A CULTURAL CONTENT ANALYSIS OF THE EFL TEXTBOOKS FOR PRIMARY EDUCATION IN INDONESIA

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Article Info	Abstract
	This study attempts to investigate the cultural contents of two EFL textbooks entitled *English for Elementary School Students* Grade 6 and *Grow with English* Book 6. This research is qualitative descriptive research, particularly content analysis. This study uses the categorization of cultural aspects by Cortazzi and Jin (1999), including source culture, target culture, and International culture. Adaskou's et al. (1990) categorization of cultural dimensions covering sociological sense, aesthetic sense, semantic sense, and pragmatic sense is also employed. The findings show that the two English textbooks present the cultural aspects and dimensions differently. *English for Elementary School Students* Grade 6 textbook carries out more source culture than target culture and international culture. In comparison, *Grow with English* Grade 6 textbook carries out more target culture than source and global cultures. The findings also reveal that the sociological sense is the most prominent sense occurring in the two textbooks compared to the aesthetic, semantic, and pragmatic senses. Therefore, from the results, it can be inferred that the proportion of the cultural content in the two textbooks is imbalanced.

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INTRODUCTION

Language learning cannot be separated from cultural learning. Brown (2007, p. 189) stated that a language is a part of the culture, and culture is a part of the language; the two are closely interwoven so that one cannot separate the two without losing the significance part. Therefore, learning a foreign language means learning its culture as well. In second or foreign language learning, the integration of cultural learning has been widely accepted. Thorough knowledge of culture can help students understand norms and values in society, both local and global communities. Yeganeh & Raeesi (2015) stated that the society's values where the language is spoken are reflected in their language. Culture is also a fundamental element in helping students learn in their surroundings (Razavi & Gilakjani, 2020). At the same time, culture and language formed and influenced each other (Rachmawati, 2020). Learning about foreign cultures will help students develop their intercultural competence, allowing them to know and compare various cultures, communicate effectively, and increase students' sensitivity to both their own and foreign cultures. In other words, learning the culture will increase student cultural awareness. Besides, Mckay (2000) stated that integrating cultural content in foreign language learners could enhance learner motivation to learn that language. The integration of foreign cultures will give new challenges for the student and trigger their curiosity. Meanwhile, integrating a learner's own culture suitable to their prior knowledge will help students understand and comprehend material better. Therefore, the insertion of cultural content in second or foreign language learning is highly suggested.

Culture, however, is not something that can be learned directly, especially in foreign cultures where learners hardly have direct access to that culture. Therefore, it should be taught explicitly (Liddicoat, 2004). The textbook plays a significant role as a resource of cultural knowledge for the learners (Lund, 2006; Wu, 2010). The textbook can guide teachers and learners in the structured program of linguistic and cultural elements that have been aimed (Al-Sofi, 2018). So, a textbook is a significant medium that can be a source and guidance that students can use in the learning process.

Although introducing students to foreign cultures is necessary, maintaining the existence of local culture in the textbook is essential. Ratri & Puspitasari (2019) emphasized that the ability to communicate in English should not make the learners forget their original identity. Therefore, cultural content in the textbook should be carefully considered. However, several studies have found that some EFL textbooks have a smaller source culture content than the target culture (Arslan, 2016; Faris, 2014; Wu, 2010). It is worrying because it can threaten the preservation of local or source culture and affect the devotion of learners to the local or basic

culture itself. Moreover, as explained above that, a textbook can be a map and guidance that can shape students' views and understanding of a culture, which is what Zarei & Khalessi (2011) revealed in their study, that a textbook is a "cultural artifact" which developed based on the writer assumption of the culture and biases. Hence, the value loaded in the textbook may construct students' assumptions about the culture; students may be misinterpreted, take the wrong prospection of the culture, prevalent stereotype, or even imitate culture that is not following the norms and values in Indonesia's society.

