful by connecting content to real-life situations in an artistic way (Idapalapati, 2012)
4. Overall, using literature in textbooks can enrich cultural knowledge, enhance language skills, and provide students an engaging and authentic learning experience.

Based on the explanation above, the researcher is interested in analyzing the cultural values in the textbooks intended for seventh-grade of junior high school students. The researcher chose the books because they are the latest textbook published by the Centre for Curriculum and Bookkeeping, the latest English

textbook used by many public schools, and the results of this evaluation will be taken into consideration in improving English textbooks used in schools.

Previous research has explored various aspects of English textbooks used in education. (Johan et al., 2022) analyzed speech acts in the "English for Nusantara" textbook, focusing on the concept of speech acts in pragmatics. (Drozd, 2010) examined Indonesian cultural values contained in English textbooks on the Merdeka Belajar curriculum in junior high schools, identifying cultural elements. (Pasaribu et al., 2021) Analyzed the writing materials and activities in the "Bahasa Inggris When English Rings A Bell" textbook, focusing on the presentation of materials and student tasks. (Johan et al., 2022) also an

alyzed the English textbook "English in Mind Second Edition" based on the Merdeka curriculum, finding a distribution of learning outcomes (41% listening-speaking, 31% reading-seeing, 28% writing-presenting) that showed curriculum balance. (Idris, 2023) conducted a character education content analysis in the "English for Nusantara" textbook for grade VII students, focusing on reading and conversation texts, and recommended further research on the implementation of character in the teaching process.

This study differs from previous studies because it focuses on analyzing the integration of cultural values between the source language, target language, and international language in textbooks for grade VII. In addition, this study also investigates how cultural values and language connections are implemented in the teaching and learning process.

1.2 Research Questions

Based on the above phenomenon, several problem formulations can be formulated, including:

(a). What types of cultures are found in the English textbook "*English for Nusantara, Bahasa Inggris When the Bell Rings 7 and English in Mind*" for grade seven junior high school published by the Ministry of Education?

(b). What values of cultural are found in textbooks of "*English for Nusantara, Bahasa Inggris When the Bell Rings 7 and English in Mind*" for grade seven junior high school?

1.3 Significance of the Study

The importance of this research, according to the above description, is:

a) for instructors and students. For teachers and students to concentrate on aspects of language and Culture teaching other than language instruction, this study attempts to inform them about cultural values. By comprehending the distribution of cultural values in educational materials and enhancing awareness regarding the necessity of selecting books with greater care, this study can help English teachers in teaching language and Culture.
b) For textbook writers: The findings from this study should help textbook writers write more carefully and selectively to promote positive values and ignore harmful elements that can negatively impact readers, especially students. Textbook writing should promote moral principles that are consistent with the student profile of Pancasila.
c) Other researchers who want to conduct follow-up or relevant research can use it as a resource.

II. LITERATURE REVIEW

This chapter explains the detail theories that support the research. It includes content analysis, the textbook, features of the textbook, culture, and types of culture found in textbooks.

2.1 Textbook

One of the most significant instruments to facilitate the teaching-learning process is textbooks. (Emily & Mclaughlin, 2014). Textbooks are the most obvious and common teaching aid for language learning (Brown, n.d., 2014). According to Canh (2016), textbooks are common tools used by teachers around the world to help students and provide instruction and structure

for themselves when teaching at the class or outside the class especially in Surabaya. The fundamental objective of the textbook is to engage students' interest and inspire them to pursue further understanding of the material they are examining.

Textbooks additionally encompass guidelines and directives intended to enhance student learning. As a result of this, students from various schools are now able to access textbooks. Students who possess the same textbook are considered to have access to comparable educational resources, learning activities, and review materials.

Textbooks provide the basic information covered in a language learning course. They are meant to be the main source of information for students during the course and contain all the information needed in one book. The book usually covers the following topics: functions, reading, writing, speech, grammar, pronunciation, dictionary, and speaking.

It can be concluded that textbooks function as the principal source of information for educators and pupils. They are furnished with reference materials and sources of content for ideas and activities, thereby facilitating students' learning for the advantage of the textbook itself.

2.2 Content Analysis

Content analysis represents a research methodology designed to extract reliable and precise inferences from text to context. (Kruppendorff, 2004). Content analysis is a methodology utilized in research to identify and understand the material or what is included within the content of a textbook. In addition, as emphasized by Tharenou et al. (2007), Content analysis identifies and classifies specific forms of spoken and written messages while analyzing the material of publications. Content analysis can evaluate data through two methodologies: quantitatively or qualitatively, depending on the research question and the extent of knowledge regarding the subject matter.

Krippendorff (2004) states that diverse printed materials, including comic books, speeches, textbooks, and printed advertisements, are subject to content analysis. This study, which uses content analysis, focuses on analyzing the cultural content of the textbooks "English for the Nusantara," "Bahasa Inggris When The Bell Rings 7," and "English In Mind."

2.3 Characteristics Of Textbook

The characteristics of literature in English for Nusantara textbooks can be analyzed through various aspects, such as content, language, cultural representation, and visual appeal. Some key features include:

1. Content: Nusantara textbooks aim to provide students with a comprehensive understanding of English language and Culture. They cover essential topics such as grammar, vocabulary, listening, reading, speaking, and writing skills, as well as subject content and social and cultural values.(Adilah et al., 2023)
2. Language: The textbooks focus on developing students' language proficiency by emphasizing accurate language usage, including grammar, pronunciation, and vocabulary.(Adilah et al., 2023)
3. Cultural Representation: The textbooks incorporate local and target language cultures, reflecting the diverse cultural backgrounds of the students. This is important in fostering a sense of identity and understanding of the world around them. (Sapoetra, 2020)
4. Visual Appeal: The textbooks often include visual materials such as images, diagrams, and charts to support learning. These visuals are designed to be appealing, clear, and easy to understand for students.(Adilah et al., 2023)
5. Methodology: The textbooks employ various teaching methods and strategies to engage students in the learning process, such as interactive activities, games, and practical exercises.(Adilah et al., 2023)
6. Teacher's Book: The teacher's book, which accompanies the student's book, provides guidance on lesson planning, assessment, and classroom

management. It also offers suggestions for implementing the textbook in the classroom.(Adilah et al., 2023)

7. Practical Aspects: The textbooks include practical activities and exercises that allow students to apply the language and cultural concepts they have learnt in real-life situations.(Adilah et al., 2023)

Overall, the textbooks aim to provide students with a well-rounded and engaging learning experience that fosters their language proficiency and cultural understanding.

2.4 Culture

Culture may possess varying meanings for distinct professionals or educators. According to Kramsch (1998), Culture constitutes a membership within a discourse community that shares a collective social space and historical context, along with a common system of standards for perceiving, believing, evaluating, and acting. (Kilickaya, 1992). According to Tylor, culture is a complex system that includes knowledge, beliefs, arts, morals, laws, customs, abilities, and habits acquired by humans as members of society.(YV Bimantoro, 2023). According to Adedokun (2020), Culture has been described in many ways by different authors and individuals.(Huraerah et al., 2023)

Culture constitutes a distinctive pattern or lifestyle that is developed by a collective of individuals and transmitted to subsequent generations. Nowadays the process of globalization is also reflected in the information culture. That is, informatization is inextricably linked with the processes of globalization.(Abdurakhmonova et al., 2021). Culture is very important in learning English for students; by knowing other cultures, they will be motivated to learn. The implementation of cultural values in the process of learning English enhances students' eagerness for education, as, psychologically, students perceive a greater connection to their everyday experiences. (Emiliasari, 2019). This means that the application of cultural values in English language learning is important in supporting character

education. English teachers are advised to be more familiar with and understand the Culture around them, especially those in textbooks. Communication occurs in context, and that context cannot be separated from Culture (Ryu, 2013)

2.5 Kinds Of Culture In Textbooks

The classifications of Culture presented in textbooks are categorized into three distinct groups, namely source culture, target culture, and international target culture. (Mutiara Ayu, 2020). An explanation of the three cultural categories has been put forward by Cortazzi Jin with the following description:

Source Language Culture (SC)

An overview of the Culture of language learners can be found in publications about the Culture of the source language. While foreign languages highlight various Indonesian cultures, textbooks provided by the central government often depict a specific cultural era. Among them are cultures derived from languages of international communication.

