Scrutinizing Cultural Dimensions Of Efl Textbook: "English For Nusantara For Junior High School Grade Vii" By Using Byram Checklist

Reza Tri Nugroho[1], Saepul Anwar[2], Yan Taufiq Awaluddin[3]

English Education, Universitas Indraprasta PGRI, Indonesia

Email: realrezalution@gmail.com saifulanswer@hotmail.com yan.taufiq86@gmail.com

ARTICLE INFO	ABSTRACT
	This study examines the content analysis of cultural dimensions in a textbook, focusing on eight dimensions. The first dimension is social identity and social group, which includes professional and regional identities. The second dimension is social interaction, which deals with situations or manners used in a specific group of society. The third dimension is belief and behaviour, which concerns daily activities in society involving religious and moral values. The fourth component is social and political institutions, which focus on the country or department for certain activities. The fifth dimension is socialization and the life cycle, including rituals that signify moving through social life phases. The sixth dimension is national history, focusing on historical and contemporary moments. The seventh dimension is national geographic, referring to geographical features. The final dimension is stereotypes and national identity. The study found that the author of the textbook implemented these dimensions by inserting pictures related to these dimensions. The encompassing of national identity is vital for learners, as the textbook is designed for junior high school students who are curious about different characters. The English for Nusantara textbook is progressing in terms of proportionally represented cultural dimensions. The existence of different cultural aspects also helps students develop cultural competence, tolerance, and respect for others.

INTRODUCTION

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts. There are four broad approaches that are mentioned for teaching cultural content in foreign language classes. However, culture learning is considered as a separate educational concern from language acquisition in the intercultural approach. The notion of culture and the level of competence that each approach aims for varies. Certain perspectives portray culture as uniform within a community and assert its universal applicability to all societies. Abushihab (2016,) cited in Auladi (2019) stated that in the foreign language learning the culture and language are related or unrelated, also stated that cultural factors are crucial in motivating kids to study other languages. Sanchez, Araujo, and O'Donnell (2008), cited in Helsinga (2012) described that pedagogy for multicultural education teaches everyone to take part regarding attitudes, behaviors, assumptions, apprehensions, associations, analysis,

techniques, and appreciation that emerge during the shared learning process. And we can find some of the cultural perspective in textbooks. Nowadays, textbook content is an essential topic in education because textbooks are one of the key media used in the teaching-learning process. Often, appropriate elements such as national history, biographies of national figures, and other valuable stories are not found in textbooks. The dominance of fairy tales or mythology appears to be another issue. Some authors of Indonesian textbooks focus on narrative stories rather than national history. Although narrative stories contain moral lessons, the genuine story of an inspiring character is more beneficial. A cultural point of view to inform their analysis of English textbooks. This is primarily due to the fact that Indonesian students studying English should concentrate more on speaking and debating about Indonesian culture in English than they should on the cultures of English-speaking nations. The author used Bryam's guidelines as a guide to study and investigate the cultural content in the English textbooks. Byram's criterion is regarded as thorough and adequate. The concept that cultural learning and teaching are essential components of language education serves as the foundation for this list of checklists. The study indicates that the analysis of Indonesian English textbooks underwent a review, emphasizing the need for improved coverage of local culture. As Rodriguez(2015) analyzed the cultural content from EFL textbooks that were used as main instructional resources. The study aims to find the elements of surface and deep culture that are found in the textbook. The result of the study shows that the surface culture is dominant in the textbooks. Other studies by Margana (2017) investigated the development of the English textbook oriented to the enhancement of higher order thinking skill. The results of the research indicate that the English textbook increases students to build their higher order thinking skills. The cultural elements from a Turkish textbook for foreigners which was analyzed by Tum (2014). The goal of the study is to identify the aspects of deep and surface culture that are mentioned in the textbook (Widiyarto, et al., 2023). The study's findings demonstrate how culture textbooks are dominants. As the researcher knows several other previous studies are also conducted on culture, but they did not use the English for Nusantara textbook as the main object of the research, for instance Ariawan (2021) he used Buku Siswa Bahasa Inggris Kelas X textbook, 2013's curriculum revised that focused on national identity. Hermawan (2012), discovered that masculinity in Indonesian is one of the popular cultures. The result of the research shows that masculinity tends to be represented by both men worshiping patriarchal values. Next, Hilman (2015) conducted research to discover the Indonesian cultural lexicon analysis which was used in a novel entitled "Saman". The research shows that there are four manners used in the analysis, they are functional equivalent, cultural equivalent, loanword, and addition (Widiyarto, ,et al 2023).