Regarding cultural-related matters on teaching material, selecting textbooks is considered difficult. Zein (2017) stated that the imported textbooks are generally not appropriate to the local Indonesian culture. The textbooks published by the local publisher are not drawn attention to cultural values and carry too much surficial content. Therefore, it is important to consider the English textbooks inserted with cultural content used in foreign language learning.

Some previous studies have discussed content analysis of the textbook (Amara, 2017; Faris, 2014; Nurjanah & Umaemah, 2019; Wu, 2010). However, there are still limited studies discussing the cultural content of EFL textbooks for elementary school, even though the current K13 curriculum policy implemented by the Indonesian Ministry of Education and Culture positions English as a local content subject instead of a compulsory subject. English at the elementary school level is not mandatory to be taught. Based on a survey study conducted by Sya & Helmanto (2020), 84% of elementary schools in Indonesia still teach the English language subject to their students. Therefore, this research intends to analyze two English textbooks for elementary school level entitled *English for Elementary School Students* grade 6, published by Masmedia Buana Pustaka publisher, and *Grow with English* book six, published by Erlangga publisher. This research intends to analyze what kind of cultural aspects and dimensions are represented in these two textbooks.

REVIEW OF LITERATURE

Defining Culture

In the linguistic field, many linguists have called attention to defining culture. One of the definitions stated by Tomalin (quoted in Moran, 2001, p. 17) mentioned culture as the progress of how a group of people lives and share a set of practices, products, and perspectives on the world within a specific social context (p. 24). Meanwhile, Brown (2007) specifies ideas, customs, skills, arts, and tools used by a group of people in some period as a definition of

culture. In this way, culture can be noticeable as the interpretation of people toward things, ideas, beliefs, and words in a certain period.

In this regard, language is viewed as part of the culture. Language is influenced by culture. The close connection between culture and language brings about the perception of the need to include cultural content in English Language learning.

Culture and English Language Learning

The close relations between language and culture and its influence on foreign and second language learning have brought many discussions and studies among scholars and researchers, leading to findings on how influential culture is in second language learning. However, the position of culture in English language learning in foreign or second language learning, especially in the classroom, is still being questioned. The most questionable question is; should language and culture teach separately or in unification? Some scholars argue that teaching language and teaching culture should be treated independently. One of which is Moran (2001), who claims that the learner should learn the language first. After having enough mastery of the language, the learner then uses the language to learn about the culture (p. 39). Moran argues the separation of language and culture is in terms of pedagogical reasons, which are; when language and culture are separated, the learner could be more focused on mastery of the linguistic form, ignoring culture that could add "unnecessary complexity," another reason stated by Moran is, "the most relevant to culture, we use language to learn the culture." He also pointed out that the central means of learning in language classrooms is to learn the language, not the culture. However, Moran also admits that there will be disadvantages to the separation of language and culture teaching, which is an "incomplete portrait of language and culture" Moran (2001, p. 38-39). The view that learners should be focused on linguistic aspects only, however, as several scholars said, is a past language learning perspective (Cortazzi & Jin, 1999; Liddicoat & Crozet, 1997; Liddicoat, 2004).

Although some scholars argue that culture and language should be taught separately, such as Moran (2001), who separates teaching language and teaching culture, another opinion proposes that culture and language should not be taught independently. Instead, it should be taught together.

This opinion argues that teaching culture, which is limited in viewing culture as part of literature and art, which often only teaches culture in artifacts such as poems, novels, clothes, etc., is not something the students need. Yet, the cultural dimension that should be taught is a dimension of culture in how people communicate. Culture underlines every part of

communication, how people interact with each other in everyday talks, and the writing texts they produce (Liddicoat & Crozet, 2000). Such dimension of culture is what students need, and culture in the literature form is considered only understood as knowledge. In line with the previous statement, Cortazzi & Jin (1999) emphasize that learning a foreign language should focus on possessing the academic subjects and learning how to communicate appropriately. Therefore, the culture should be integrated into language skills, not a separate skill taught after speaking, listening, reading, and writing, because culture is always represented in communication (Liddicoat, 2004). Thus, language learning and culture learning should not be taught separately.