Target language culture (TC)

A textbook may concentrate on one or two target language cultures, such as the United States and the United Kingdom, as components of an "inner circle" in the acquisition of the English language. This approach provides a comprehensive view of the target culture, covering themes of history, socio-politics, technology, religion, and aesthetics. However, this approach has been criticized for being too commercially focused.

International Language Culture (IC)

International language culture materials encompass cross-cultural resources from English-speaking nations or nations where English serves as an international language. The quality of engagement among students, texts,

and educators, in addition to the utilization of textbooks within the classroom, plays a significant role in determining the effectiveness of students' learning about diverse cultures and the development of cross-cultural competencies. The focus on cultural content encompasses social identity, social groups, social interaction, beliefs and behaviors, social and political institutions, as well as socialization and the life cycle. This perspective also includes social organization, traditions, customs, religion, language, art, literature, and political and economic systems. The selection of topics may not always match the chosen topic.

From the explanation above we can conclude that the difference of there cultural categories are :

The textbooks are analyzed based on three cultural categories:

a) Source Culture (SC) : Reflects the learners' own culture (Indonesian).

b) Target Culture (TC) : Represents cultures of English-speaking countries.

c) International Culture (IC) : Encompasses global cultural elements

2.6 Language and Culture

As mentioned in the discussion on "language and culture teaching as political education," Byram et al. (2008) Comparing things does not just mean emphasizing their differences and similarities to make them more salient. It also moves the conversation towards appreciating and accepting different viewpoints equally valid. Many researchers have also emphasized the absence of language and Culture in relation to learning English. (Choudhury, 2013).

It makes this topic a good starting point for researchers to look at various issues, such as how Culture is described and how it is included, drawn, and distributed in educational material used in classroom settings. (Hermawan & Noerkhasanah, 2012).

III. RESEARCH METHODOLOGY

This chapter delineates the methodologies employed by the researcher to discover, gather, and aggregate the data. It comprises the Design of the Study, the Research Subject, Data Collection, Instruments to Collect the Data, Data Analyses, and all data.

3.1 Design Of the Study

In this study, a qualitative method is implemented. As per Lumettu & Runtuwene (2018), Qualitative research aims to understand the phenomena encountered by the research subject, encompassing behavior, perception, motivation, and holistic actions, through the application of words and language in distinctive and natural contexts, utilizing a range of scientific methods.. The method used in this research is descriptive qualitative. The purpose of this study was to determine the cultural content of the material presented in the textbook and its relationship with Surabaya culture. Data was collected through documentation techniques. Documents can be writings and recordings made by someone that can be used to obtain information, (Sugiyono, 2013). This research uses content analysis techniques. Content analysis can be applied to various investigations, including the analysis of naturally occurring language. The objective of the study is to examine cultural content and to understand the values inherent in the cultural contents of the textbook; consequently, the findings may be more accurate.

3.2 Research Object

The objective of this study centers on the textbooks utilized by seventh-grade junior high school students. By taking the case study of Cultural Contents Of the English Textbook "English For Nusantara, Bahasa Inggris When The Bell Rings7, And English In Mind" For 7th Grade Junior High School In Muhammadiyah School Of Surabaya. To collect data, this study uses (Cortazzi, M. and Jin, 1999), Aliakbari's (2004) cultural categories, and Moran's (2001) cultural dimensions to look at cultural content from two theoretical points of view.

When analyzing the cultural content of textbooks such as "English for Nusantara," "English in Mind," and "Bahasa Inggris When the Bell Rings 7" for Grade 7 Junior High School in Surabaya, several factors might have influenced the choice of these specific texts and highlighted interesting aspect relevance and accessibility: "English For Nusantara": This textbook covers cultural topics from both local and global perspectives. It has drawings and paragraphs depicting numerous facets of Indonesian Culture, such as traditional clothes, festivals, and historical events. (çimen et al., 2020) "English In Mind": This textbook focuses on global cultural sources and offers diverse representations of many cultures. It contains visuals and paragraphs that show cultural differences and commonalities, therefore increasing intercultural understanding.(Pangestu et al., 2023) "Bahasa Inggris When the Bell Rings 7": This textbook focuses mostly on cultural information from the inner circle, with minor representation from the outer and extending rings. It contains visual representations and paragraphs that highlight cultural objects and persons. (çimen et al., 2020)

Therefore, the selection of the three books in this study is based on their broad coverage of various cultural group representations and coverage of local and global cultural materials. This allows the researcher to explore in depth how English textbooks in Indonesia educate and reflect cultural elements, as well as how they support junior high school students in Surabaya in cross-cultural understanding and cultural awareness.

3.3 Data Collection

To answer research questions 1 and 2, researchers conducted a study through documentation to collect data. In the documentation process, researchers seek information about things or variables in various media, such as agendas, books, transcripts, writings, and notes. The researcher gathered information or data from multiple sources. The primary source employed for this investigation was the English language publication issued by the Ministry of Education and Culture, which facilitated the collection of information

pertaining to the educational content found within the English curriculum. And also, to ensure the validation. Secondary data came from other relevant literature, as well as the Ministry of Education, Culture, Research, and Technology's regulation on the Pancasila student profile supplement and its dimensions in the independent curriculum. This secondary data is to be used as supporting information that strengthens the context of the research problem.

3.4 Instruments to Collect The Data

According to Sugiyono (2013), The researcher operates as a human instrument and bears the responsibility for determining the research topic, choosing data sources, gathering data, evaluating data quality, analyzing, interpreting, and detailing findings. In this study, the researcher is engaged in the activities of reading, collecting, and assessing data. And also, to ensure the validation. the researcher gathered E.T 1, ET 2 and ET 3 who teach English in Muhammadiyah Junior High School of Surabaya, to helps in classifying culture in textbooks either in cultural values or in cultural types To assist with data identification and interpretation. Documentation is a tool used to collect data in the form of documents such as photos of activities and interview transcripts, which are attached in the appendix (Samsu, 2017).

To identify and comprehend the data, the researcher additionally employed the datasheet for coding purposes. Coding is the process of locating and assessing texts that will generate descriptions of reappearing data and themes. (hidayat fahrul, 2023)

3.5 Data Analysis

The data analysis employed is the Miles and Huberman data analysis framework, which encompasses data reduction, data modeling, and the processes of conclusion drawing and verification. (Sugiyono, 2011)

Some of the steps used in analyzing data on the Cultural Content Analysis of the Textbooks English for Nusantara, Bahasa Inggris When the Bell Rings for Grade 7, and English in Mind Junior High School in Surabaya

by identifying the material presented in the textbook using descriptive methods with the theory put forward by Miles and Huberman (1994), among others:

Data Reduction

At this stage, researchers collected data from the three textbooks studied. The data collected included various cultural elements contained in the books, such as images, dialogues, and texts that illustrate the archipelago and Global Culture. The data reduction process was carried out by filtering relevant information, such as 1) identifying cultural themes that appear in each book and 2) removing information that is not related to the research objectives, such as content that does not reflect cultural values.

