Content Analysis on Cultural Context of Junior High School English Textbook

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Abstract

Textbooks have important roles in learning, including learning English. English textbooks are not only a source of information about the material studied but also provide an overview of the culture contained in the textbook. Concerning to culture, this research aims to determine the culture portrayed in the English textbook "Think Globally Act Locally" used by SMP MUHAMMADIYAH 2 Gorontalo students in Grade IX and to determine the teacher's way to implement the culture in textbooks. This research used qualitative descriptive. The data collected through observation check list, interview, and documentation. The steps in analyzing the data are: (1) reading the textbook "Think Globally Act Locally"; (2) grouping culture into several aspects according to the theory used by Cortazzi and Jin and Adaskou, Briten and Fahsi; (3) analyzing the most dominant culture in textbooks. The research findings shown that the culture described in textbooks includes source culture, target culture and international culture. The culture that appears most often is the source culture. This is evidenced by the results of 50% source culture, 38% target culture and 12% international culture.

Keywords: Textbooks, Cultural, Source Culture, Target Culture, International Culture

Introduction

The main language of international communication is English. Effective communication is an interpersonal process in which people share and understands verbal symbols (e.g., words, phrases) as well as nonverbal signals (e.g., body postures, facial movements). It involves a variety of abilities such as attentive listening, nonverbal communication, the ability to deal with stress in the present

circumstance, and the ability to identify and comprehend your own emotions as well as those of the person you're interacting with (Sharma, 2015). In other words, language users might need to be prepared culturally in order to be effective communicators. Some academics contend that there is a connection between language and culture. It might be difficult to distinguish between language and culture since in the real world, language practices are entangled with other cultural and social practices (Hidasi, 2017; Mazari, A. & Derraz, 2015; Kim, 2003;

Furthermore, it is hard to teach a language without also covering cultural material since without the inclusion of cultural material. Students would not be able to comprehend the language that is ingrained in the culture. It is generally widely accepted that culture should be covered in textbooks used to teach English as a second or foreign language due to the close relationship between language and culture. Therefore, as it is obvious that textbooks are essential for the teaching of English as a second language. It is possible to use textbooks to teach students about cultural traits. Many researches also conducted to see how important the textbook in teaching second or foreign language incorporated with cultural (Setyono & Widodo, 2019; Pashmforoosh & Babaii, 2015).

According to Cortazzi and Jin, the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology (Cortazzi & Jin, 1999). It might be used by teachers as a guide as they instruct students using ideas from the textbook. In ascertain whether English textbooks contain cultural elements, it is necessary to study the contents. Content analysis is a research technique for drawing reproducible and reliable conclusions from texts (or other meaningful matter) in relation to the settings in which they are used (Krippendorff, 2004). Moreover, many researchers have conducted study about the content of English textbooks (Mustapidaturrohmah et al., 2022; Nurjanah & Umaemah, 2019; Roza et al., 2021; Faris I. N., 2014;). The English text book "Think Globally Act Locally" that the researcher wants to see in this study is intended for the grade IX junior high school students.

The researchers try to assess what cultural aspects are in the textbooks and how these aspects are described. The textbook series is suitable for use with the current curriculum, which is one of the reasons the researcher chose the book. The book is used to teach English to junior high school students in Indonesia in general because it has been approved by the Indonesian Ministry of Education and Culture to meet the standard textbook requirements required for the revised 2013 curriculum. What type of culture is described in textbooks is another question that interests researchers. In other cases, the researcher wants to know whether local

or international culture is more common in written writings. The researcher wondered whether it was important to conduct this research to determine whether school or student's academic level and culture were related.

Based on the explanation above, the major objective of this research is to investigate the cultural elements covered in the textbooks "Think Globally Act Locally" and how they were described. This study also seeks to obtain the data of English Teacher way to implement Culture-Based English Learning in Textbooks. Meanwhile, this study aims to contribute to the English teacher by exploring the cultural content in the English textbook. Also, this study advances our knowledge about English Teacher way to implement Culture-Based English Learning in Textbooks. The study also gives important insight to students about how culture is portrayed in the ninth-grade English textbook textbook "Think Globally Act Locally".

Methodology

This research employed descriptive qualitative research, and the sources used were either scientific studies that aimed to collect data from libraries or library research content analysis of textbooks in particular. The source of data used in this research is the textbook "Think Globally Act Locally". The English teacher is also a source of data in this research. The data was gathered through content analysis by looking at or examining information pertaining to the research's topic. In this case, the researcher used observation checklist to categorize the cultural elements in the textbooks. Also, this research uses interview and documentation instruments as supporting data.