Apart from the above two assumptions, the importance of culture in language teaching is widely accepted, starting from increasing communicative competence, intercultural competence, learners' cultural awareness of their own culture and others, fostering student's motivation in learning, and sanitizing students' cultural diversity. So, it can be concluded that the inseparable relationship between culture and language is highly beneficial for language learning.

The Importance of Textbooks in English Language Learning

A textbook is a vital component in language learning both for students and teachers. Even Sheldon (quoted in Khodadady & Shayesteh, 2016) views the textbook as the "visible heart that plays an essential role in English language teaching program." Textbooks can be considered the most favorable material used in the classroom in Indonesia. In culture-related material, EFL textbooks can provide learners with superior and basic knowledge about English-speaking countries and language skills and prepare students to interact with people from foreign countries and different cultural backgrounds (Radić-Bojanić & Topalov, 2016). From the explanation above, it can be seen that textbooks play a pivotal function in providing students with cultural information.

Regarding English as a Second or Foreign language in Indonesia, most students have insufficient exposure to English and its culture. Formal education only provides students four to six hours per week to learn English in the classroom. Moreover, due to the implementation of the K13 curriculum by the Indonesian Ministry of Education and Culture, which posits English as a local content subject instead of a compulsory subject, English at the elementary school level is not mandatory. Still, it can be taught according to the school policy. The time allocation given seems to be very minimal. Students do not have enough time to learn English. Songbatumis (2017) stated that textbooks could be appropriate options to overcome this

problem. In English language learning in Elementary school, a textbook is the primary source of material both for the teacher and students in the classroom (Suryarini, 2019). In addition to being used in class, textbooks can be used as independent learning media for students. A good textbook containing a rich source of content established from the official government syllabus, texts, and activities in the textbooks will significantly help the students and teachers.

Cultural Content in EFL Textbook

Cortazzi & Jin (1999) proposed culture-related teaching material in the EFL textbook into several cultural aspects. Those aspects are source culture, target culture, and international culture. The source culture aspects pointed out in materials presenting the learners' own culture. In this respect, the source culture refers to Indonesian cultures. Indonesia is well-known as a multicultural country in the world. Indonesian society consists of many ethnicities such as Sasaknese, Sundanese, Javanese, Balinese, Bataknese, and other ethnicities. This cultural aspect could be presented with the stories about Indonesian legends, heroes, folktales, and local wisdom such as *gotong royong*, traditional clothes, and other aspects.

The target culture aspects refer to materials representing the culture of the English-speaking countries, like The United States, New Zealand, Australia, The United Kingdom, and Canada. This category is the most popular instruction material in the EFL context. The target culture materials usually aim to expose learners to the cultural contexts of the target language.

International culture aspects refer to materials displaying a culture in countries around the world where English is not used as the first language but as an international language, such as in Italy, Spain, Japan, and other countries. The international culture materials aim to raise learners' intercultural awareness, giving students knowledge about other's cultures and making learners familiar with various socio-cultural contexts.

Furthermore, culture content can also categorize based on four dimensions of culture proposed by Adaskou et al. (1990). The four dimensions of culture are the aesthetic, the sociological, the semantic, and the pragmatic sense. The aesthetic sense, also known as Culture with a capital C, alludes to the media, cinema, music (whether serious or popular), and literary study, which is often one of the main reasons for language teaching. Many of these forms of culture are, at the same time, sources of information on culture in the second sense. Meanwhile, the sociological sense or culture with a small c refers to the nature and the organization of family, home life, interpersonal relations, material condition, work and leisure, custom, and institutions.

Semantic sense refers to the conceptual system embodied in the language and, according to the Whorf-Sapir Hypothesis, conditioning all our perceptions and thought processes. Many semantic areas (e.g., food, clothes, and institutions) are culturally distinctive because they relate to a particular way of life - that is, to our sociological sense of culture. For instance, someone cannot learn to use the names of meals without knowing the main meal times. So these cultural features - like culture in one's sociological sense - may differ for English from one English-speaking country to another.