Data Coding and Display

After the data was reduced, the researcher coded by labeling the cultural elements found. Coding was done with several categories, including Source Language Culture (SC), Target Language Culture (TC), and International Language Culture (IC). The data display is presented in the form of a table showing the frequency of occurrence of each cultural category in the three textbooks. This helps visualize the data and facilitates further analysis.

Table 3.2 Coding

No	Codes	Meaning
1	EFN	English For Nusantara
2	WRB	When English Rings Bell
3	EIM	English In Mind
4	ET	Name of English teacher
5	CP	Chapter
6	PG	Pages
7	SC	Sources Culture
8	TC	Target Culture
9	IC	International Culture
10	CV	Cultural Value
11	SB	Social behavior
12	RT	Religion and tradition
13	LG	Language
14	NL	Nature and literature
15	PD	Product
16	GM	Government

Data Interpretation

At the interpretation stage, the researcher analyses the coding results to answer the problem formulation. Some questions that can be answered in this stage include:

a) What type of Culture is most dominant in each textbook?
b) Are there significant differences in the presentation of Culture between the three books?
c) What cultural values are emphasized, and how can this affect students' understanding of Culture?

Researchers can also compare the results of the analysis with relevant cultural theories, such as those proposed by Cortazzi and Jin (1999) and Moran (2001), to provide a deeper context to the findings.

Drawing Conclusions

This analysis reveals significant findings regarding cultural diversity and representation in textbooks used for English language education. This can have profound implications for students, especially in the context of

globalization, where understanding and appreciating diverse cultural perspectives is crucial. The presentation of Culture in textbooks not only affects the way students perceive the world but also shapes their cultural identity and attitudes toward others. Therefore, it is imperative for future textbook development to incorporate broader cultural values that are globally inclusive and locally relevant. Textbooks should aim to reflect students' diverse backgrounds and provide materials that promote intercultural understanding, critical thinking, and respect for different cultures. This will better prepare students to thrive in a globalized world while maintaining a connection to their own cultural heritage.

IV. FINDINGS AND DISCUSSION

In this chapter, the researcher provides the findings and discussion derived from the analysis of three English textbooks: English for Nusantara, Bahasa Inggris When English Rings A Bell 7, and English in Mind, which are utilized by seventh-grade junior high school students in Surabaya. The analysis is centered on detecting the various types of cultures and cultural values depicted in these textbooks. The discussion is segmented into two primary sections: the depiction of diverse cultures in the textbooks and the cultural values embedded within the texts, images, and activities.

4.1 FINDINGS

The data obtained from all book chapters were analyzed to determine whether the textbook materials *"English For Nusantara, English When The Bell Rings7 And English In Mind"* For the seventh grade of junior high school have types and values that contain Culture. In this study, the author determined that there are three cultural contents in this textbook, namely Source Culture (SC), Target Culture (TC), and International Culture IC) in each book based on the

cultural categories established by Cortazzi and Jin (1999) and Aliakbari (2004). The author presents some pictures to be used as examples/samples to reference three cultural contents, namely SC, TC, and IC.

4.1.1 English For Nusantara

1. **Source Culture (SC) :** The book English for Nusantara clearly emphasizes Indonesian local Culture. The content covers various aspects of Culture, such as traditions, social customs, and values typical of Indonesian society. For example, materials on traditional food, arts, and daily activities reflect the lives of people in different regions of Indonesia.

Example source culture in the textbook:

EFN. SC PG33.SB

Figure 4.1 Fishing

In Indonesia, river fishing with local wisdom is an activity that most of the people do and consider a way to entertain themselves. and very satisfied when they got the fish.

EFN.SC.PG60.PD

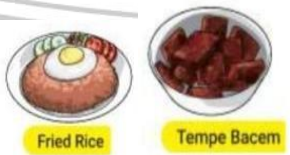


Figure. 4.2. Indonesian traditional fried rice

The food in the picture above is fried rice and Tempe bacon, which are Indonesian specialties. That can be found in every place in Indonesia.

Figure. 4.3. Traditional house

EFN.SC.PG103.NL

The picture shows a traditional stilt house from Kalimantan. Traditional houses like this are important in maintaining and preserving Indonesia's cultural heritage.

EFN.SC.PG156.RT

Figure. 4.4 Tradition dance

This innovation manifests as Indonesian ethnic dances and masks. Simultaneously, the regional dance originating from Bali and the mask presented are characteristic of Betawi.

This emphasis on SC is crucial to building students' cultural identity and providing a deeper understanding of their cultural heritage, which is relevant to the educational context at Muhammadiyah School.

2. **Target Culture (TC) :** Besides emphasizing local Culture, the "English for Nusantara" textbook also introduces the Culture of English-speaking countries. Students are invited to understand different cultural contexts by presenting various aspects of social behavior, traditions, and values from

these countries. It helps them communicate with people from different cultural backgrounds and prepares them for global interaction. Thus, students at Muhammadiyah School can develop better communication skills in English.

Example of the target culture in the textbook:

EFN.TC.PG23.SB

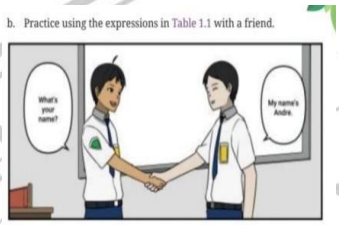


Figure 4.5 Shaking hand

Picture shows two students getting to know each other by shaking hands. In America, shaking hands is a common custom to greet others. However, as we know, shaking hands is also a common practice for almost everyone in Indonesia.

EFN.TC.PG82.NL

Figure 4.6

The picture illustrates one of the typical British traditions of enjoying tea. Tea is their favorite midday drink.

EFN.TC.PG125.LT

Figure 4.7

The information corner indicates that individuals from Britain and America typically do not remove their shoes upon entering their residences.

EFN.TC.PG171.RT

Figure 4.8 Online learning

An illustration can be observed in the session "Tell Me What You Know," which includes teaching and learning activities via an online learning platform. The e-learning task represented in the image was originally created in America.

3. **International Culture (IC):** This textbook also includes elements of international Culture that reflect the diversity of cultures worldwide. The material presented helps students understand the importance of tolerance, cooperation, and mutual respect between cultures.

Example of international Culture in the textbook:

EFN.TC.PG32.RT

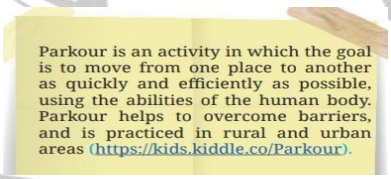


Figure 4.9 Parkour

Parkour is an athletic discipline that originated in France, thereby categorizing it as a form of "international culture" according to the classification of Culture.

EFN.TC. PG64.SB

Figure. 4.10 Having lunch together

In the comic strip on the side, we see that "Monita" is having lunch with her family. As in many families, the meal is usually prepared by the mother or father. In the last comic strip, Monita's family can be seen praying before eating, a custom that has become part of the Culture in many countries worldwide

EFN.TC.PG120.SB

Figure 4.11 cleaning the house together

This picture shows the whole family cleaning the house together. One of the activities shown is something that almost everyone does daily.

EFN.TC.PG56.RT

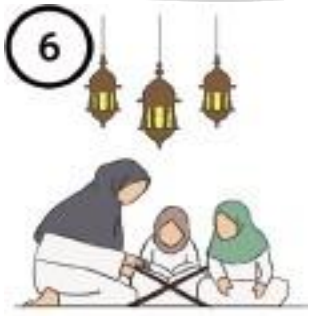


Figure 4.12 tradition of reading holy book

The picture shows an activity that has become a habit for Muslims around the world. This activity, which takes place in the afternoon or evening after prayers, is known as reciting the Quran.

By introducing students to various global practices and values, the "English for Nusantara" textbook contributes to forming an open and inclusive attitude, which is essential in an increasingly connected world.

