

**CULTURAL REPRESENTATION OF EFL TEXTBOOK FOR
ELEMENTARY SCHOOL IN INDONESIA**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

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MOTTO

“This thesis is not perfect, but it is enough to make me graduate and make my parents proud because their daughter managed to get a Bachelor of Education Degree.”

Bismillah for all the good things that are being attempted.

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to my beloved parents, who have always supported me with unconditional love and encouragement. Then, my little brother, and also my friends who are always there to listen to all my complaints during the process of working on this thesis. Furthermore, to my supervisor, Mr. Adam Anshori, one of the best English lecturers in the English Department.

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Yogyakarta, 11 July 2025

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**CULTURAL REPRESENTATION OF EFL TEXTBOOK FOR
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ABSTRACT

This study aims to analyze the cultural representations found in English textbooks. A qualitative method was employed, utilizing content analysis on a fifth-grade elementary English textbook. The researcher applied Cortazzi and Jin's (1999) framework of cultural types and Yuen's (2011) cultural dimensions to examine the cultural content in *My Next Words Grade 5 – Student's Book for Elementary School*, written by the EYLC Team (2021). The findings revealed a total of 30 cultural representations, which 28 were categorized under both cultural types and dimensions, while the other 2 were identified only in cultural dimensions. The most dominant cultural type found in the book was source culture, while the most frequent cultural dimension was person. The study concludes that English textbooks used in elementary schools tend to prioritize local culture.

Keywords: Cultural Representations, EFL, English Textbook, Elementary School

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is not just the language of places like the United States or the United Kingdom anymore. These days, it has become a way for people from all cultural backgrounds to connect and communicate (Harumi, 2002). In countries like Indonesia, where English is learned as a foreign language, this worldwide role really shapes how English is taught in schools.

Textbooks are among the most essential resources in language learning, particularly in elementary schools. Since children at this stage are still forming their values and perspectives, the cultural content presented in English textbooks can have a lasting impact on them. Furthermore, textbooks have evolved into a tool for cultural education (Risager, 1991).

Language and culture are closely related. According to Kramsch (1993) and Brown (2000), it is almost impossible to teach a language without also teaching something about the culture behind it. However, when English textbooks focus too much on the culture of English-speaking countries, such as the US or the UK, they may inadvertently ignore local cultures or present a narrow worldview. Such imbalances can lead to cultural bias among students. In addition, McKay (2003) argued that the cultural contents of English language teaching materials should not be restricted to native English-speaking cultures only but should contain local and global cultural identity.

Researchers have spent a lot of time looking at how culture is shown in EFL textbooks, not just in Indonesia but also in other parts of the world. The study by Khiari and Berriche (2025) analyzed the cultural content of a fourth-grade English textbook in Algeria and found that the visual content strongly emphasized native Algerian culture, while representation of target (English-speaking) and global cultures was limited.

In Indonesia, Mustapidaturrohmah et al. (2022) found that the cultural content in EFL textbooks used in Indonesian elementary schools is not balanced. One textbook focused more on local or source culture, while another emphasized foreign or target culture. Additionally, international cultures were given very little attention in both books.

On the other hand, a study by Davidson and Liu (2018) on Japanese elementary English textbooks revealed that the materials tended to overrepresent the local (Japanese) culture while underrepresenting international cultures. When textbooks are this unbalanced, students might could narrow their view of the world around them.

Although there has been research on cultural representation in English textbooks for elementary schools, this study was conducted to expand on the topic specifically in the Indonesian context. Most of the existing research looks at junior or senior high schools. This is a gap that needs to be addressed, especially since elementary school is a critical period when children form their cultural identities and learn how to relate to people from different backgrounds.

In line with Indonesia's current Merdeka Curriculum, which promotes global awareness (global diversity) and the Pancasila student profile values, it is increasingly important for English textbooks to include a variety of cultures. Textbooks not only help students learn the language, but also help them appreciate and understand their own and other cultures.