In analyzing the data, there are four steps has been used, they are: (1) reading the textbook "Think Globally Act Locally"; (2) grouping culture into several aspects according to the theory used by Cortazzi and Jin (Cortazzi & Jin, 1999) and Adaskou, Briten and Fahsi (Adaskou et al., 1990); (3) analyzing the most dominant culture in textbooks; and (4) conducting observations and interview with the teacher concerned. Two primary steps made up the data analysis process. First, the reading passages, dialogues, images, and activities offered in each unit of the textbooks were divided into source culture, target culture, and international culture in order to reveal what cultures were represented in Cortazzi and Jin. After that, all components of the materials were classified according to their aesthetic, sociological, pragmatic, and semantic qualities in order to show how cultures were depicted in the textbooks using Adaskou, Britten, and Fahsi theory.

Findings

This section provides an explanation of the cultural content of English textbook "Think Globally Act Locally" for the ninth grade students of Junior High School which is consists of three categories of cultural content: source culture, target culture, and international culture.

a. Source culture

The learner's first language is considered the source culture. Recognizing source culture in language instruction has the advantage of helping students retain their cultural heritage. This textbook contains 16 instances of source culture, with this one being the most prevalent. The majority of source culture content in textbooks is there to introduce the host culture to visitors and to provide students with information about the source culture. There are numerous sources of cultural information in the textbook.

Indonesian names for food, such Tempe, Pempek, Kerupuk, Sate, Lemper, Bakso, Keraton tea, and Kencur, frequently have cultural references. Udin, Dayu, Siti, Tumang, Beni, Edo, Lina, Fajar, Herni, Sangkuriang, and Dayang Sumbi are some examples of Indonesian names.In addition, the name of the Indonesian city is the source culture. Papua, Yogyakarta, North Sumatra, Gorontalo, Mount Tangkuban Perahu, Aceh, Tasikmalaya West Java, and Jakarta are a few examples. These locations are all found in Indonesia. Indonesian clothing is also mentioned in the textbook, such as the traditional Indonesian clothing known as batik, the blue and white color scheme of junior high school uniforms, and the brown scout outfit. As a result, they are categorized as source cultures. In the everyday communication discussion, there are categories for source cultures. It appears in group discussions of the originating culture. Including Posyandu and the Indonesian national holiday. Kartini's day as a well-known Indonesian activist who fights for female education and women's rights. Posyandu is another government program that supports moms' and kids' health. According to Adaskou, Britten, and Fahsi culture is classified into four kinds: aesthetic sense, sociological sense, semantic sense, and pragmatic sense. About how each culture is represented in the cultural in the textbook. Data in the form of illustrations, sentences, dialogues, and text are discussed in this section. The data analysis with an explanation because the explanation describes the main topic.

Source culture is the most frequent appearance and is more dominant exposed in the textbook "Think Globally Act Locally." This culture founds four senses, namely aesthetic, sociological, semantic sense, and pragmatic sense.

1) Aesthetic Sense

The aesthetic sense in source culture consists of literature, music, film, and media.

Table 1 The example of aesthetic sense of source culture

No	Type	Yes	No	Pages
1	Literature	✓		4, 133
2	Music	✓		15
3	Film		✓	-
4	Media	✓		149

Based on the table 1, it can be seen that of the four aspects of aesthetic senses in source culture, only three were found, namely music, media and literature. The examples of cultural discussion in textbooks are four. The first is the interaction involved three individuals expressing their gratitude to a buddy who won the school's storytelling competition, the individuals named Siti and Udin who congratulated Lina as the competition's winner. As we know, storytelling is the act of telling an audience a unique or fascinating narrative. As a result, literature includes storytelling. The second is the story of Dayang Sumbi and Sangkuriang. The third is a discussion between Siti and Dayu. They are discussing the occasion known as Kartini's Day. During the ceremony, Dayu performs the song Kartini Days. Singing's environment is considered in an artistic sense. Fourth, Bill and Harry talk about angklung as the music traditional of Central Java).

2) Sociological sense

In the source culture, sociological sense can be found in many forms, including family structure, domestic life, interpersonal relationships, work and play, and traditions and institutions.