Overall, the "English for Nusantara" textbook serves as a language learning tool and a bridge to understanding and appreciating various cultures. With a balanced approach to SC, TC, and IC, the book provides a strong foundation for students at Muhammadiyah School of Surabaya to develop the intercultural competence required in today's era of globalization. This is in line with the broader educational goal of forming globally minded and cultured learners and preparing them to participate in a multicultural society.

4.1.2 **English When The Bell Rings**

1. Source Culture (SC):

The learner's own Culture, Indonesian Culture, is referred to as the source culture. Since raising students' awareness of their own Culture is one of the objectives of intercultural communicative competence (ICC), the source culture materials play a critical role in fostering ICC in the classroom. Additionally, this textbook is used by Indonesian students, hence the materials that depict Indonesian cultural identities are assigned the source culture category. Some of the examples in the researcher's textbook make reference to the source culture.

WRB.SC.PG126.SB

Figure 4.13 school uniform

Junior high school students in Indonesia are dressed in the "OSIS uniform."

WRB.SC.PG31.SB

A text about introducing a student from the region "Papua."

WRB.SC.PG41.NL

There are different kinds of public transportation: buses, trains, *ojeks*, and *angkots*. There are some traditional transportation: *becaks*, *bentors*, *andongs*, or *delmans*.

Figure. 4.14 public tansportation

Various forms of transportation in Indonesia include ojeks, angkots, becaks, bentors, andongs, and delmans.

2. Target Culture (TC):

In the realm of language acquisition, **Target Culture** (TC) signifies the Culture linked to the language being studied; in English literature such as When the Bell Rings, TC denotes the Culture of nations where English serves as the predominant language, including the United States, the United Kingdom, Canada, Australia, or other nations experiencing English-speaking cultural influences..

Example of Target Culture in "When the Bell Rings"

The book likely reflects cultural elements such as:

WRB.TC.SB.PG28

Figure. 4.15 School rituals

School Rituals : An overview of the interaction between students and teachers, reflecting the education system in English-speaking countries.

WRB.TC.LG.PG179

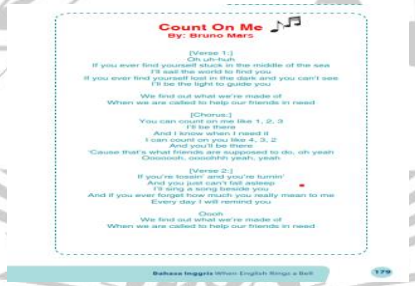


Figure. 4.16 Daily Traditions and Habits

Daily Traditions and Habits: For instance, engaging in the activity of listening to music by referencing an artist from the United States, Bruno Mars.

WRB.TC.SB.PG1

Figure 4.17 Idiomatic Expressions

Idiomatic Expressions: The use of idioms or typical phrases common in English-speaking societies.

3. International Culture (IC):

International target culture denotes a culture that contrasts with both the source culture and the target culture. In this context, it is essential to integrate international cultural resources into instructional lessons. Such material fosters global diversity and aids learners in cultivating intercultural communicative competence. In this research, the investigator examined each page of the textbook; however, there was a lack of examples that illustrated the international target culture.

4.1.3 **English In Mind**

1. Source Culture

According to Cortazzi and Jin (1999), source culture refers to cultural content in textbooks that reflects the learners' cultural background. In this case, the source culture is identified as Indonesian Culture. Source culture materials highlight the learners' own cultural context. However, no content representing the source culture was identified in the textbook English in Mind: Student's Book 3. As the textbook originates from the United Kingdom, no elements indicate any connection to the source culture. A reading text can only be categorized as source culture material when it aligns with the teacher's and learners' cultural context.

2. Target Culture

The target culture is the Culture of countries where English is the native language (such as the UK, USA, Canada, Australia, and New Zealand). The focus is on the traditions, customs, lifestyles, famous places, and popular cultural elements of these countries.

Example of the target culture in the textbook

EI.TC.SB.PG44

Figure 4.18 Western pets

Western pets: This text describes the variety of pets in different cultures, highlighting how Culture influences pet choices.

EI.TC.LG.PG24

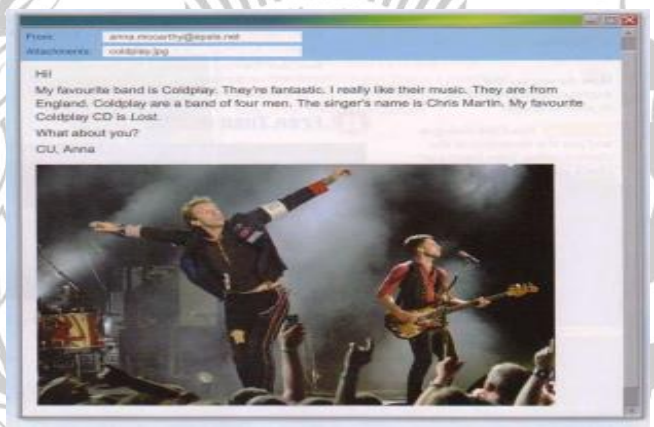


Figure 4.19 Western Music

Western Music: The British band Coldplay is an example relevant to the target culture because it addresses British Popular Culture, helps improve students' language skills such as vocabulary and writing, and makes learning more interesting and relevant to real life.

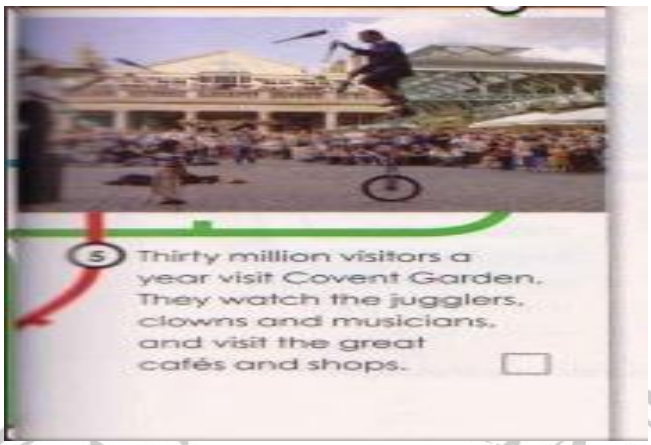


Figure 4.20 Attraction site

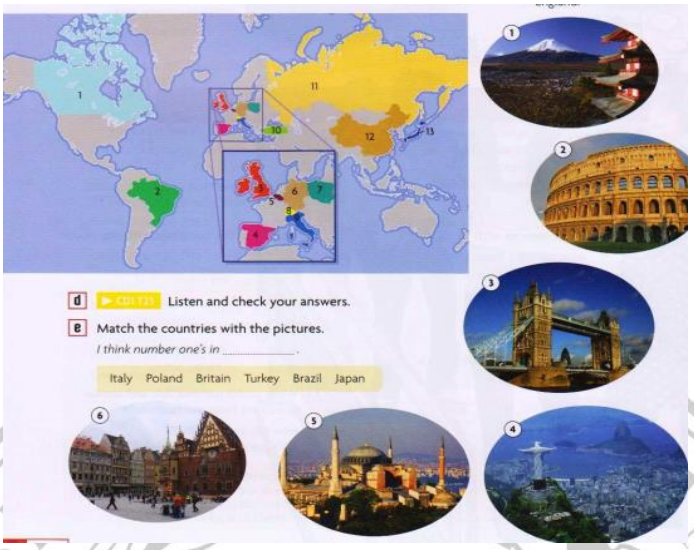
Attraction Sites: The image of Covent Garden in London, famous for its street performers and shops, is very relevant to the target culture. It depicts the rich British Culture, giving students a deeper understanding of life in an English-speaking country

3. International Culture

International Culture is a global culture that involves different countries and shows how English is used as a communication tool across cultures. The focus is on the diversity of cultures worldwide, not just English-speaking countries.