This study aims to explore how culture is represented in English textbooks used in Indonesian elementary schools. This study uses two frameworks: Cortazzi and Jin's (1999) classification of culture as source (Indonesian), target (English-speaking), and international culture and Yuen's (2011) model that divides culture into four parts, products, practices, perspectives, and people. By using both models, this study is expected to find out how balanced, diverse, and inclusive the cultural content in this textbook actually is.

1.2 Identification of the Problem

People in Indonesia learn English as a foreign language. This means that most students do not speak English every day, and one of the major ways they learn it is via textbooks. These books, on the other hand, do more than just teach language and vocabulary. They also show students how people from other cultures live. This might be a terrific chance to assist students become more open minded and aware of the world. But this also comes with certain problems.

One of the main challenges is that a lot of the English textbooks used in Indonesia concentrate on the cultures of English-speaking nations like the

US and the UK. Names, locations, holidays, ways of life, and everyday activities are some of the ways that these "target cultures" are shown. On the other hand, Indonesian and other overseas cultures are frequently not shown or are entirely absent.

This imbalance is particularly critical to fix in elementary school. Young learners are at a point in their lives when they are figuring out who they are and how the world works. Students may not feel as connected to the subject they are studying if their textbooks do not represent the culture they live in. In fact, they may even start to assume that other cultures are more significant than their own.

Another issue is that the cultural information in a lot of textbooks is frequently shallow. It generally has things that are easy to see, such as foods, clothes, holidays, and renowned sites. These items are significant, yet they only show a small part of what culture actually is. People frequently forget about the more abstract and significant parts, such as their values, beliefs, attitudes, and ways of thinking.

Lastly, there has not been much study that has looked carefully at how English textbooks for Indonesian elementary schools show culture. This is unexpected since textbooks have a big impact on how young learners think and feel. It is crucial to make sure that the materials used in elementary school are suitable for the age level, reflect a variety of cultures, and are in line with national education objectives.

1.3 Limitation of the Problem

This study is limited to the analysis of cultural representations in English textbooks officially used at the elementary school level in Indonesia. The analysis limited to identifying and categorizing cultural elements based on these two frameworks. It is not including teacher perspectives, or classroom implementation.

1.4 Formulation of the Problem

Based on the background and the issues identified earlier, this study focuses on understanding how culture is represented in English textbooks used in Indonesian elementary schools. To guide the research, the following questions are proposed:

1. How cultural elements are presented in an English textbook for elementary school?

1.5 Objectives of the Study

This study aims to examine cultural elements are presented in an English textbook used in Indonesia elementary school. Drawing on Cortazzi and Jin's three cultural types, the research evaluates the extent to which each element is reflected in the textbooks' texts and visuals. Thus, this study seeks to determine which categories of cultural dimensions are most frequently depicted and whether the materials contain a balance in representing Yuen's four cultural dimensions.

1.6 Significance of the Study

This study can help improve cultural representation in English language teaching materials in Indonesian elementary school textbooks.

Practically, this study is expected to be useful for:

- a. English teachers to provide a broader understanding of the cultural content embedded in textbooks.
- b. English textbook authors to offer empirical input that can inform future development of English textbooks with the social and cultural realities of Indonesian elementary students.

CHAPTER II

LITERATURE REVIEW

2.1 Culture in Language Education

Language and culture are inextricably linked. Language, in many ways, is not just a means of communication, but also a carrier of cultural meaning. As Kramsch (1993) states, culture is not just an add-on component in language education; it is always present, subtly shaping interactions and influencing how learners interpret the world around them. From day one of learning a language, students engage not only with vocabulary and grammar, but also with the worldviews, traditions, and values embedded in that language.

This cultural dimension is especially important in our globalized world, where English is increasingly used as an International Language (EIL). English is no longer the domain of native speakers from so-called “Inner Circle” countries such as the United Kingdom or the United States (Kachru, 1990). Instead, English has become a shared medium of communication across a variety of linguistic and cultural contexts.

Byram (1997) states that the ability to interact effectively and respectfully with people from different cultural backgrounds. This involves not only learning about other cultures but also engaging critically with one’s own culture. Educational researchers such as Weninger and Kiss (2013) argue that textbook authors and curriculum designers must move beyond superficial cultural facts and instead promote critical cultural awareness.