METHOD

This research utilizes content analysis to elucidate the visual content used in the EFL textbook "Buku Siswa English for Nusantara" for Grade 7. The textbook comprises five chapters and contains a total of 111 images. The analysis employs Byram's (1989) checklist, which encompasses eight cultural dimensions, as a theoretical framework. Content analysis generally follows a systematic process, which includes data reduction, data presentation, and conclusion and verification, as outlined by Miles and Huberman (2013). This method is particularly effective in examining the representation of cultural elements in educational materials, ensuring that the findings are both meaningful and replicable.

Data Collection and Preparation

The first step in this content analysis is data reduction, which involves the selection and simplification of the data from the textbook. In this study, the focus is on the images included in the textbook. The images are scrutinized to determine their relevance to cultural dimensions. Only those images that depict cultural contexts or elements are included in the analysis. Images that do not portray any cultural dimensions according to Byram's checklist are labelled as having an uncategorized cultural dimension.

Once the relevant images are identified, the next step is data presentation. This involves organizing and displaying the data in a manner that facilitates analysis. Each image is categorized based on the cultural dimensions it represents. The categories are derived from Byram's (1989) checklist, which includes dimensions such as social identity and social groups, social interaction, belief and behavior, social and political institutions, national history, national geography, stereotypes and national identity, and significant artifacts. This categorization helps in systematically analyzing the images and understanding the cultural elements they depict.

Coding and Analysis

The analysis employs a priori coding, as suggested by Stemler (2001). This involves preparing a coding checklist based on the theoretical framework before the analysis begins. The checklist is refined as necessary during the analysis to ensure that it accurately captures the cultural dimensions depicted in the images. The coding process is systematic and rigorous, ensuring that the analysis is replicable and the findings are reliable.

Content analysis, as described by Cohen, Manion, and Morrison (2000) and Neuman (1997), aims to produce meaningful and replicable conclusions from texts regarding their contexts of usage by considering various communicative media, including books, photographs, movies, and papers. In this study, the primary medium of analysis is the images in the textbook. The coding process involves documenting the quantity, sequence, or intensity of the cultural elements depicted in the images. This systematic documentation ensures the replicability of the analysis.

The analysis also takes into account the accompanying text and questions related to the images, as these elements often provide additional context that helps in understanding the cultural dimensions portrayed. This approach ensures a comprehensive analysis of the cultural elements in the textbook.

Ensuring Validity and Reliability

To ensure the validity and reliability of the analysis, the coding process is meticulously documented. This documentation includes the criteria used for categorizing the images, the rationale for including or excluding certain images, and any modifications made to the coding checklist during the analysis. This thorough documentation allows other researchers to replicate the study and verify the findings, thereby enhancing the reliability of the analysis.

Furthermore, the study aims for transferability rather than generalizability, as emphasized by White and Marsh (2006). Transferability refers to the extent to which the findings of the study can be applied to other contexts. By providing a detailed description of the research process and the context in which the study was conducted, the findings can be transferred to other similar contexts, thereby enhancing their applicability.

Conclusion and Verification

The final step in the content analysis process is drawing conclusions and verifying the findings. This involves interpreting the data to identify patterns and themes related to the representation of cultural dimensions in the textbook. The findings are then verified through triangulation, which involves comparing the results with existing literature and theoretical frameworks. This process helps in ensuring the accuracy and credibility of the findings.