Lastly, the pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make successful communication possible. It includes (a) the ability to use appropriate exponents of the various communicative functions, (b) the ability to conform to norms of politeness, which are different from the learners' culture, including taboo avoidance, (c) awareness of conventions governing interpersonal relations - questions of status, obligation, license, which are different from the learners' culture, and (d) familiarity with the main rhetorical conventions in different written genres, e.g., different types of letters and messages, form-filling, advertisements. This notion of culture in four senses reveals how culture is disseminated and whose culture is presented in the textbooks.

METHOD

Research Design

This study is a qualitative research design, particularly the content analysis, as it deals with investigating the quality of relationships, activities, situations, and materials (Frankel et al., 2012). Content analysis is used to investigate data, printed matter, images, or sound texts to understand what they mean to people, what they cannot prevent, and what information they want to convey (Krippendorff, 2004). The content analysis matched the purpose of this research which tried to examine cultural content in the textbook in-depth, in detail, and systematically and then interpret it to find out the meaning of the message and how it is conveyed.

Data and Source of Data

The data in this study were taken from all written information in the textbook, which consists of reading passages, sentences, text, dialogues, tasks, pictures or visual illustrations, and materials provided in two English textbooks *English for Elementary School Students* Grade 6 published in 2020 (Tim Masmedia Buana Pustaka, 2020) and *Grow with English* Book 6 textbook published in 2017 (Mukarto, 2017). The researcher chose to analyze these two

textbooks because of several reasons. First, the limited number of primary textbooks provided by the Indonesian Ministry of Education and Culture for elementary schools encourages the researcher to analyze other supporting textbooks to investigate the feasibility of the textbooks in terms of the cultural content. Second, the first textbook, *English for Elementary School Students* Grade 6, as one of the textbooks from the series of *English for Elementary School Students* published in 2020, is one of the newest commerce textbooks published that claims to have followed the thematic learning elementary school curriculum, as the principle of the current curriculum prevailing in Indonesia. Meanwhile, the second English textbook, *Grow with English* Book 6, published in 2017 by *Erlangga* publisher, is the revised version of the textbook *Grow with English* series that followed the 2013 curriculum. Although the *Grow with English* textbook is not the latest EFL textbook, it is considered the textbook widely used in Elementary schools in Indonesia. As found by (Nashriyah et al., 2020), the *Grow with English* textbook series is the most EFL textbook used in Aceh. Therefore, these two English textbooks need to be analyzed in cultural content.

Research Instrument

The instrument of this research was the researcher herself. The researcher can be an instrument by observing and memorizing the data or writing down the information on note cards or field notes (Schreiber & Asner-Self, 2011). The checklist was also used to collect the data. The checklists were adopted from Cortazzi & Jin's (1999) frameworks and Adaskou's et al. (1990) frameworks.

Data Collection and Analysis

The data were collected qualitatively by observing the research subject: two English textbooks for elementary schools entitled *English for Elementary School Students* Grade 6 and *Grow with English* Book 6. The researcher read carefully, page by page, all written information, reading passages, dialogues, pictures, and all the activities in the textbook. The checklist was also used to collect the data. The checklists were adopted based on Cortazzi & Jin's (1999) and Adaskou's et al. (1990) frameworks. Cortazzi & Jin's (1999) framework was adopted to develop a checklist to reveal the textbook's most represented cultural aspects. Meanwhile, Adaskou's et al. (1990) framework was used to reveal what dimensions of culture are most represented.