2.2 Cultural Representation in EFL Textbook in Primary Education

Textbooks play a central role in English as a Foreign Language (EFL) classes. Textbooks are not only linguistic tools but also cultural artifacts that influence learners' perceptions of self and others (Gray, 2010; Richards, 2005). As the primary source of linguistic and cultural input in many EFL contexts, textbooks have a powerful impact on intercultural understanding and identity formation.

Over time, academics and educators have increasingly recognized that English textbooks are far from culturally neutral. This imbalanced representation also raises concerns about the concept of cultural types, as introduced by Cortazzi and Jin (1999).

Researchers such as Weninger and Kiss (2013) argue that a more critically oriented pedagogy is needed, where cultural elements in textbooks are not simply consumed passively, but are reflected upon, questioned, and discussed. Textbooks must also include local and global perspectives that invite learners to engage with culture as something dynamic and diverse rather than something static and homogenous (Cortazzi and Jin, 1999).

2.3 Review of Relevant Studies

A number of studies from various contexts have attempted to explore how cultures are represented in ELT textbooks, particularly regarding the balance between native English-speaking, local, and international cultures.

One such study is by Mustapidaturrohmah et al. (2022), analyzed the cultural content in two EFL textbooks used in Indonesian elementary schools: *English for Elementary School Students Grade 6* and *Grow with English Book 6*. The results showed a significant imbalance in cultural representation. The *English for Elementary School Students* textbook contained mostly source culture (52%), while the *Grow with English* textbook focused more on target culture (61%). Both textbooks showed a very low percentage of international culture.

Similar concerns were raised by Khiari and Berriche (2025) in their study on the Algerian fourth-year primary school English textbook. They found that the visual content strongly focused on native Algerian culture, such as traditional clothing, family life, and national landmarks. While this approach supports the development of national identity, the study also revealed a lack of balanced representation of target cultures, like those of English-speaking countries.

A study by Efron (2020) examined how multiculturalism and multilingualism are represented in Japanese EFL textbooks used in elementary schools. The study analyzed four textbooks (*Let's Try 1 & 2* and *We Can 1 & 2*) and found that while some cultures and languages were included, they were often shown in a very limited or stereotypical way. Most of the content focused on Japanese culture, and foreign cultures were usually introduced through surface-level topics such as food, clothing, and

festivals. In many cases, these cultures were shown from a tourism perspective rather than through meaningful cultural understanding.

The other study highlights the importance of cultural representation in EFL textbooks is the research conducted by Davidson and Liu (2018), which examined the cultural content of English textbooks used in Japanese elementary schools. Their findings revealed that the textbooks predominantly featured Japanese culture, with limited and often superficial representation of other countries. Most cultural elements were categorized as "products" and "persons," such as national food, flags, or well-known individuals, while deeper cultural dimensions like "practices" (e.g., daily customs) and "perspectives" (e.g., values and beliefs) were rarely included.

These studies collectively suggest that cultural representation in ELT materials is often biased. This imbalance can affect students' cultural identity, worldview, and readiness to communicate in an international environment where English is the global language. It also reinforces the need for textbook authors and curriculum developers to adopt a more inclusive and balanced approach.

2.4 Theoretical Framework

To understand how culture is represented in English textbooks, this study uses two important theoretical frameworks: Cortazzi and Jin's (1999) model of cultural types, and Yuen's (2011) 4P model of cultural elements. These frameworks help break down the complex idea of "culture" into categories that can be observed and analyzed in actual learning materials.

2.5 Definition of Key Terms

To make this study easier to understand, it is important to explain some of the key terms used throughout the research.

This study use a framework by Cortazzi and Jin (1999), which identifies three cultural types. There are source culture means the culture of the students themselves, target culture refers to the culture of English-speaking countries where English is spoken as a first language, and international culture means cultures from other parts of the world that are not part of either the students' own culture or the target culture.