Example of international Culture in the textbook

EI.TC.GM.PG04



Figures 4.21 setting place

Setting Place: This book highlights famous landmarks from different countries, such as the Colosseum in Italy and Tower Bridge in the UK. This exercise seems designed to help students learn about international cultures by recognizing and matching these landmarks with their respective countries.

EI.TC.SB.PG06

Figures 4.22 Names of Character

Names of Character: This image reflects the **international culture** element, as it promotes global diversity and shows how cultures from different countries are integrated into modern life.

4.2 DISCUSSION

Based on the data presented above, the researcher places several types of Culture and cultural values contained in the textbooks English for Nusantara, English When the Bell Rings 7, and English In Mind as samples in this section. In addition, In order to enhance the clarity and comprehensibility of the explanation regarding the research problem, the researcher grounds the explanation by comparing the outcomes of a concise analysis of the curriculum employed by *English for Nusantara*, *Bahasa Inggris When English rings a Bell 7*, and *English in Mind* for grade VII junior high school.

4.2.1 Types of culture

The English textbooks "English for Nusantara, "“Bahasa Inggris When English rings a Bell 7," and "English in Mind" describe different cultures.

This study conducts a comparison of various types of cultures, specifically source culture, target culture, and international Culture, employing six dimensions of Culture as a basis for analysis. These dimensions encompass social behavior, religion and tradition, language, environment and literature, cultural products, and governmental systems. This methodology is grounded in the evolution of theories that incorporate social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic systems.

4.2.2 Source Culture

Table 4.1 Comparative Analysis of Source Culture

Aspect of Culture	English textbook		
	English for Nusantara	English When the Bell Rings 7	English in Mind
Social behavior	-	2	3
Religion and tradition	2	1	2
Language	1	8	-
Nature and literature	3	3	2
Product	10	1	-
Government	4	-	2
Total	20	15	9

The table above is information to compare the findings for the type of source culture between the textbook *English for Nusantara, Bahasa Inggris When English rings a Bell 7, and English in Mind*. In the *English for Nusantara* textbook, there are 20 source culture findings in all chapters with five aspects among six aspects, namely religion and tradition (traditional ceremonies and dress), language (spoken), nature and literature (place and entertainment activities), product (food and drinks and non-food and drinks), and government. The English textbook "*Bahasa Inggris When English rings a Bell 7"* encompasses 15 findings from all chapters that examine source culture through five aspects: social behavior, religion and tradition, language, nature, literature, and product. Additionally, *the English in Mind* textbook includes nine findings in each chapter that address source culture through four aspects, including social conduct (social organization and behavior), religion and tradition (clothing), nature and literature (biography), and governance (history).

The explanation above states that the differences between the English for Nusantara and the When the Bell Rings 7 English textbooks are close. However, the *English In Mind* textbook is significantly different from the two textbooks. This is because the *English for Nusantara* and *Bahasa Inggris When English rings a Bell 7 t*extbooks come from Indonesia, and the *English In Mind* textbook comes from England.

4.2.3 Target Culture

Table 4.2 Comparative Analysis of Target Culture

Aspect of Culture	English textbook		
	English for Nusantara	English When the Bell Rings 7	English in Mind
Religion and tradition	-	1	-
Nature and literature	3	-	33
Social behavior	4	5	5
Language	-	1	-
Government	-	-	6
Product	2	1	-
Total	9	8	44

The comparison table above shows the differences between the three textbooks; however, just like the comparison table on the source culture, the textbooks "*English for Nusantara* and "*Bahasa Inggris When English rings a Bell 7"* have a not-so-far difference, while the textbook English In Mind has a significant difference and is more dominant in the type of target culture. Although there are

some differences in aspect findings, the number of aspect findings between *English for Nusantara* and English in Mind textbooks.

The analysis indicates that the *English in Mind* textbook underscores the target culture, mirroring the Culture of the English-speaking nation. This is not unexpected considering that the book was developed and published in the UK, the origin country of the target culture.

4.2.4 International Culture

Table 4.3 Comparative Analysis of International Culture

Aspect of Culture	English textbook		
	English for Nusantara	"*Bahasa Inggris When English rings a Bell 7"*	*English in Mind*
Social behavior	6	-	1
Religion and tradition	-	-	-
Language	-	-	-
Nature and literature	7	-	15
Product	6	2	1
Government	-	2	8
Total	19	4	25

The last type of Culture is international Culture; from the research results, the English for Nusantara textbook has 19 findings consisting of 3 aspects, namely social behavior, nature, and literature and product, while in the English textbook of *""Bahasa Inggris When*

English rings a Bell 7", there are only four findings with two aspects namely product and government. In contrast to the English in Mind textbook, which includes 25 international culture findings with four aspects consisting of social behavior, nature, literature, product, and government, the most dominating aspect is nature and literature.

The source culture type is more dominant in the *English for Nusantara* textbook. Meanwhile, the target culture type followed by the international culture type dominates the "*English in Mind" textbook*. According to the analysis, the "*Bahasa Inggris When English rings a Bell 7"* English textbook emphasizes source culture more than other types of Culture. The books are 2013 curriculum books and give different results from the latest curriculum books. Nonetheless, at least the English learning objectives listed in the curriculum learning outcomes for English subjects at the junior high school level align with the types of Culture presented in "*English for Nusantara*, "*Bahasa Inggris When English rings a Bell 7"*, and *English in Mind*. The main goal is to develop intercultural competence by understanding and appreciating perspectives, practices, and elements influenced by both foreign and Indonesian cultures.

4.2.5 Cultural values

These are reflected in textbooks such as "English for Nusantara," "English When the Bell Rings 7," and "English in Mind."Similar to the previous type of Culture, we conducted a comparative analysis of the cultural content in the three textbooks "English for Nusantara, English When the Bell Rings 7, and English in Mind" in this section. The aim is to see how the materials reflect the Learner Profile. The findings show the emergence of these values in the different textbooks.

Table 4.4 Comparative Analysis of Cultural Values in Three Textbooks

Cultural Values	English textbook		
	English for Nusantara	English When the Bell Rings 7	English in Mind
Tolerance	Chapters 1 and 4	Chapter 1	Page 4, 5,50
Cooperation	Chapters 2, 3, 5	Chapters 1, 3, 5	Pages 23, 29, 35, 37
Discipline	Chapters 1, 2, 3, 5	Chapters 1, 3, 5, 6	Page 5, 36
Solidarity	Chapter 3	Chapters 1, 2, 5	Page 4, 5, 50
Responsibility	Chapters 3, 4	Chapters 3, 4, 6, 8	Pages 10, 34
Equality	Chapter 1	Chapter 2	Page 16,40,43
Love motherland	Chapters 1, 2, 3, 4, 5	Chapter 7	Page 26, 30.
Belief	Chapter 4	-	

The three textbooks mentioned above present some cultural values, although not all of the eight elements of cultural values are listed in the textbook chapters. For example, in the English for Nusantara textbook, the cultural value of tolerance is only listed in chapters 1 and 4, and the English textbook When the Rings a Bell 7 is only in chapter 1, while in the English in Mind textbook (Page 4, 5, 50) there are more chapters on the cultural value of tolerance. Then the second cultural value is cooperation; the three books have the same number of chapters, although in different chapter order: English for Nusantara (Chapters 2, 3, 5), English When the Rings a Bell 7 (Chapters 1, 3, 5) and English in Mind (Pages 29, 35, 37, 49). The number of discoveries of the cultural value of discipline in English for Nusantara and English When the Rings a Bell 7 are both four, while English in Mind is only two (Page 5, 36). Next is the value of solidarity, which is

more emphasized in the English When the Rings a Bell 7 and English In Mind textbook, as with the cultural value of responsibility, which is discussed in three chapters in the English textbook When the Rings a Bell 7 is more emphasized. On the cultural value of equality, English in Mind is more detailed in discussing it contained in Page 16, 40, 43. For the cultural value of love motherland, the textbooks English for Nusantara and English in Mind are equality, while English When the Rings a Bell 7 only contains one chapter (7) to discuss it. Belief is the last component of the cultural value category in the research, and the results show that the cultural value of belief is only listed in the English for Nusantara textbook.