The next step of collecting the data was coding which refers to identifying topics, issues, similarities, and differences of the data being analyzed. Coding aimed to ease categorizing and classifying of the textbook's cultural elements. The researcher gave the code for every element

of the culture based on the two frameworks from Cortazzi & Jin (1999) and Adaskou et al. (1990). The framework from Cortazzi & Jin (1999) divided cultural elements into three: target culture, source culture, and international culture, which are coded as follows:

a. SC = source culture
b. TC = target culture
c. ITC = international culture

The researcher also used the framework proposed by Adaskou et al. (1990), who divided cultural content into four dimensions, which are aesthetic sense, semantic sense, sociologic sense, and pragmatic sense, and are coded as the following:

a. AeS=aesthetic sense
b. SoS=sociological sense
c. SeS=semantic sense
d. PaS=pragmatic sense

After the code was developed based on the two frameworks above, the data were analyzed thoroughly and carefully. The items which contain elements of culture were then marked and coded manually. After all the data were analyzed and coded, the researcher input the data by employing the research tool in checklists developed based on the framework from Cortazzi and Jin (1999) and Adaskou et al. (1990). The frequency of the data was converted into percentages and then presented in a table or graphic.

In this study, to ease the researcher in categorizing one content into certain aspects or dimensions of culture and to avoid the ambiguity in the analysis, in addition to following the criteria for each aspect of culture from Cortazzi & Jin (1999) and criteria for each dimension of culture by Adaskou et al. (1990), the researcher also set several criteria, which are;

1. an item that presents more than one aspect of culture was classified based on the cultural aspect it focuses on or the cultural aspect it mostly discusses.

2. An item formed from assimilation or acculturation from certain cultures and well-known as the country's product or identity was counted as culture. However, the item performed in its' original form was counted as the country product from where it originated.

RESULTS AND DISCUSSIONS

The findings of this research are presented and summarized into classifications: first, the cultural aspects displayed in the two EFL textbooks based on the categorization formed from Cortazzi and Jin's (1999) framework, and second, the cultural dimensions are displayed in the textbook based on the four senses of culture, a framework by Adaskou et al. (1990).

Aspects of Culture

The research finding showed that all the types of cultures were represented in each book by every material, particularly in reading passages, picture/visual illustrations, conversation, names of people, cities, and other activities. However, the two English textbooks seem to perform the types of culture differently. In *English for Elementary School Students* Grade 6, source culture exceeded the international culture and target culture. In this book, source culture appears with 52%. This number is almost double from percentage obtained by the target culture, which has an occurrence percentage of 30% and has a very significant difference from the international culture, which only gets 18% occurrence. The same thing was also found in the KTSP edition of *Grow with English* books four to six (Hermawan & Noerkhasanah, 2012).

Table 1. The Frequency of Cultural Aspects Occurrences on *English for Elementary School Students Grade 6* Textbook

Types of Culture	Chapters/Units									Total
	1	2	3	4	R.1	5	6	7	R.2	
Source Culture	15	27	7	6	5	3	19	14	2	98(52%)
Target Culture	3	8	8	14	8	5	7	4	2	58(30%)
International culture	2	5	7	4	3	0	0	8	4	33(18%)

In contrast with the first book, *Grow with English* Book 6 showed that the textbook contained target culture more than other types of culture. The target culture appeared at 61% in this textbook, while the source culture appeared at 35%. Lastly, international culture emerged only as much as 4%. The prominent occurrences of the target culture are similar to the results of several previous researchers, such as Amara (2017), who analyzed six English-language junior-high and high-school textbooks in Israel; Faris (2014), who studied the *Look Ahead* textbook; (Arslan, 2016), who investigated a series of Turkish EFL textbooks for young learners; and Nurjanah & Umaemah (2019), who analyzed *Pathway to English* textbook for second grade of senior high school in Indonesia.

Table 2. The Frequency of Cultural Aspects Occurrences on *Grow with English Book 6* Textbook

Types of Culture	Chapters/Units								Total
	1	2	3	R.1	4	5	6	R.2	
Source Culture	13	1	1	5	2	4	2	1	29(35%)
Target Culture	5	10	10	8	6	2	8	2	51(61%)
International culture	0	0	0	0	0	1	1	1	3(4%)

From the results found by researchers, the cultural content in this textbook was given a lot of attention to the source or local cultural content. It was shown by many occurrences of reading text, statements, texts, exercises, and pictures that contain local cultural materials such as traditional dance, endemic animals, national heroes, and more.

