AN ANALYZE THE CULTURAL CONTENT IN AN ENGLISH TEXTBOOK FOR MERDEKA CURRICULUM

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Abstract

This study aims to analyze the cultural content in English textbooksbcustomized for English language learning based on the Indonesia Merdeka curriculum which ideally includes a variety of Indonesian traditional and regional cultures in the textbooks. The book chosen is a book for grade 10 high school entitled English Language for SMA/MA/SMK/MAK Class 10B by Yuniarti Dwi Arini. The purpose of this study is to prove and review the ratio of cultural content in the tenth grade English interaction textbook.Through cultural content analysis, it is hoped that this research will be able to improve the quality of culture in other EFL textbooks in Indonesia. Research design for this study is quantitative method, specifically conceptual content analysis. The coding of was based on cultural categories and the exposure of cultural elements from the content in the textbook. The results of this study show that the percentage of cultural concepts in the analyzed objects is 76%, the percentage of practices is 17%, and the percentage of perspectives and people are 5% and 2% respectively. For the category of culture, there is a ratio of 55% in the target culture of the English speaking country, 24% in the source culture derived from Indonesian culture, and English-speaking country, 24% on the source culture derived from Indonesian culture, and 21% on the international target culture which is a culture that is international target culture which is a culture that is not the target culture. as well as source cultures and cultures that come from a nation that does not consider English as its first or second language.

Keywords: Content analysis, cultural exposure, English textbooks

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INTRODUCTION

Language is just one of the numerous things that humans are capable of learning. There are numerous approaches to language learning. It can be acquired directly from experience or indirectly through media like books, movies, or even video games (Deris & Shukor, 2019; Nigar, the next year). In contrast, there would be an organized education system that runs from an early age for students, such as elementary school to university, or specialized programs for vocational, technical, and professional training in the context of formal education, where there is a role for both students and teachers. Formal education is designed around a program or curriculum that may be more or less easily tailored to match each student's requirements and preferences, and it typically includes an evaluation of the knowledge or skills the students have acquired. Acknowledgment and accreditation are usually the outcome of formal education, like that which is received in a classroom.

Textbooks are primarily utilized as teaching tools in this formal education setting, where attendance is required in order to receive a degree. One of the most common educational resources is the textbook. Typically, a teacher employs it due to its advantages for the lesson and a supplementary source of learning materials; it offers guidance on how to structure teaching frameworks using the textbook as a guide, augment it with new exercises, and more (Huang, 2019; Syafiqah Yaccob & Md Yunus, 2019). Teachers will find the resources in textbooks to be extremely valuable.

According to Georgievna (2020), a textbook is a collection of information on concepts, laws, and facts pertaining to a specific subject or course. Usually, one or more professors, educators, or professionals in education who are authorities in their domains prepare it. Most textbooks are produced by Including teacher guides offering additional materials, ideas, and exercises to be utilized throughout the school year. The impacts of textbooks on students' academic performance vary greatly and seem to accumulate over time (Van Den Ham, & Heinze, 2018). According to Richards (2019), textbooks play a crucial role in language programs since they are the primary source of language information (also known as language input) for both classroom English practice and language learning.

According to Hutchinson and Torres (1994), a textbook can be a useful tool in the day-to-day process of teaching and learning English, and its importance grows at transitional periods. Considering the creation of textbooks and teacher preparation as complementarity and mutual aid are crucial components of the understanding of language instruction.

For this reason, a textbook's contents, lessons, or learning resources are always subject to change. These days, textbooks are available in a wide range of formats for a single, very precise learning session, such as English textbooks for particular grades in formal education.

Taking into account the wide range of English textbooks available, formal education consists of a set of lessons and assessments that a teacher will teach in a classroom setting as well as the entirety of the experiences a student will have while receiving instruction there. curriculum is defined as instruction given by a teacher (Toombs & Tierney, 1993). Because it gives the material taught in schools a structure, a curriculum is essential. The availability of a curriculum makes it possible for students to progress to obtain further qualifications and transfer across institutions, such as when they choose to improve their education from basic to secondary level. It suggests that educational institutions follow a set standard and that students who transfer between institutions won't experience any disadvantages or lose out on training. Stated differently, instructional textbooks ought to be uniformly standardized in accordance with each country's objective (Matters, 2014).