The English for Nusantara textbook can be considered balanced as it covers all cultural values, although the distribution is uneven in each chapter. In accordance with the implemented curriculum, the content of this book is aligned with the six dimensions of the Pancasila Student Profile. Cultural values such as tolerance, cooperation, discipline, solidarity, responsibility, equality, love of country, and faith are covered in these dimensions and summarized in the table mentioned earlier.

V. CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher concludes and provides suggestions based on the results of data analysis that has been obtained in the previous chapters.

5.1 Conclusions

1. Textbooks English for Nusantara, English When the Rings a Bell 7, and English in Mind list Source Culture (SC), Target Culture (TC), and International Culture (IC) as culture types. The English learning objectives listed in the curriculum learning outcomes for English subjects at the junior secondary school level align with the types of Culture presented in English for Nusantara, English When English Rings a Bell 7, and English in Mind. The main goal is to develop intercultural competence by understanding and appreciating perspectives, practices, and elements influenced by both foreign and Indonesian cultures.

2. Textbook English for Nusantara, English When the Rings a Bell 7, and English in Mind contain cultural values that reflect the six dimensions of the Pancasila Learner Profile following the curriculum used (curriculum 2013). The cultural values are grouped into several categories, namely tolerance (dimension of faith and piety to God and global diversity), cooperation (dimension of mutual cooperation), discipline (dimension of independence), solidarity (dimension of global diversity and independence), responsibility (dimension of mutual cooperation, critical reasoning, and creativity), equality (dimension of global diversity), love motherland (dimension of global diversity), and belief (dimension of faith and piety to God Almighty).

5.2 Recommendation

Based on the previous discussion and conclusions, several recommendations have been formulated. These recommendations are aimed at current practice and future research, as follows:

1. Current practice

With the results obtained, it is recommended that this textbook be used as a learning medium, either alone or in conjunction with other textbooks that are in accordance with the applicable curriculum.

2. Future Reseacher

This research can be used as a reference for other studies focusing on content analysis of cultural types and cultural values in textbooks. Similar research can be conducted using different textbooks, analyzing one of the three types of Culture, applying the six dimensions of the Pancasila Student Profile, or using the cultural values contained in the textbooks.

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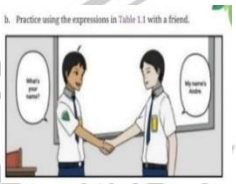
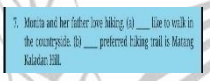
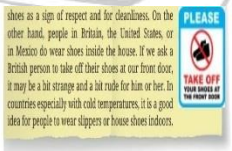
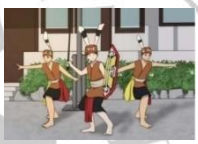
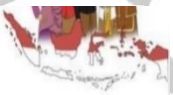
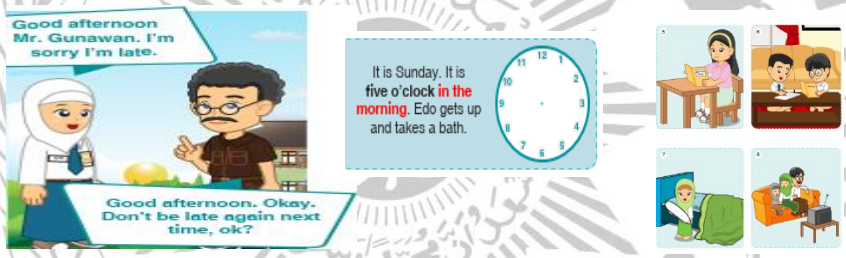
LIST OF APENDIXS

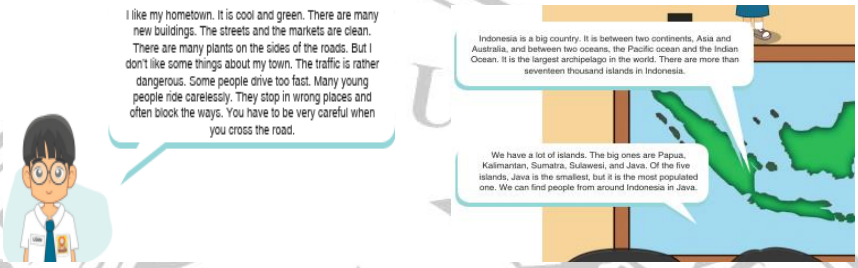
APPENDIX 1 English For Nusantara (Cultural Values)

CODE	Dimension of Culture	
	Proof	
CP.1, 4.CV.PG 23,166	Tolerance	
CP.2,3,5. CV.PG64 , 120, 220	Coorperation	
CP1,2,3, 5.CV.PG. 38, 82,125, 220	Discipline	 
CP3.CV.P G.120	Solidarity	

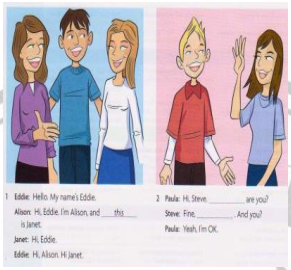
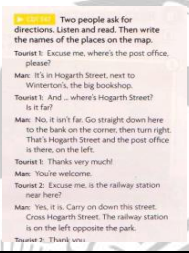
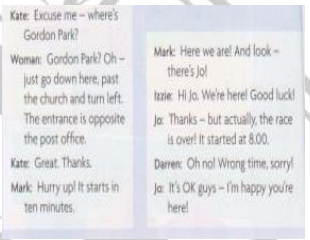
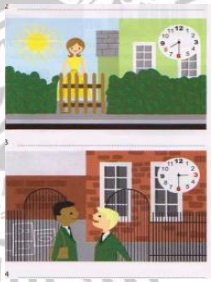
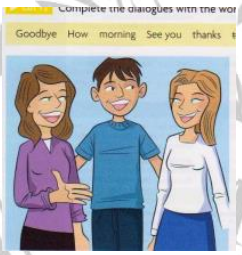
CP3,4,CV.PGV	Responsibility	
CP1.CV.PG33, 38	Equality	2. Ibu Ida Ayu loves listening to music. (a) ____ likes KPop very much. (b) ____ favorite boy band is BTS. 3. Monita likes watching movies. (a) ____ loves watching KDrama. (b) ____ favorite actor is Hyun Bin.
CP1,2,3,4,5.CV.PG16, 59, 144, 166, 219	Love Motherland	 
CP4.CV.PG 156	Belief	

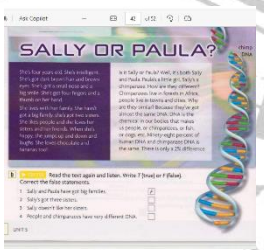
APPENDIX 2 : English When the Bell Rings 7 (Cultural Values)

CODE	Dimension of Culture	Proof
CP 1.CV.PG5, 15, 14	Tolerance	
CP.1,3,5.CV. 17, 54, 91, 100	Cooperation	
CP.1,3,5,6. CV.PG14, 41, 92,	Discipline	
CP1,2,5.CV.PG16, 22, 67	Solidarity	
CP3,4,6, 8.CV.PG 42, 92, 139, 183	Responsibility	