This study also uses a framework called the 4P model created by Yuen (2011), which identifies four cultural elements that may appear in textbooks. These are products (such as food, clothing, and buildings), practices (such as daily routines or celebrations), perspectives (such as beliefs and values), and persons (such as famous people or fictional characters from a culture). These elements help researchers look closely at how deeply and meaningfully culture is presented in learning materials.

Understanding these key terms is essential to following the focus of this research. These definitions help build the foundation for analyzing how culture is presented in English textbooks and how it can affect students' learning and cultural understanding.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study uses a qualitative content analysis approach to examine how cultural elements are presented in an English textbook for elementary school students. Content analysis is a method used to carefully study and interpret texts and images to find patterns, themes, or meanings (Krippendorff, 2004). It allows researchers to dig deeper into the content and understand what kinds of cultural messages are being shared.

To guide the analysis, the researcher apply two theoretical frameworks: Cortazzi and Jin's (1999) cultural and Yuen's (2011) cultural dimensions. By using this model, the study aims to explore which cultural values are included and how they are represented.

The textbook being analyzed is titled *My Next Words* by the EYLC Team (2021) that contained 136 pages and 10 chapters. It is designed for Indonesian fifth grade students and serves as the main source of data for this study. The goal is to understand how culture is embedded in the book and what types of cultural exposure it offers to young learners.

3.2 Data Collecting Techniques

To collect the data, the researcher carefully reviewed the textbook *My Next Words* (EYLC Team, 2021) by reading through all the texts, images, and dialogues to understand the overall themes and messages. The

goal was to identify parts of the textbook that reflect cultural elements whether through picture, dialogue, or sentence.

The process was guided by Krippendorff's (2004) content analysis framework, which includes processes such as unitizing, sampling, coding, data reduction, and narration in order to understand how cultural elements are represented in the textbook. These cultural elements were then grouped and analyzed using two cultural frameworks: Cortazzi and Jin's (1999) cultural types and Yuen's (2011) cultural dimensions.

This step-by-step categorization made it easier to see patterns and count how often each type and dimension of cultural representation appeared in the textbook. In short, the data collection involved reading the book, marking examples of culture, and organizing them based on well established models to prepare for deeper analysis.

3.3 Data Analysis

The analysis was conducted by reviewing each unit in the textbook and identifying cultural references contained therein, including sentences and images that reflect cultural meanings.

After collecting the cultural elements from the textbook, the next step was to analyze them using a content analysis method this structured yet flexible approach allowed the researcher to deeply explore how culture is represented in the textbook, while keeping the process clear, organized, and meaningful.

3.4 Trustworthiness

Credibility was ensured through peer validation. The researcher involved the academic supervisor as a second observer in the analysis process. Selected samples of the analyzed data were reviewed and discussed collaboratively to confirm the relevance and consistency of categories and interpretations. This process helped reduce individual bias and enhance the trustworthiness of the findings.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Findings

The analysis was conducted by reviewing each unit in the textbook and identifying cultural references contained therein, including sentences, images, dialogues, tasks, and descriptions that reflect cultural meanings. From this analysis, there were 30 cultural representations found throughout the textbook.

4.1.1 Representations of Cultural Types

The table below presents the distribution of cultural types based on Cortazzi and Jin's framework.

Table 4.1 *Presentations of Cultural Types*

Cultural Type	Total	Frequency	Examples from Textbook
Source Culture	23	82.1%	Names like Aisyah, Cici, Gado-gado, Independence Day, Pancasila.
Target Culture	2	7.1%	Name like Joshua and Children's Song.
International Culture	3	10.7%	Name like Alfonso (Spain), Pizza, New Year Celebration.

Among the three types of culture by Cortazzi and Jin, most of the representations reflected Indonesian culture (source) which appeared 23 times (82.1%). Target culture which refers to cultures in English-speaking countries appeared 2 times (7.1%). International culture, which represents cultures outside Indonesia and English-speaking countries, appeared 3 times (10.7%). These results indicate that the textbook focuses on helping students learn English through familiar cultural contexts.

The data show a strong emphasis on Indonesian culture (source), look at picture 4.1, which covers the majority of cultural references. This suggests that the textbook prioritizes cultural elements that are familiar to students, such as local names, foods, national holidays, and social values to support students in understanding English with their everyday experiences.