The most recent Indonesian curriculum, known as The Merdeka Curriculum, is still optional in the country's official education system. The Minister of Education, Culture, Research, and Technology of Indonesia, Nadiem, acknowledged that the Merdeka curriculum would put into practice for the upcoming 2022–2023 academic year (Qomariyah & Maghfiroh, 2022). The adoption of spaces designated for regional authorities to incorporate local material based on local features and wisdom in the region is one of the curriculum's pillars. The culture of the country must be ingrained in this curriculum education. The local wisdom portrayed here is connected to global diversity, which is one of Pancasila's qualities. The intention is to make Indonesian localities more competitive on a global scale. This implies that the program covers a large portion of all cultural circumstances and regional traits. For this reason, Indonesian local culture should be included in the textbook based on this curriculum.

That being said, teaching language and culture go hand in hand. Language and culture are inextricably linked, according to a number of scholars (Colson, 2008; Dobrovol'skij & Piirainen, 2006; Williams, 2010). The arts and further human intellectual expressions accomplishments are commonly called culture. It also refers to the achievements, customs, artistic activities, and social structures of a certain nation, people, or other social groupings. (Hall, 2016) . Everywhere a language is acquired, culture occurs, according to Kramsch (1997). Pupils negotiate between their own culture and the cultural knowledge of the target language since they view EFL as the foundation for learning about local culture. The teaching resources and classroom activities that expose students to the target culture essentially assist them in recognizing their own identities.

However many EFL textbooks in Indonesia, according to Sharif and Mohammadi (2013), exclude openly cultural information. Hermawan and Noerkhasanah (2012) examined a number of Indonesian primary school textbooks and found that, whilst being Written with the intention of being used in the Indonesian

setting, they contained minimal information about local culture and a great deal of implicit assumptions about English language users. Taking this information into account, the research endeavors to examine the cultural material included in English textbooks tailored for English language instruction, utilizing the Merdeka curriculum as a basis.

Previous research on the same subject has been demonstrated and examined in the context of English textbook use in Indonesia (Wakhidah, & Adityarini, 2021; Permatasari, 2022; Nurjanah, & Umaemah, 2019; Qodriani, & Kardiansyah, 2018; Ririn, 2012; & Taki, 2008). These featured depictions of various societies and cultures from around the globe. Additionally, a specific study carried out in 2021 looked at how the Indonesian Ministry of Education and Culture included information that was culturally appropriate in their published senior high school English textbook for the tenth grade. It has been made apparent that the scope of the cultural material and how it meets the needs of cultural education in the context of teaching English in schools are revealed by this checklist. The findings showed that in addition to representing target cultures, the EFL textbook also represents source and other cultures. The resources demonstrate that the most frequently portrayed source cultures are those, whereas the international the least represented cultures are those that are depicted the least (Riadini, & Cahyono, 2021). Another study looked at the representation of culture in government-published English textbooks used by ten grades. It is possible to draw the conclusion that the majority of textbooks' cultural content varied in terms of both cultural sources and elements (Ayu, 2020).

Given this, the goal of this study is to evaluate various English textbooks using a nearly identical methodology used for the earlier study.But take note that this study used a separate book that was written especially for the most recent The textbook for the Merdeka curriculum should ideally cover a range of Indonesian traditional and regional cultures. Thus, the purpose of this study is to demonstrate the cultural ratio found in a reputable English interaction textbook for senior high school students in the tenth grade written by Yuniarti Dwi Arini (2022). This book is just one of many EFL textbooks available that are tailored to the Merdeka curriculum. The purpose of this study is to ascertain how frequently the cultural concepts—cultural categories and cultural elements—covered in English textbooks are really used. These concepts are based on Cortazzi and Jin (1999).