The analysis considers each image in the textbook only if it portrays cultural dimensions or contexts as defined by Byram's checklist. Each image is classified according to the related cultural dimensions, and those that do not fit into any of Byram's categories are labelled as having an uncategorized cultural dimension. Questions or accompanying texts are referred to as necessary to better understand the cultural dimensions portrayed in the images.

this study employs a rigorous and systematic content analysis methodology to examine the representation of cultural dimensions in the "Buku Siswa English for Nusantara" textbook. By utilizing Byram's checklist as a theoretical framework and following a systematic process of data reduction, data presentation, and conclusion and verification, the study ensures that the findings are both meaningful and replicable. The use of a priori coding and meticulous documentation further enhances the validity and reliability of the analysis, while the focus on transferability ensures that the findings can be applied to other similar contexts.

RESULT AND DISCUSSION

This section consists of three main sections: reading texts, analyzing conversations, and visual components. Utilizing Byram's (1989) checklist, the cultural aspects included in the textbook are examined. Applying theoretical frameworks to three units of analysis—conversations, reading texts, and visual elements—provides a thorough overview of the textbook's cultural dimension. In order to address the research questions formulated at the outset of the study, the findings are presented through a discussion of the analysis. What cultural facets are presented in the English textbook for grade 10 senior high school students in Indonesia? The dimensions distributed in each unit are used to present the analysis.

No	Bayrem's Criteria	Details	Position	Number	Percentage
1	**Stereotypes and National Identity**	Characters name (picture) The Beginning (picture) About Me (picture) worksheet 1.9 picture 1.4 Language focus part B Culinary and Me worksheet 2.1 worksheet 2.5 worksheet 2.6 picture 2.2 picture 2.4 worksheet 2.16 Did you know? worksheet 3.3 worksheet 4.2 Table 4.1 worksheet 4.10 picture 5.7	Page xxxii Chapter 0's Cover Chapter 1's Cover Page 25 Page 45 Page 47-48 Chapter 2's Cover Page 59 - 60 Page 65 Page 67 Page 68 Page 74 Page 79 - 80 Page 82 Page 107 Page 156 Page 162 Page 166 Page 219	19	17,1
2	**Social Interaction and Socialization**	comic strip 1.2 part 1 comic strip 1.2 part 2 comic strip 3 comic strip 1.4 comic strip 1.5 & worksheet 1.10 comic strip 1.6 picture 1.1	Page 20 Page 21 Page 23 Page 24 Page 26 Page 27 Page 28 Page 29 Page 30	29	26,1

		worksheet 1.11	Page 31		
		comic strip 1.7 & worksheet 1.12	Page 40		
			Page 43		
		comic strip 1.8	Page 62		
		picture 1.2	Page 63		
		picture 1.3	Page 64		
		comic strip 2.1 part 1	Page 71		
		comic strip 2.1 part 2	Page 104		
			Page 106		
		comic strip 2.2 part 1	Page 133		
			Page 157		
		comic strip 2.3	Page 159		
		picture 3.3	Page 206		
		comic strip 3.1	Page 210		
		comic strip 3.2	Page 212		
		comic strip 4.1	Page 215		
		comic strip 4.2	Page 222		
		comic strip 5.1	Page 229		
		worksheet 5.3	Page 231		
		text 5.1	Page 237		
		picture 5.5			
		comic strip 5.4			
		picture 5.8			
		picture 5.10			
		picture 5.12			
3	**Life Cycle**	-	-	-	-
4	**National Geography**	comic strip 1.1	Page 16	2	1,8
		worksheet 4.10	Page 166		
5	**Social Identity and Social Group**	picture 2.6	Page 77	11	9.9
		picture 2.7	Page 83		
		picture 3.1	Page 103		
		worksheet 3.2	Page 105		
		worksheet 3.6	Page 109 - 110		
		worksheet 3.7	Page 111		
		worksheet 3.8	Page 112		