Representations of international culture appear more limited to items or names that are widely known from other countries, such as pizza as seen in picture 4.2 from Italy or characters like Alfonso from Spain. While representations of the target culture, cultures from English-speaking countries are the least frequent, only in the form of English song and character. This suggests a deliberate choice to ground English learning in the context of students' own cultures.



Picture 4.1 Independence Day (Source)



a slice of pizza

Picture 4.2 Pizza (International)

While this focus on local culture is appropriate for young learners who are still forming their cultural identities, it also limits their opportunity to engage with broader global perspectives at an early stage. This finding aligns with Cortazzi and Jin's idea that source culture can serve as a foundation for language learning, especially in early education.

4.1.2 Representations of Cultural Dimensions

For the four cultural dimensions according to Yuen, person appeared most frequently, 11 times (36.7%), followed by product and practice, each appearing 8 times (26.7%), and perspective as the least frequent, 3 times (10.0%). These results indicate that the book places a strong emphasis on individuals or characters that reflect the students' cultural and social environment, helping to connect with familiar identities to understand English.

The cultural content was also analyzed using Yuen's (2011) four dimensions, which includes Products, Practices, Perspectives, and Persons. The frequencies and examples of each dimension are shown in Table below.

Table 4.2 *Presentation of Cultural Dimensions*

Cultural Dimension	Total	Frequency	Examples from Textbook
Product	8	26.7%	Pizza, gado-gado, traditional clothes, rupiah, children's song.
Practice	8	26.7%	Independence Day, Kartini's Day, Social Greetings.
Perspective	3	10.0%	Pancasila, National Education Day, National Heroes Day.
Person	11	36.7%	Characters like Aisyah, Cici, Alfonso, Joshua.

The most frequently represented dimension in the textbook is Person, highlighting the central role of individual characters in conveying cultural content. These include both local figures such as seen in picture 4.3 like Aisyah, Cici, Made, and Edo who reflect Indonesia's ethnic diversity, and foreign names like Alfonso or Joshua. The use of personal and relatable characters allows learners to connect emotionally and cognitively with the material, fostering a more engaging and meaningful language learning experience. However, while local characters are well-integrated into the narrative, foreign characters tend to appear briefly and are not developed in depth, limiting students' exposure to diverse global identities.



Picture 4.3 *Characters (Person)*

Products and Practices appear with equal frequency, forming the second most prominent cultural dimensions. Cultural products such as traditional foods like gado-gado as seen in picture 4.4, currency such as rupiah, and songs are commonly featured in vocabulary sections or descriptive texts, offering concrete and often visual representations. Practices, including Independence Day celebrations, Kartini's Day as seen in picture 4.5, and social greeting highlight daily routines and shared traditions that are familiar to students. These helps reinforce cultural identity while providing real-life contexts for English usage.



Picture 4.4 *Gado-gado (Product)*



Picture 4.5 *Kartini's Day (Practice)*

The least represented dimension is Perspective, which deals with deeper values, beliefs, and worldviews. While important national ideologies like *Pancasila*, and commemorative days such as National Education Day and National Heroes Day are mentioned, these are often presented briefly and implicitly. Values such as cooperation, honesty, and environmental care are woven into character interactions but are seldom explored explicitly or compared with cultural values from other societies. This subtle and indirect treatment may be developmentally appropriate for primary students, but it also limits opportunities for intercultural reflection and critical thinking.

In summary, the textbook presents cultural elements primarily through familiar characters, aiming to make content accessible to young learners. Cultural references are mostly local, with some inclusion of products and practices. However, the representation tends to be superficial, with limited cultural perspectives and minimal engagement with diverse international cultures. The lack of intercultural comparison or deeper reflection suggests that the textbook provides a foundational but limited cultural exposure.

4.2 Discussion

The findings presented in the previous section reveal that the *My Next Words Grade 5* textbook places a strong emphasis on Indonesian (source) culture and individual characters. This shows that the textbook is designed to make English learning more relatable by grounding content in familiar local elements such as names, traditional foods, and national holidays.