METHOD

This study used a quantitative research design, especially a conceptual content analysis. A notion was selected for analysis in this study, and its presence was counted and quantified. It was applied to ascertain whether cultural concepts were present and how frequently they occurred in the selected item. It examined the textual and

visual materials in the textbook. For analysis, the content was chosen, classified, and divided into digestible code groups.

The codes for source culture (SC), target culture (TC), and international target culture (ITC) are used here. Cultural knowledge from the learner's own culture that is included in the textbook is referred to as source culture. In this case, the source culture is Indonesian culture. The third culture in the textbook is made up of other cultures. The term "target culture" refers to cultural content found in textbooks for the target language or English-speaking countries; in this case, the target language's cultures are those of the US and the UK. This society's "Western" culture is well recognized. Cortazzi & Jin (1999) defined international target culture as a culture that is neither the source culture nor the target culture. neither the target culture nor the source culture. Additionally, it is the culture that originated in a nation that does not regard English as a first or second language.

Using a framework from Yuen (2011), the author examined the cultural material in order to analyze how cultural aspects were portrayed. Some observable facets of culture included objects, people, customs, and viewpoints. Products: material representations of culture, such as inventions, meals, folktales, music compositions, literary works of fiction, comic books, and architectural landmarks; (2) Persons: well-known people who embody a particular culture, including writers, poets, musicians, sportsmen, national heroes, and painters; (3) Culture-specific rituals, events, and practices, such as ceremonies, holiday celebrations, inherited norms, and so forth, are referred to as cultural practices. Recognize that it is inappropriate to present presents to teachers; (4) Perspectives: How a certain group of individuals sees something that sets them apart from those from other cultures, such as native speakers. Therefore the code for cultural elements is based on those four aspects.

Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas 10 by Yuniarti Dwi Arini is the subject of this study. This interactive English book is meant to support the learning of the Merdeka curriculum. Intan Pariwara Publishing is the publisher of this book. The book, which is used for the English learning exercise in the second semester of senior high school in the tenth grade, is ninety pages long.

Based on Yuen's method, a checklist was employed to collect the data (2011). Data collection methods are shown in Table 1 below.

ITEM	Product			Persons			Practices			perspective		
	SC	TC	ITC	SC	TC	ITC	SC	TC	ITC	SC	TC	ITC
Chapter 1												

| Chapter 2												

The table is set up this way to separate the data into two sets of coding categories: source culture (SC), target culture (TC), and international target culture (ITC), and cultural aspects, which include products, persons, behaviors, and perspective.

Reading the book was the initial step in the research process before content analysis. To choose the appropriate information, every piece of content—from the first to the last—was carefully examined. If there were any cultural elements, the information would be categorized into coding groups. The researcher organized the cultural categories of the selected cultural element after determining the content's cultural element. Following organization, every piece of content was counted to determine the cultural ratio included in the English interaction textbook according to its coding group. After knowing the total number, the researcher put the result into a pie chart at the end of the data organization in consequence to find the comparability of each coding group of cultural elements and cultural categories in the textbook.

FINDING AND DISCUSSION

The outcome is displayed in table 2 of the table checklist below. To find the percentage of each coding component based on its group, the data is converted into charts. Chart 1 and Chart 2 are shown below. Students in Indonesia's tenth grade use an interactive English textbook that shows how cultures are spread. Certain cultural phenomena are portrayed in detail, whereas other cultures are only acknowledged and not fully explored in educational materials.

Figure 1. Cultural elements

Cultural Element

- 2% 5%
- 17%
- 76%

- Product
- Practice
- Person
- Perspective
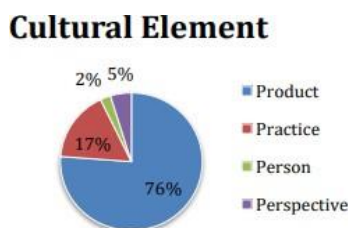
The percentage distribution of cultural aspects in the textbook is shown in the above chart. Based on the researcher's findings, 42 references exist to a culture that was categorized into four sets of cultural components. These 42 distinct cultures can be found in the form of an image, a passage of text, or even just a single word or phrase.