There are good reasons to include more source culture content in the textbook. The insertion of local culture in the textbook could greatly help students get more experiences in their own culture (Faris, 2014). Moreover, the local culture is important to include in learning material as it reflects the values of the local society and builds students' nationalism (Ratri & Puspitasari (2019). Therefore, it can be concluded that the source culture is important as it reflects students' national identity and values that make the students familiar and more connected with the contents and help the student enrich their local cultural knowledge.

The second textbook, *Grow with English* Grade 6, targets a culture that surpassed both international and source cultures. In this textbook, two chapters whose contents are most represent the target culture, chapter 2 and chapter 3. Chapter 2, with the theme *Goldilocks and The Three Bears*, an original British fairy tale, represents the target culture with almost all its contents, whether in the form of text, picture or visual illustration, and exercise. Chapter 3, with the theme of *Animal Stories,* has the same case as chapter 2, which mainly represents the target culture in its content. The stories mentioned in this chapter were *The Lion and The Mouse* and *The Ant and The Dove,* also British fairy tales. Therefore, the source culture in these two chapters was neglected. The high frequency of the target culture's appearance can increase the students' intercultural awareness, especially in the target culture (Nurjanah & Umaemah, 2019). However, the neglected local culture in language learning may make learners feel "isolated and alienated" from language learning (Arslan, 2016). Although the occurrence of the target culture is higher than that of the source culture, the source culture in this textbook was not neglected. In this textbook, six main characters can be seen throughout the textbook in all chapters. These are Tigor, who represents Batak people; Meilin, Indonesian-Chinese; Made, representing Bali people; and Dona and Seta. From those figures, we can see that each character displayed different local characteristics from other local ethics, representing Indonesian society's nature.

On the other hand, international culture in the two textbooks is given the smallest percentage of occurrences. The international culture representing every culture of the country outside the source culture and target culture was only presented by name and pictures of food, person, cities, leisure activity, and one short reading text.

Dimensions of Culture

The cultural content was categorized into four dimensions of culture, namely: the aesthetic sense, sociological sense, semantic sense, and pragmatic sense (Adaskou et al., 1990). The research findings showed that the sociological sense was prominent in the two EFL textbooks.

The sociological sense in the textbook is presented in every content, whether in the form of text, picture or visual illustration, dialog, or exercises. Generally, the sociological sense in these two textbooks can be found in interactions, conversations, and character activities in the textbooks. The dominant percentages of sociological sense in these two textbooks are related to (Gunantar, 2017), who stated that the teaching and learning material mainly represent the social life, which was part of a sociological sense. It is also related to the conclusion from (Hermawan & Noerkhasanah, 2012), who points out that culture is predominantly viewed as the concept of the way people live. This finding, however, is inconsistent with Faris's (2014) result who found that the aesthetic sense was the most predominant sense found in English textbooks used in Cianjur, West Java.

Table 3. The Frequency of Dimensions of Culture Occurrences on *English for Elementary School Students Grade 6* Textbook

Types of Culture	Aesthetic Sense	Sociological Sense	Semantic Sense	Pragmatic Sense
Source Culture	19	76	2	0
Target Culture	0	24	1	33
International Culture	3	24	7	0
Total	22 (12%)	124 (66%)	10(5%)	33(17%)

The researcher found an interesting point in the second textbook, *Grow With English* Grade 6. In representing the sociological sense regarding leisure time, this textbook showed many modern technology activities, such as playing video games and gadgets, watching movies using an RV, and more. It is probably the representation of the activities in the modern world nowadays. However, this case was quite regrettable, considering that Indonesia has so many traditional games that can be done during leisure time. Still, most of them are rarely played and known even by elementary school children nowadays, and that did not give much attention in this textbook. Displaying too many modern activities to fill leisure time can encourage students to do the same thing and lead them to forget about various typical Indonesian activities such as traditional games that can be done during leisure time.