Table 2 The example of sociological sense of source culture

No	Type	Yes	No	Pages
1	Social relationships	✓		82
2	Interpersonal relationships	✓		95
3	Activities	✓		30
4	Organization	✓		97

Based on the table 2 above, the sociological sense included in source culture is social relationship, interpersonal relationship, activities, organization. The example of sociological sense is 4. First, the conversation starts off with discussing Posyandu. The conversations depict the social interactions of those traveling to Posyandu. They arrived to immunize her children. The second example shows two individuals discussing cupcakes and the Papua community.

The third is the discussion about going to lunch during their leisure time that takes place amongst Siti, Dayu, Lina, and Edo. People incorporated a portion of their job and leisure activities from a sociological point of view. Fourth, the organization is depicted in this image's graphic. They are dressed in scout uniforms for their school's extracurricular activities.

3) Semantic Sense

Semantic sense relate to a specific way of life that is to our sociological sense of culture. Including in semantic areas are food, clothing, institutions, and culturally distinctive.

Table 3 The example of semantic sense of source culture

No	Type	Yes	No	Pages
1	Food	✓		20, 146, 147
2	Clothing	✓		150
3	Institutions		✓	
4	Culturally distinctive		✓	

Based on the table 3 above, it can be seen that of the four aspects of semantic senses in source culture, only two were found, namely food and clothing. The examples of cultural discussion in textbooks: the first is on page 20, 146, 147 describes foods that are often consumed by the majority of Indonesians such a tofu, tempeh, satay, lemper, and also crackers. The second describes the culture that exists in an area with clothing typical of that area, namely traditional clothing from Sumatran Batak called "ulos").

4) Pragmatic sense

Social ability, background knowledge, and paralinguistic ability are examples of pragmatic sense. On pages 97 and 111 of this textbook, pragmatic sense is mentioned twice.

Table 4 The example of pragmatic sense of source culture

No	Type	Yes	No	Pages
1	Paralinguistic ability	✓		95, 96, 97, 98,
2	Background knowledge	✓		111
3	Social skills	✓		97

Based on the table 4 above, the pragmatic sense included in source culture are paralinguistic ability, background knowledge, and social skills. Example of cultural discussion in textbooks: first, an example between Lina and Siti. Siti inquires about Lina's health and the reason she appears depressed. Because we must assist one another when we encounter new people in social situations, this circumstance falls under the category of social skills. The second interaction between Dayu and his friends, who will

also visit the orphanage, is depicted in the image above. Her parents died when she was six years old, so hearing about her early life makes them sad. This is offered by pragmatic sense because, in the opinion of Soraya Rajabi and Saeed Ketabi, pragmatic sense comprises good relationships as well as background knowledge. The third enters the communicative function in which it is describe how caring, questions, asking, giving commenting and refusing).

b. *Target culture*

Target culture is the culture of a country where English is spoken as a native language such as US, Britain, Canada, and Australia. Target culture is mentioned 14 times in the textbook; the data are provided as Western foods (cocktails, new apple pudding, oatmeal bread, and stalle's bakery), as well as geographical locations (Australia, Canada, and America). Target culture may also be found in the names of people, including Bill Gates and Dr. Monaco, and in several Western songs, as Orphan by the Toto band and 93 Million Miles by Jason Mraz. This textbook presents the four culture of aesthetics, sociological, semantics, and pragmatics of the target culture.

1) Aesthetic sense

The textbook "Think Globally Act Locally" mentions aesthetic sense five times in the target culture. Target cultures like those in the United States, Australia, and the United Kingdom are indicated by data.

Table 5 The example of aesthetic sense of target culture"

No	Type	Yes	No	Pages
1	Music	✓		127, 204
2	literature.	✓		166, 167, 159
3	Film		✓	
4	Media		✓	

Based on the table 5 above, it can be seen that of the four aspects of aesthetic senses in target culture, only two were found, namely music and literature. Example of cultural discussion in textbooks: (The information in this text relates to the California-born singer of the song "Orphan" by the Toto band. Literature, namely the Animal Encyclopedia adaptation of the "Buffalo" text, served as the second aesthetic sense to integrate the target culture in this data. The third song is "93 Million Miles" by Jason Mraz. American legend vocalist produced this tune. Fourthly, Sains Made Easy's translation of a British book named "Rocks" exhibits an artistic sense. The final text is an adaptation of "Cows and Bulls" by Animal Encyclopedia).