The dominance of source culture accounting for over 80% of all cultural references, demonstrates the textbook's intent to ground English learning in familiar social and cultural contexts. Students are introduced to foods, traditions, values, and names that are part of their daily lives, which can promote a sense of relevance and comfort in learning a new language. This supports Cortazzi and Jin's (1999) assertion that including learners' own culture in English materials can increase engagement and comprehension, especially at the primary level.

This result is consistent with the study by Mustapidaturrohmah et al. (2022), which examined two English textbooks used in Indonesian elementary schools. They also found a lack of balance: one textbook focused mostly on Indonesian culture, while another gave more attention to English-speaking cultures. This suggests that EFL materials in Indonesia often fail to present a diverse and balanced cultural perspective, which is important for supporting intercultural competence.

The findings also align with the study by Khiari and Berriche (2025) in Algeria, which highlighted that cultural content in an English textbook heavily reflected Algerian national identity through visuals like traditional clothing and family life. While this helped strengthen cultural pride, the textbook did not offer meaningful exposure to English-speaking cultures. This indicates that overemphasis on local culture may limit students' readiness for global communication.

Moreover, the analysis of cultural dimensions in this study, based on Yuen's (2011) framework, revealed that Person (36.7%) was the most frequently represented dimension, followed by Product and Practice (each 26.7%). Perspective, which involves deeper cultural values and worldviews, was the least represented (10%). This trend is echoed in Efron's (2020) research on Japanese EFL textbooks, which found that foreign cultures were typically introduced only through surface features like food, festivals, or clothing. Such limited and sometimes stereotypical portrayals do not foster deeper cultural understanding, but rather promote a "tourist" view of other cultures.

The same issue is addressed in Davidson and Liu's (2018) research, where Japanese textbooks mainly featured national content and represented other cultures superficially. Cultural elements were often limited to products and persons, while practices and perspectives were rarely included, just like in the textbook analyzed in the current study. This kind of representation

can lead to a shallow understanding of culture and may fail to support learners in developing true intercultural awareness.

The least developed cultural dimension is perspective. There is little effort to contrast these values with those from other cultures, which restricts students' ability to develop critical cultural awareness or compare worldviews, core skills in intercultural communicative competence (Byram, 1997). Without these comparisons, students may struggle to understand the nuances and complexities of real-world cross-cultural interactions.

In summary, the current study, and the supporting research from different countries, highlights a global pattern in EFL textbook design, especially in non-English-speaking contexts: an overreliance on source culture, with only limited and surface-level inclusion of global and target cultures. While focusing on local culture can make English more accessible for young learners, it may also hinder the development of intercultural communication skills, which are essential in today's globalized world.

To move forward, it is recommended that future EFL textbooks provide a more balanced mix of source, target, and international cultures. In addition, deeper dimensions such as perspectives and practices should be presented more explicitly to help students not only learn the language but also understand the values, customs, and worldviews of others. This approach would better prepare learners for real-world communication and foster mutual respect and global citizenship from an early age.

CHAPTER V

CONCLUSION

5.1 Conclusion

This study set out to examine how cultural content is represented in the My Next Words Grade 5 textbook, guided by two research questions. The first explored the types of culture, source (Indonesian), target (English-speaking), and international, as categorized by Cortazzi and Jin (1999). The second focused on Yuen's (2011) four cultural dimensions: products, practices, perspectives, and persons. Through Krippendorff's content analysis method, a total of 30 cultural references were identified and classified using these two theoretical frameworks.

The findings reveal a strong dominance of source culture, which constitutes 82.1% of all cultural content. Indonesian traditions, local values, daily social habits, and cultural products, such as *gado-gado*, *Pancasila*, and familiar Indonesian names, are deeply embedded throughout the textbook. This cultural alignment supports learners by connecting new English vocabulary and expressions to their lived experiences. The material, therefore, fosters a sense of cultural continuity and relevance, making English more approachable for primary level students.