		worksheet 3.9	Page 113		
		picture 3.5	Page 115		
		picture 3.6	Page 117		
		worksheet 3.19	Page 127		
6	**Beliefs and Behavior**	comic strip 2.2 part 1	Page 64	12	10,8
		comic strip 2.2 part 2	Page 64		
		worksheet 3.12	Page 118 - 119		
		picture 3.7	Page 120		
		worksheet 3.14	Page 121		
		worksheet 3.26	Page 136		
		picture 3.10	Page 137		
		picture 4.1	Page 155		
		comic strip 4.3	Page 174		
		picture 4.8	Page 188		
		worksheet 4.29	Page 189		
		worksheet 5.9	Page 220		
7	**National History**	-	-	-	
8	**Social and Political Institutions**	section 2 - listening	Page 16	24	21,6
		My School activities	chapter 4's cover		
		worksheet 4.3	Page 158		
		picture 4.2	Page 163		
		text 4.1	Page 164		
		picture 4.4	Page 171		
		worksheet 4.14	Page 172		
		picture 4.5	Page 176		
		section 5 - fun time	180		
		picture 4.6	181		
		picture 4.7	184		
		worksheet 4.24	184		
		worksheet 4.25	185		
		worksheet 4.26	186		
		section 5 - fun time	195		

		This is My School	chapter 5's cover		
		picture 5.1	205		
		worksheet 5.3	209		
		worksheet 5.6	213		
		picture 5.2	215		
		picture 5.3	215		
		picture 5.6	216		
		worksheet 5.15	233		
		picture 5.11	235		
9	**uncategor ised**	picture 2.3	Page 72	14	12,6
		worksheet 2.20	Page 85		
		worksheet 2.23	Page 88		
		worksheet 2.25	Page 91		
		worksheet 2.27	Page 93		
		picture 3.2	Page 103		
		worksheet 3.2	Page 105		
		picture 3.8	Page 124		
		worksheet 3.18	Page 126		
		picture 3.9	Page 130		
		worksheet 3.22	Page 131		
		worksheet 3.23	Page 132		
		worksheet 3.28	Page 138		
		picture 3.11	Page 140		
total				111	100%

Social Interaction and Socialization (29 items, 26.1%)

Social interaction and socialization constitute the most represented cultural dimension, highlighting a focus on teaching conversational and social skills. Studies emphasize that intercultural competence is essential in language education, as it promotes students' ability to

navigate social situations across cultures (Baker, 2015). The textbook's dialogue between Monita and Galang on page 24, depicting polite introductions, reflects typical Indonesian social etiquette. Such examples provide students with valuable skills to engage in culturally appropriate conversations (Alred, Byram, & Fleming, 2020).

Stereotypes and National Identity (19 items, 17.1%)

The textbook's focus on stereotypes and national identity aims to foster a critical understanding of cultural perceptions. Recent studies argue that addressing national stereotypes can help students think critically about identity and avoid reinforcing biases (McConachy & Liddicoat, 2016). By including culturally specific names like "Pak" and "Ibu," the textbook offers students a sense of cultural belonging while prompting them to examine Indonesian identity markers (Borghetti, 2017). It's essential, however, to approach these representations carefully to prevent reinforcing stereotypes that could limit students' intercultural sensitivity (Galloway & Rose, 2018).

Social and Political Institutions (24 items, 21.6%)

This category includes significant references to social and political institutions, aiming to introduce students to diverse societal structures. Modern approaches to language education emphasize the value of including institutional knowledge to foster global citizenship and social awareness (Leung, 2022). The image of a school building on page 16, for instance, symbolizes the role of education in shaping social responsibility, reflecting education's role in citizenship (Banks, 2017). Through these examples, students gain insights into societal organization, which enriches their understanding of governance and societal roles.

Beliefs and Behavior (12 items, 10.8%)

Addressing beliefs and behaviors helps students appreciate global diversity. Educational research shows that understanding diverse cultural practices promotes empathy and reduces ethnocentrism (Deardorff, 2020). The family prayer scene on page 64, where a family gives thanks before a meal, offers a culturally relatable depiction of shared values like gratitude. Depictions of religious or moral practices aid students in recognizing universal values and promote intercultural empathy (Holmes, 2020).

Social Identity and Social Group (11 items, 9.9%)

Representing social identity and social groups highlights the diversity within cultures, which is vital in promoting inclusivity. Language education studies recommend addressing social identity to help students recognize diversity within their cultural group, reducing "othering" of different cultures (Saito & Ebsworth, 2021). The cover image featuring teenagers signifies the importance of peer groups in adolescence—a stage when social identity exploration is critical. This portrayal encourages students to reflect on their own identities within the context of social dynamics (Dervin, 2016).