2) Sociological sense

This textbook uses the term "sociological sense" to refer to social interaction. On page 12, 02, 186, there are three drawings that are part of the target cultural type.

Table 6 The example of sociological sense of target culture

No	Type	Yes	No	Pages
1	Activities	✓		12
2	Social relationship	✓		186
3	Interpersonal relationship	✓		2
4	Organization		✓	

Based on the table 6 above, it can be seen that of the four aspects of aesthetic senses in target culture, only three were found, namely activities, social relationship and interpersonal relationship. Example of cultural discussion in textbooks: (Communication between two people discussing cookies demonstrates sociological sense in the target culture. The second piece of information comes from a student who won the class story-telling contest, and the teacher gave her praise. The final piece of information is an example of a text with positive neighborhood relations).

3) Semantic sense

Table 7 The example of semantic sense of target culture

No	Type	Yes	No	Pages
1	Food	✓		49, 50, 55, 56
2	Clothing		✓	
3	Institutions		✓	
4	culturally distinctive		✓	

Based on the table 7 above, it can be seen that of the four aspects of semantic senses in target culture, only one were found, namely food. Example of cultural discussion in textbooks: the data are provided as Western foods (cocktails, new apple pudding, oatmeal bread, and stalle's bakery).

4) Pragmatic sense

The information on pages 3 and 110 is the example of pragmatic sense.

Table 8 The example of pragmatic sense of target culture

No	Type	Yes	No	Pages
1	Paralinguistic ability		✓	
2	Background knowledge	✓		110
3	Social skills	✓		3

Based on the table 8, it can be seen that of the three aspects of pragmatic senses in target culture, only two were found, namely background knowledge and social skills. Example of cultural discussion in textbooks is two

people showing appreciation for their friends and children in orphanages have previous knowledge.

c. International culture

International cultures like Malaysian, Japanese, Arabic, and Korean are excluded from both source culture and target culture. Understanding different cultures may improve students' ability to communicate with individuals outside of their own countries and aid language learners in developing new perspectives on the world. Only four times in this textbook does the global culture appear in the form of locations (Africa and Asia) or stories (Indian and Vietnamese folktales, The Golden Star-fruit Tree).

Only three items in the textbook "Think Globally Act Locally" discuss international culture. The three cultural senses are aesthetic, sociological, and sematic. In contrast, this kind of civilization lacks common sense. The information below will have additional specifics.

1) aesthetic sense

In this textbook, aesthetic sense was only discovered in 2 items on pages 140 and 167. Narrative texts are considered to have an aesthetic sense in global culture. The information and explanation are provided below.

Table 9 The example of aesthetic sense of international culture

No	Type	Yes	No	Pages
1	Literature	✓		140, 167
2	Music		✓	
3	Film		✓	
4	Media		✓	

Based on the table 9 above, it can be seen that of the four aspects of aesthetic senses in international culture, only one were found, namely literature. Example of cultural discussion in textbooks :(the first statement "A long time ago, there was a rich mas living Vietnam" is an example of a text that has been modified based on a Vietnamese folktale. So that the literature of the Vietnam War story includes important educational material. The second set of data demonstrates how texts can have an artistic sense of form. These texts can be found in literature that describes bats).

2) Sociological sense

This part, sociological sense only found 1 time in page 50. This shows in learning material about the product of organic tea by Dr. Morcalo from Canada.

Table 10 The example of sociological sense of international culture

No	Type	Yes	No	Pages

1	Activities	✓		50
2	Social relationship		✓	
3	Interpersonal relationship		✓	
4	Organization		✓	

Based on the table 10, it can be seen that of the four aspects of sociological senses in international culture, only one were found, namely activities.

3) Semantic sense

Of the four aspects of semantic senses in international culture, no cultural aspect was found.

4) Pragmatic sense

Table 11 The example of pragmatic sense of international culture

No	Type	Yes	No	Pages
1	Paralinguistic ability	✓		198
2	Background knowledge		✓	
3	Social skills		✓	

Based on the table 11, it can be seen that of the three aspects of pragmatic senses in international culture, only one were found, namely paralinguistic ability. Example of cultural discussion in textbooks :(this educational resource focuses on language course advertising. Arabic, Korean, English, and Japanese are the four languages that are spoken. The leaflet provides a schedule of morning, afternoon, and evening classes. Time and space relations are included as a cultural feature from a semantic standpoint)

Here is the data in the textbook that have been analyzed, based on the description data above.