In terms of cultural types, international culture is represented more frequently than target culture. Both appear only in limited and surface level instances, usually through character names or generic global references without deeper exploration of cultural identities or values. This suggests that

while the textbook introduces learners to some elements beyond their local context, it does not yet fully embrace the intercultural dimension of English as a global language.

Regarding cultural dimensions, the most dominant is person, followed by product and practice, and perspective as the least represented. The prevalence of the person dimension reflects the textbook's emphasis on familiar characters and social roles, helping learners connect language to human relationships and community life. Cultural products are visually engaging but often lack interpretive depth. Practices are grounded in real world activities familiar to children, while perspectives, representing deeper beliefs and values, are only subtly implied and rarely contrasted with other worldviews.

Overall, the textbook demonstrates a culturally responsive approach to language education. It respects and reflects the students' background while slowly opening windows to other cultures. This balance is crucial, especially at the elementary level, where cultural relevance can greatly enhance engagement and comprehension. Yet, as students progress, there is a need to introduce more opportunities to explore the richness of global cultures and develop intercultural understanding. Language, after all, is not just about words, it is about connecting with people and perspectives across borders. This textbook takes an important first step in that direction.

5.2 Implication

The findings of this study have several implications for English language education at the primary level. The strong dominance of Indonesian (source) culture in the textbook suggests that grounding language learning in familiar cultural contexts can enhance student engagement and comprehension. This culturally responsive approach is particularly effective for young learners, helping them relate to new vocabulary through lived experiences.

However, the minimal inclusion of target and international cultures highlights the need to gradually introduce broader cultural perspectives. As English functions as a global language, textbooks should support not only linguistic competence but also intercultural awareness.

Additionally, the focus on surface-level cultural elements, such as names and food, suggests a missed opportunity to explore deeper cultural values (perspectives). This implies a need for more balanced cultural content that encourages reflection and empathy.

Finally, the role of teachers is crucial. Since textbooks alone may not fully develop intercultural understanding, teacher support and training are essential to extend and enrich cultural learning in the classroom.

5.3 Further Research

This study was limited to analyzing cultural content in a single English textbook using content analysis. Therefore, further research is

needed to expand and deepen the understanding of cultural representation in English language teaching materials.

Future studies could compare multiple textbooks across different grade levels, publishers, or regions to identify broader trends in cultural inclusion. Additionally, classroom-based research could examine how teachers interpret and deliver cultural content during instruction, as well as how students perceive and engage with it.

Research involving teachers perspectives would also be valuable to assess the impact of cultural elements on motivation, language acquisition, and intercultural awareness. Lastly, future studies might explore digital and audiovisual learning materials to evaluate how multimodal resources contribute to cultural learning in more dynamic ways.

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APPENDIX




Title of the book: My Next Words Grade 5 - Student's Book for Elementary School

Length of the page: 136 pages, 10 chapters

Source: <https://buku.kemdikbud.go.id>

Publisher: Pusat Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

Culture	Unit	Type	Dimension
	Unit 1	-Source Culture -Target Culture	Person
<p>“Hi, Alfonso! How are you?”</p> <p>“Hi, Joshua! I am good.</p> <p>Thank you.”</p>	Unit 1	-International Culture -Target Culture	-Practice -Person
 <p>a slice of pizza</p>	Unit 2	International Culture	Product

	Unit 2	Source Culture	Product
a bowl of bakso			
	Unit 3	Source Culture	Product
“It is thirty thousand rupiahs.”	Unit 3	Source Culture	Product
Nasi Uduk: 15.000	Unit 3	Source Culture	Product
“Assalamu’alaikum, Aisyah.”	Unit 5	Source Culture	Practice
“Wa’alaikumsalam, Cici.”			
Head, shoulders, knees, and toes song	Unit 6	Target Culture	Product
I like playing “balap karung”	Unit 10	Source Culture	Product
Pancasila text	Unit 10	Source Culture	Perspective
2.	Unit 10	Source Culture	Practice
 <p data-bbox="368 1753 544 1771">Kartini's Day is on _____</p>			
Indonesia National Education	Unit 10	Source Culture	Perspective

Day is on May 2

Indonesia National Heroes Unit 10 Source Culture Perspective

Day is on November 10