The figure shows that there are significant gaps in the result when it comes to the cultural aspects that predominate in the ratio of textbook content. Here, the product counts for thirty-two cultural settings, making up 76% of the total. Famous western fairytales like Cinderella, Jack and the Beanstalk, The King Midas and Golden Touch, and many more are the most prevalent cultural product used in this course. This occurs as a result of a course assignment that discusses and introduces a narrative text during the second semester of the tenth grade. There is a chapter in the textbook devoted to the study of fragmented fairy tales. In the book, this chapter is positioned as the second one. As a result, stories make up the majority of the learning materials employed in this approach. A domestic, everyday-use product from either culture is the subject of the second mention of a product of culture; these are mostly covered in the textbook's first chapter. This is because the learning objectives for the first chapter include teaching students how to read expositional texts and how to articulate viewpoints. As a result, the topics covered in this chapter include henna tattoos, gamelan, AR and VR games, NFT, and other topics that students are interested in and feel comfortable with.

This English textbook's practice percentage is 17%, which is the second-highest ratio after the product of culture. There are seven products of culture that are now in use and mentioned. The majority of these cultural practices are part of popular culture, or at the very least, they are customs that were formerly common among seniors in high school.

Context is the third cultural component. Its ratio of the cultural element is only 5%. There are just two cultural viewpoints presented in this English textbook. These two represent different ways of thinking on Indonesia's Pancasila ideology. As a result, this textbook does not include any viewpoints from the target culture, such as "Western" ideology or beliefs.

Considering just 2% of the total proportion of culture, the individual is the last cultural element in this English textbook. There is only one representative of the target culture in this percentage. This person is not given any explanation or provided with any learning material in the textbook; they are only identified as the author of a reading passage in the reading exercise.

Figure 2. Cultural categories
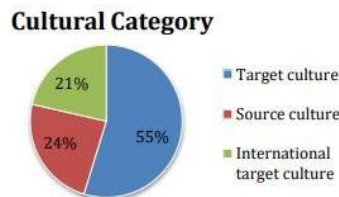
The Interactive English textbook's % ratio of cultural groups is shown in Figure 2. As we can see, when compared to the other two target cultures, the one included in this textbook has the highest percentage. Across the board in the cultural sector, its percentage is 55%. There are twenty-three cultural items in it. The term "target culture" here refers to the cultures of English-speaking nations, including the United States, England, Australia, and many more. Cultural material, usually in the form of products, makes up the majority of this ratio. For instance, a reading text that takes the form of a story tale is the most common type of material with a cultural component, according to the preceding chart. It can be said that the target culture here is classical work of a well-known stories that the students are familiar with. The product of popular culture can also be seen in this target culture. The mention of Harry Potter, Cinderella, and a picture of Disney's Snow White are some of them.

Furthermore, the textbook's depiction of the target cultures' cultural category is an image of a crystal lamp, a product of a culture that is well-known in western interior design. On another page, a traditional Victorian-era interior design is depicted. NFT, AR, and VR games are examples of contemporary culture that are featured. These cultural products are regarded as part of TC's high culture. This textbook also covers a popular culture phenomenon from the target culture. The textbook also includes popular cultural phenomena like dance challenges and flash mobs that are representative of high school life.

The source culture is where cultural categories are most exposed. This interaction EFL textbook has a 24% percentage of source culture content, according to the figure above.