CP2,8.CV.PG22, 176	Equality	
CP7.CV.PG169,170,173	Love Motherland	
-	Belief	-

APPENDIX 3 : English In Mind (Cultural Values)

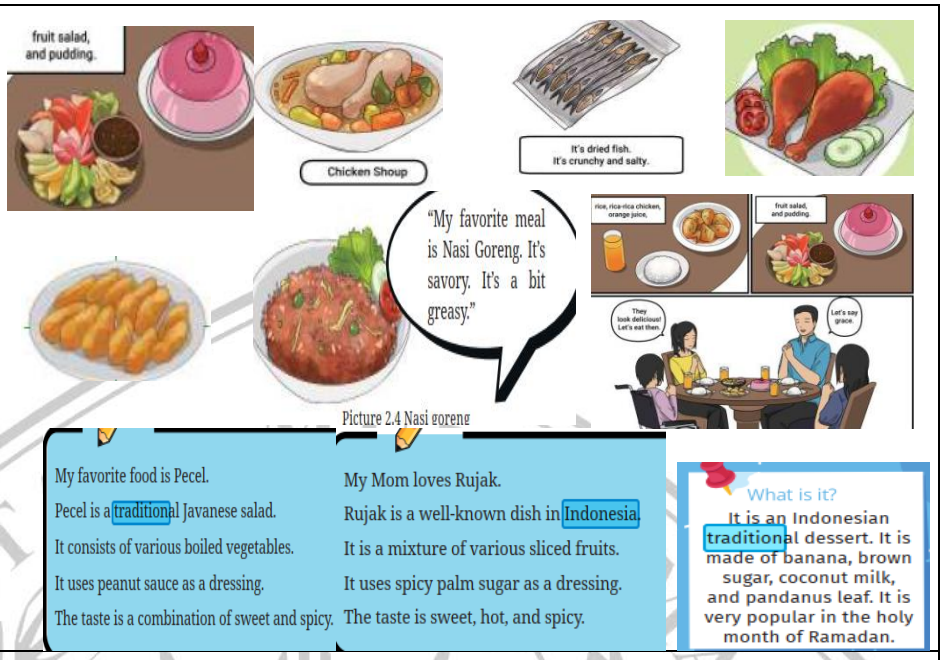
CODE	Dimension of Culture	
	Proof	
EI.CV PG5,50C V.	Tolerance	
EI.CV.P G23,29, 35,37	Coorperation	 
EI.CV.P G5,36	Discipline	
EI.CV.P G4,5,50	Solidarity	

EI.CV.PG10,34	Responsibility	
EI.CV.PG 16,40,43	Equality	
EI.CV.PG 26, 30	Love Motherland	
-	Belief	

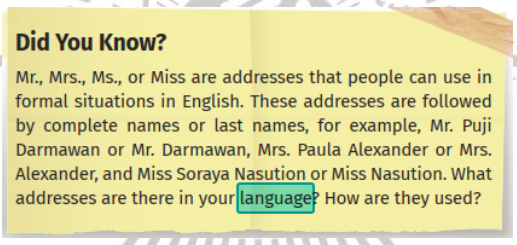
APPENDIX **4 English For Nusantara (Source culture))**

<table>
<tr><td rowspan="2">CODE</td><td colspan="2">Aspect of Culture</td></tr>
<tr><td colspan="2">Proof</td></tr>
<tr><td>EFN.CP1.SC.SB.PG20,26,40</td><td>Social behavior</td><td>

</td></tr>
<tr><td>EFN.CP2,4.SC.RT..PG61,156</td><td>Religion and tradition</td><td>
</td></tr>
<tr><td>EFN.CP4.SC.LG.PG161</td><td>Language</td><td><table>
<tr><td colspan="2">WHEN</td></tr>
<tr><td>When do you have Indonesian Language?</td><td>I have Indonesian Language on Tuesday and Wednesday.</td></tr>
<tr><td>When does she have Art and Culture?</td><td>She has Art and Culture on Friday.</td></tr>
<tr><td>When does he have ICT?</td><td>He has ICT on Tuesday.</td></tr>
</table></td></tr>
<tr><td>EFN.CP3.SC.NL.PG104,105,108</td><td>Nature and literature</td><td>
</td></tr>
</table>

EFN.CP2.PD.NL.PG64,65,68,72, 7379,80, 82	Product	
EFN.CP42.GV.PG156	Government	

APPENDIX **4.1 English For Nusantara Target Culture**

CODE	Aspect of Culture	
	Proof	
EFN.CP2.SB.PG64	Social behavior	
EFN.CP2.RT.PG64	Religion and tradition	
EFN.CP1.RT.PG45	Language	
3	Nature and literature	

	Product	
	Government	

APPENDIX **4.2 English For Nusantara (Internatioanl culture)**

CODE	Aspect of Culture	
	Proof	
	Social behavior	
EFN.CP2.IT.RT.PG 61,64	Religion and tradition	
	Language	
EFN.CP3.IT.RT.PG 61,64	Nature and literature	The oldest school in the world The oldest school in the world is Shishi high school. It is located in Chengdu, China. The school was built in 143-141 BC. It means that the school has existed for about 2100 years. People also call the school "Stone House" because the buildings mostly are made from stone. Now, Shishi high school is one of the top ranked schools in China. The school selects highly qualified students who want to study there. There are more than 3,000 students who study there. Its library has a lot of books. The book collection helps the students to learn many things. Adapted from: https://www.oldest.org/culture/schools/ and https:www.tsubomihouse.com/amp/shishi-high-school-sekolah-tertua-di-dunia-yang-masih-aktif-hingga-sekarang

EFN.CP3.IT.RT.PG 149	Product	Andre is going to make a panc the recipe to make it but the s arrange the steps in the correc **How to** 1. Next, put two cups of flou bowl along with the wet in 2. Then, heat a pan with a lc cup of batter. 3. First, add two eggs and tv ingredients. Whisk it togetl 4. Finally, put the pancake o like. 5. Cook the pancake for one pancake is golden brown. golden.
	Government	

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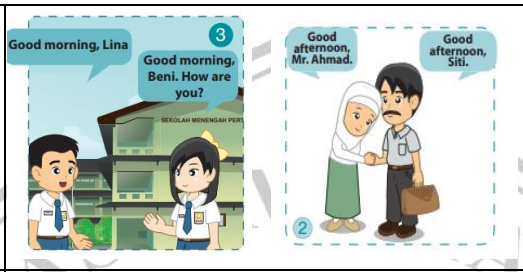
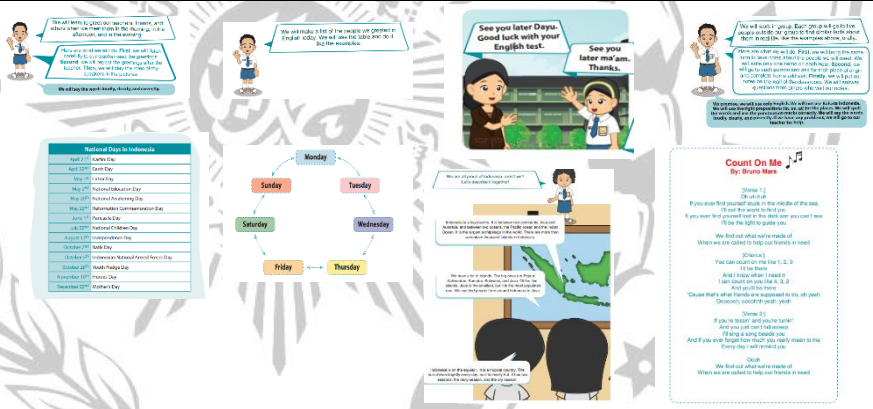
APPENDIX **5.Bahasa Inggris When English Ring Bell (Source culture)**