Table 4. The Frequency of Dimensions of Culture Occurrences on *Grow with English Grade 6* Textbook

Types of Culture	Aesthetic Sense	Sociological Sense	Semantic Sense	Pragmatic Sense
Source Culture	0	25	4	0
Target Culture	19	23	0	10
International Culture	0	3	0	0
Total	19 (23%)	50 (60%)	4 (5%)	10 (12%)

Furthermore, in the second rank, each textbook discussed presents a different sense of culture. In *English for Elementary School Students* Grade 6, pragmatic sense took the second place with 33 times of occurrences (17%). In this textbook, the pragmatic sense was explicitly presented in every chapter. It mostly appeared in speech acts, grammar, and more. As the pragmatic sense mostly appears in language form and structure, it only appears in the target culture. The pragmatic sense was to help the learners to understand and enrich their knowledge about the language form. Meanwhile, in *Grow with English* Grade 6, the aesthetic sense took second place with 23% occurrences (19 times). The aesthetic sense can be identified by several narrative stories, visual illustrations of the stories, and songs. The aesthetic sense in this textbook was only in the target culture. Unfortunately, the aesthetic sense from the source culture seems to be neglected.

Like the second rank, there is also a difference in the third rank represented in the two textbooks. In contrast to the second rank, the aesthetic sense In *English for Elementary School Students* Grade 6 placed in the third rank with 12% occurrence (22 times) and can be found in the source and international cultures. The aesthetic sense in this textbook can be indicated by several posters about protecting endemic animals and plants and names and pictures of Indonesian traditional houses, dances, clothes, traditions, and music. Meanwhile, in *Grow with English* Grade 6, the pragmatic sense placed the third rank with 12% occurrence (10 times). The pragmatic sense in this textbook was presented implicitly. Lastly, the semantic sense was the nethermost presented in the two textbooks compared to the other senses. The semantic sense was generally presented similarly in the two textbooks, indicated by a picture of clothes.

To sum up, the analysis of this textbook has revealed three major points. First, it can be concluded that the two English textbooks contained all types of cultures (source culture, target culture, and international culture). Second, the finding showed that the *English for Elementary School Students* Grade 6 contained more source culture than other types of culture. Meanwhile, *Grow with English* Grade 6 contained more target culture than the source and international cultures. Lastly, the international culture had minor occurrences in these two textbooks. Hence, it can be concluded that the proportion of the occurrences among types of culture was imbalanced. Third, the two textbooks have conspicuous similarities and differences concerning the culture presented. The resemblance was in the occurrence of the sociological senses, which was the most prominent sense. For the difference, in *English for Elementary School Students* Grade 6, the pragmatic sense in speech acts, grammar, etc., was written explicitly. At the same time, *Grow with English* Grade 6 implicitly presented the pragmatic senses. Moreover, the

aesthetic sense in *English for Elementary School Students* Grade 6 mainly represents the source culture, while *Grow with English* Grade 6 primarily represents the target culture.

CONCLUSIONS

Maintaining the balance proportion and the appropriateness of cultural content in the learning material is indispensable. Giving students the right proportion of cultural content can help prevent over-exposure to foreign cultures which can reduce students respect and love for local culture and perceive local culture as inferior to foreign cultures. In addition, paying more attention to the cultural content given to the students could help students improve their intercultural awareness, increase their motivation in learning, enrich their knowledge of local culture, and help them understand language in the real context. Therefore, the right proportion and the appropriateness of the insertion of cultural content in the textbook are essential to be carefully analyzed.

Furthermore, the researcher suggests that future book writers pay more attention to the proportion of the cultural content regarding the types of cultural content; source culture, target culture, and international culture. The authors need to consider the importance of giving cultural exposure to all kinds of cultures to enrich their insight of their own culture and those from other counties. However, the authors also ought to pay attention to the textbook's content, especially the textbook for young learners. The researcher also suggests that future researchers examine a deeper aspect of ELF textbooks' cultural content, mainly textbooks for elementary school students. Prospective researchers are recommended to analyze the textbook using different frameworks and approaches.

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