Table 12 Total of Cultural Types in the textbook

NO	Types of Culture	Frequency
1	Source culture	20
2	Target Culture	14
3	International Culture	4
	TOTAL	38

The table shows that there are variances in how different cultural kinds are portrayed in the "Think Globally, Act Locally" textbook. In this textbook, source culture takes up 20 of the total space for categories of culture. The dominance of the source culture in the textbook "Think Globally Act Locally" prompted the need for the Curriculum 2013 to strengthen student nationalism and include more of the students' Indonesian origin culture. The 2013

Curriculum was created in accordance with the philosophy outlined in Regulation number 36 of 2018 and was based on the diverse cultures of the Indonesian people. It was intended to improve current life and lay the groundwork for a better future for the country.

d. *The implementation of teaching culture*

It has been stated previously that this study also explore the teacher's way to implement the culture in textbooks. This data was obtained through interviews with English teachers. Seven questions were asked to the teacher related to how she implemented the culture in textbooks.

Does the teacher teach about culture in the textbook "Think Globally Act Locally"?
In teaching and learning activities the teacher provides teaching based on foreign culture and local culture. Both in the text and outside based on the surrounding environment.

How to convey cultural understanding in textbooks?
Usually, as a teacher, I impart cultural impressions in order to encourage pupils' comprehension of culture. The invitation to view, observe, read, and write about what they have seen is extended to the students. Additionally, I provide the chance to mention as many points that are still unclear. Starting with factual inquiries and moving on to hypothetical inquiries on the course materials.

Are there any difficulties when teaching culture to students?
There are challenges in teaching students about foreign cultures, including the requirement that they learn language as communication ability, particularly English as a foreign language, also a variety of human resources.

How do students respond when taught culture?
Students genuinely respond by respecting culture, both foreign and indigenous culture, by not upsetting or insulting that culture because understanding language and culture is crucial to be implemented in the world of education. If a culture is positive, it should be encouraged; if it is negative, it should be avoided.

What culture is the student most interested in in the Textbook?
The Gorontalo regional culture, or source culture, is the one that students at SMP Muhammadiyah 2 Gorontalo are most interested in, both in terms of language and art.

What culture is the most difficult for students to understand when learning?
When taught, a foreign culture is the one that pupils have the hardest time comprehending, especially when it comes to communication.
Is culture taught as a whole to students both source culture, target culture and international culture?

When it comes to teaching kids about culture, I just focus on the most significant aspects of source, target, and global cultures.

Discussion

Source culture, target culture, and International culture are the three categories of culture. The goal of the source culture materials is to increase students' awareness of their own cultural identities. The student's own culture can be considered as the source culture. Indonesian culture is meant by "source culture" in this context. The target culture is the culture in which the pupils are learning the language. The target culture in this instance of English would include the United States, Canada, the United Kingdom, Australia, New Zealand, and South Africa. International culture is the way of life in nations like Korea, Arabic, Japan, and Vietnam where English is not only spoken as a second or third language but also as a common international language.

Based on the analysis above, source culture is the major cultural type mentioned in this textbook, appearing 20 times of the time. The theory by Adaskou, Britten, and Fahsi, which categorizes culture into four categoriesaesthetic sense, semantic sense, pragmatic sense, and sociological senseserves as the basis for the cultural presented in this research. Language relating to art, music, film, literature, and media is taught through aesthetic sense. Language associated to emotional emotions, temporal relationships, mental processes, and distinctive names of each nation, such as foods, beverages, and places of origin, are taught through semantics. Language that is related to social skills, prior knowledge, and paralinguistic abilities is taught through pragmatic sense.

Sociological understanding teaches about culture. as it relates to family life, relationships with others, work and play, rituals, and institutions.According to the analysis of this study, aesthetic sense is the predominant aspect of culture discussed in the textbook. It is portrayed in a variety of ways that incorporate literature, lyric songs, storytelling, and musical instruments like the angklung.20 components make up the source culture's overall cultural dimension. In terms of culture type, target culture comes in second. It appears 14 times, and is present in all facets of culture: aesthetic, sociological, semantic, and pragmatic. The image depicts the target culture using dialogue, quotes, descriptive text, song lyrics, and depictions of people's names and social interactions. Although the target culture has a fully developed cultural dimension, the majority of the facts are given five times through song lyrics and descriptive prose in an aesthetic sense.