CODE	Aspect of Culture	
	Proof	
WRB.CP 1.SC.SB. PG4,5	Social behavior	
WRB.CP 1.SC.RT. PG12	Religion and tradition	
WRB.CP 1,2,3,7,8. SC.LG.P G 4,10, 17, 26, 52, 53, 168, 179	Language	
WRB.CP 1.2.SC.N L.PG8,23 ,25	Nature and literature	

WRB.CP 4.SC.PD. PG86	Product	
	Government	

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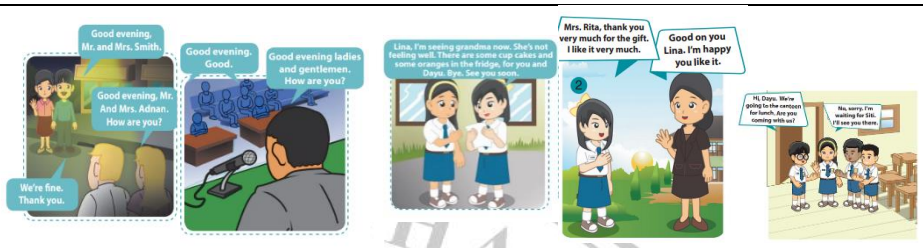
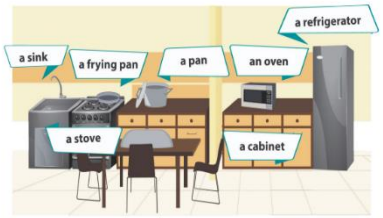
APPENDIX **5.1 Bahasa Inggris When English Ring Bell (Target Culture)**

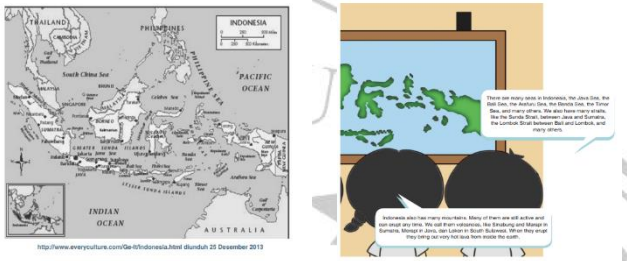
CODE	Aspect of Culture	
	Proof	
WRB.CP 1.TC.SB. PG8, 12, 14, 16	Social behavior	
WRB.CP 1.TC.RT. PG3	Religion and tradition	
WRB.CP 3.TC.LG. PG50	Language	
	Nature and literature	

WRB.CP 4.TC.PD. PG73	Product	
	Government	

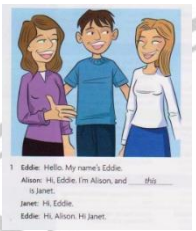
UNIVERSITAS MUHAMMADIYAH MALANG

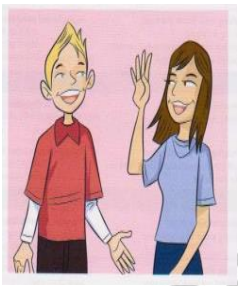
APPENDIX **5.2 Bahasa Inggris When English Ring Bell (Internatioanl culture)**

CODE	Aspect of Culture	
	Proof	
	Social behavior	
	Religion and tradition	
	Language	
	Nature and literature	

WRB.CP 5,6.IC.P D.PG1O 4,143	Product	
WRB.CP 4.TC.GV .PG166,1 69	Government	

APPENDIX 6 English In Mind (Source culture)

CODE	Aspect of Culture	
	Proof	
EI.SC.SB.PG4,5	Social behavior	
EI.SC.RT.PG14	Religion and tradition	
	Language	

EI.SC.RT .PG4,5	Nature and literature	
	Product	

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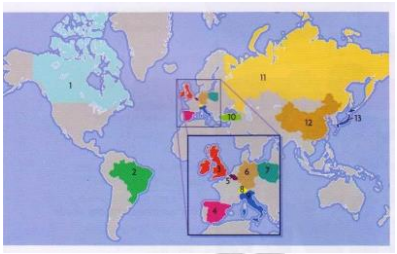
EI.SC.GV.PG14	Government	

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APPENDIX **6.1 English In Mind (Target Culture)**

CODE	Aspect of Culture	
	Proof	
EI.TC.SB.PG4,7,10	Social behavior	
	Religion and tradition	
	Language	

EI.TC.NL.PG22	22	Nature and literature	
		Product	
EI.TC.GV.PG14	14	Government	

APPENDIX 6.2 English In Mind (Internatioanl culture)

Chapter	**Page**	Aspect of Culture	
		Proof	
EI.IC.SB.PG29	29	Social behavior	
		Religion and tradition	
		Language	

EI.IC.NL.PG29	29	Nature and literature	
EI.IC.PD.PG 32	32	Product	
EI.IC.GV.PG14	15	Government	

APPENDIX 7 Teacher Statement Letter

Surat Pernyataan

Yang bertanda tangan di bawah ini

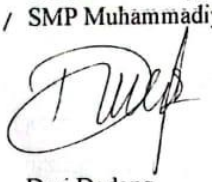
Nama : Dwi dadang

Guru : Bahasa Inggris kelas 7

Satmikal : Smp Muhammadiyah 2 Surabaya

Menyatakan Bahwa dalam pembelajaran kelas 7 untuk membantu dalam pembelajaran Bahasa inggris kelas VII menggunakan Textbook " when The English Rings Bell. Karena banyak hal sebagai landasan pemilihan buku dalam pembelajaran termasuk isi budaya, isi writing, speaking, listeninga, writing dan grammer yang sesuai dengan kelas 7 di SMP Muhammadiyah 2 Surabaya.

Guru Bahasa Inggris Kelas VI
SMP Muhammadiyah 2 Surabaya



Dwi Dadang

APPENDIX 8 Teacher Statement Letter

Surat Pernyataan

Yang bertanda tangan di bawah ini

Nama : Adib Adam, S.Pd

Guru : Bahasa Inggris kelas 7

Satmikal : Smp Muhammadiyah 16 Surabaya

Menyatakan Bahwa dalam pembelajaran kelas 7 untuk membantu dalam pembelajaran Bahasa inggris kelas VII menggunakan Textbook " English In Mind. Karena Dianggap sesuai dengan kebutuhan anak didik dalam pembelajaran termasuk isi budaya, isi writing, speaking, listening, writing dan grammer yang sesuai dengan kelas 7 di SMP Muhammadiyah 16 Surabaya.

Guru Bahasa Inggris Kelas VII
SMP Muhammadiyah 16 Surabaya

Adib Adam, S.Pd

Dipindai dengan CamScanner

APPENDIX 9 Teacher Statement Letter

Surat Pernyataan

Yang bertanda tangan di bawah ini

Nama : Ulul Albab, S.Pd

Guru : Bahasa Inggris kelas 7

Satmikal : Smp Muhammadiyah 7 Surabaya

Menyatakan Bahwa dalam pembelajaran kelas 7 untuk membantu dalam pembelajaran Bahasa inggris kelas VII menggunakan Textbook " English In Mind. Karena Dianggap sesuai dengan kebutuhan anak didik dalam pembelajaran termasuk isi budaya, isi writing, speaking, listening, writing dan grammer yang sesuai dengan kelas 7 di SMP Muhammadiyah 07 Surabaya.

Guru Bahasa Inggris Kelas VII
SMP Muhammadiyah 7 Surabaya

Ulul Albab, S.Pd

Dipindai dengan CamScanner

Turnitin Instructor

ANAS_EFENDI

Kelas I

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