There are specifically ten Indonesian cultural experiences. Here, the original culture is represented through images and text. One of the images shows a girl playing the gamelan, a classic Javanese musical instrument. An depiction of a group of girls performing an Acehnese traditional dance is also shown. There is a folktale about *Dayang Sumbi and Batu Betangkup* that can be read. These civilizations are categorized as folk cultures. The use of folk culture as a marker of place is consistent with how cultural information is generally presented in textbooks (Thompson & Fevre, 2001). On the other hand, there are other source cultures that are also regarded as national cultures, such as the Pancasila concept applied in this book and the image of students

dressed in senior high school uniforms. The textbook contains examples of both intellectual and tangible cultural goods.

International target culture (ITC) is the final cultural category. It has the least amount of cultural exposure content in this EFL textbook, at 21 percent. Here, there are nine exposures.

This textbook defines international target culture as a culture that originates in a country that does not consider English to be a first or second language, and that is neither the target culture nor the source culture. It takes the shape of reading literature as a kind of workout. These ITCs are the result of cultural components like a Japanese folktale that can be classified as both folklore and folk culture. You may read about anime, which is Japanese film animation, in this conversation. Given the popularity of anime in Indonesia, it is a well-known product of a culture that the student is familiar with (Hidayat & Hidayat, 2020). The tales of Aladdin from the Middle East, German Rapunzel, and a circus with ties to ancient Rome are examples of other global target cultures.

The textbook for the Merdeka curriculum, which is now used in the official education system, also has to be modified. The goal of the Merdeka curriculum is to reinforce the Pancasilaist student profile (P5) in the educational unit by implementing or introducing local culture. Despite the fact that English is a foreign language and it is normal to leave out overtly cultural details on Indonesia's source culture, the book's cultural exposure ratio includes over 25% of source culture. Of the ninety pages in this book, fifty-seven are devoted to cultural exposure through the use of objects, customs, people, and viewpoints from diverse cultural categories. Therefore, it may be inferred from this Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas 10B EFL textbook that it has sufficient cultural exposure to meet the Merdeka Curriculum's guidelines. Thus, it is true that learning a foreign language and the local way of life go hand in hand. Therefore, it may be inferred from this Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas 10B EFL textbook that it has sufficient cultural exposure to meet the Merdeka Curriculum's guidelines. Thus, it is true that learning a foreign language and the local way of life go hand in hand.

CONCLUSION

This content book study concludes that the majority of the cultural categories and aspects are found in popular cultures, such as AR and VR games. Other cultural forms include national culture, which includes images of students wearing senior high school uniforms and implementing Pancasila ideology, high cultures, which include illustrations of classic chandeliers and European Victorian interior design, and classic culture, which includes the classic fairy tales *Cinderella, Rumpelstiltskin,* etc., and folk culture, which includes the story of Dayang Sumbi and the picture of a group of girls dancing a traditional Tari Saman.

A product is the culture that is employed most frequently in cultural elements. There are thirty-two cultural contexts counted, making up 76% of the output. This occurs as a result of a course component that introduces and explains a narrative text during the second semester of the tenth grade. There is a chapter in the textbook devoted to the study of fragmented fairy tales. Practice comes in second, accounting for 17% of the ratio in this textbook. Person and perspective come in third and last. Their respective percentages throughout the entire book are 5% and 2%.

Regarding the cultural categories included in this EFL interactive textbook, target culture (TC) is the one with the highest frequency of cultural exposure. It makes up 55% of the total.The source culture (SC) content, which has a 24% cultural exposure in this interactive EFL textbook, is the second ratio. The international target language (ITC), which has 21% cultural content, comes in last.

As a result, the results of this research on the cultural content evaluation in English textbooks customized for learning English based on the Merdeka curriculum, as well as the ratio of culture that exists inside English interaction textbooks of tenth grade, are presented in conceptual analysis content textbooks. This textbook features forty-two pages of cultural content throughout, which goes against Sharif and Mohammadi's (2013) conclusion that many EFL textbooks in Indonesia exclude openly cultural information from other EFL textbooks. This makes the current textbook an upgrade over the one from the prior curriculum. It should be mentioned, nonetheless, that this textbook exposes students to the target language more frequently than the Indonesian source culture.

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