Sociological context was three times used to illustrate a relationship in the discourse. Semantic sense is mentioned four times, while pragmatic sense was two times presented in dialogues and illustrations of social skills. According to Soraya Rajabi and Saeed Ketabi, pragmatic sense encompasses social relationships in addition to prior information. It is preferable to increase the frequency of target culture content as students learn the language in order to help them understand and be aware of the culture of the target language. According to Mumtaz Ahmed and Sayed Kazim Shah, studying culture gives pupils motivation to do so and gives their studies of the target culture purpose.

The third position has been taken by international culture. It can show up up to four times. The literature of the Vietnam War account and the advertising language displayed in images of the *Arabic, Korean, and Japanese* flags are grouped according to international culture. From the four culture categories discussed in this textbook, international culture has the least. Comparing the international culture to the source and target cultures, only three aspect were discovered: aesthetic, presented form text of the Vietnam story, and descriptive text. The sociological and pragmatic senses are only occasionally seen in advertisements, although no one in global culture uses the semantic sense. It implies that only the aesthetic, social, and pragmatic aspect of international culture are included in this textbook. To gain new perspectives on culture, international culture needs to be sintroduced to more people.

The English textbook "Think Globally Act Locally" is dominated by source culture, as can be seen from the cultural categorization above. It uses a variety of descriptive terms that reflect Indonesian cultural norms, such as location names like *Papua, West Java, North Sumatra, and Palembang,* as well as names for persons like *Siti, Dayu, Beni, and Udin.* Food names like *sate, pempek, and lemper,* illustrative images, and writing formats like song lyrics and descriptive texts. According to the analysis of this study, aesthetic sense is the predominant aspect of culture discussed in the textbook.It is portrayed in a variety of methods that include literature, angklung music, song lyricsand story-telling. It made it necessary for the Curriculum 2013 to promote student nationalism and include more of their native Indonesian culture. The 2013 Curriculum was created based on the diverse cultures of the Indonesian nation, directed towards the development of present life, and to build a for better life nation in the future, in accordance with the philosophy of the developed Curriculum 2013, as stated in Regulation number 36 of 2018. As a result, the target populations and global cultures are very inadequately raised. It can be changed by including more information about different cultures in the

textbook, such as conversations between Indonesian speakers and British, American, or Australian native speakers.

Based on the results of an interview with a teacher at SMP Muhammadiyah 2 Gorontalo, the researchers found that the English teacher's only focused on the most important elements of source culture, target culture, and international culture when implementing the culture. A teacher imparts knowledge based on both the local and other cultures. Additionally, the teacher provides cultural impressions to help students' better grasp culture both inside and outside the book based on the setting. Students are given opportunities to see, observe, read about, and write about what they have seen.

The teacher also gives students the chance to bring up as many issues that are still unclear, starting with factual queries and progressing to hypothetical inquiries on particular subject matter, it can be challenging for a teacher to impart cultural knowledge to students during the learning process, especially when it comes to teaching students about foreign cultures. One of the reasons for this difficulty is that it can be challenging to communicate across cultural boundaries. Students who respond to culture do so with real acceptance of the culture that has been taught, respecting both foreign and native culture, and refraining from offending or insulting the culture since it is crucial to integrate linguistic and cultural understanding in the field of education. A positive culture must be supported; a negative culture must be avoided. One of the topics that SMP Muhammadiyah 2 Gorontalo students are most interested in, both in terms of language and art is the regional culture of Gorontalo, also known as the source culture.

Conclusion

This study has found that the English textbook has a lot of cultural information. It is seen from the representation of culture in textbooks. The figures show that source culture predominates, while target culture and global culture are less dominant. The frequency of international culture is 4, target culture is 14, and source culture is 20. The source culture aids students in sharing their knowledge and identities with people from many cultures. Through the target culture and global culture, students gain knowledge about cultures other than their own. Illustrations, text, quotes, dialogue, song lyrics, literature, and advertisements all function as various sorts of representation in textbooks. The four cultures also only adequately represent one form of international culture. Simple literary forms, conversation, song lyrics, and photographs are a few examples of the representational styles that can be

found in textbooks. The second finding is a teacher imparts knowledge based on both the local and other cultures. Additionally, the teacher provides cultural impressions to help students' better grasp culture both inside and outside the book based on the setting. Students are given opportunities to see, observe, read about, and write about what they have seen.

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