Uncategorised (14 items, 12.6%)

The "uncategorised" dimension highlights the textbook's effort to capture the dynamic and evolving nature of culture. Studies indicate that flexible approaches to cultural categories allow educators to adapt to cultural fluidity and prevent oversimplification (Piller, 2017). The variety in this category emphasizes the need for adaptable frameworks in EFL textbooks, reflecting the ongoing evolution of cultural representations in educational content.

National Geography (2 items, 1.8%)

The low representation of geography might reflect a gap in connecting cultural experience with physical spaces, which could enhance students' sense of place (Duff, 2019). Studies suggest that geography in language textbooks aids in building students' awareness of how location and environment influence cultural practices. The image of Kalimantan on page 16 connects the

student character Galang to his place of origin, helping students appreciate how geographical location can shape identity and experiences (Macalister & Monash, 2018).

Life Cycle (0 items, 0%)

The lack of life cycle representations, such as birth, adolescence, and adulthood, may indicate a missed opportunity to provide a more holistic cultural education. Including content related to life stages allows students to understand both universal and culturally specific practices (Holmes, 2020). Future textbooks might include these stages to reflect the continuous, culturally embedded nature of life changes that shape identity and worldview (Ochs & Kremer-Sadlik, 2015).

National History (0 items, 0%)

The absence of national history represents an area for improvement. Understanding historical events and figures can contextualize present cultural identities, helping students make connections between past and present (Risager, 2018). Including such content would allow students to appreciate how historical experiences influence contemporary social values, fostering a more comprehensive view of culture in language learning.

CONCLUSION

This study underscores the critical importance of integrating diverse cultural dimensions into EFL textbooks. By doing so, we can foster a deeper understanding and appreciation of different cultures among students. The findings reveal that while certain cultural aspects are well-represented, a more balanced approach that incorporates a wider range of cultural perspectives is necessary. Expanding the textbook's coverage to encompass underrepresented areas such as life cycles and national history, alongside a more nuanced categorization of cultural content, can significantly enhance students' cultural literacy. This, in turn, can better prepare them to navigate the increasingly interconnected and culturally diverse world they will inhabit. Furthermore, the study emphasizes the importance of strengthening students' sense of national identity, particularly among Indonesian students. By including a more comprehensive range of cultural aspects related to Indonesia, the textbooks can enhance their understanding and appreciation of their national heritage, fostering a stronger sense of belonging and cultural pride.

REFERENCE

Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. London: Routledge, 2000.

Miles, Matthew B, A M Huberman, and Saldaña Johnny. *Qualitative Data Analysis: A Methods Sourcebook*. Thousand Oaks: Sage Publications, Inc, 2013.

Neuman, W. Social Research Approaches: *Qualitative and Quantitative Approaches*. Boston: Allyn And Bacon, 1997.

Stemler, Steven. *An Introduction to Conducting Research in Healthcare*. 2nd ed. Burlington, MA: Jones and Bartlett Publishers, 2001.

Alred, Geof, Michael Byram, and Mike Fleming. *Intercultural Experience and Education*. Bristol: Multilingual Matters, 2020.

Baker, Will. *Culture and Identity through English as a Lingua Franca*. Berlin: De Gruyter Mouton, 2015.

Deardorff, Darla K. *Manual for Developing Intercultural Competencies*. Paris: UNESCO, 2020.

Dervin, Fred. *Interculturality in Education*. Cham: Springer, 2016.

Holmes, Prue. *Intercultural Communication in English Language Teaching*. London: Routledge, 2020.

Leung, Constant. *English as an Additional Language in the Mainstream: Teaching, Learning, and Identity*. Cambridge: Cambridge University Press, 2022.

McConachy, Troy, and Anthony J. Liddicoat. *Meta-Pragmatic Awareness and Intercultural Competence*. Bristol: Multilingual Matters, 2016.

Ochs, Elinor, and Tamar Kremer-Sadlik. *Fast-Forward Family: Home, Work, and Relationships in Middle-Class America*. Berkeley: University of California Press, 2015.

Piller, Ingrid. *Intercultural Communication: A Critical Introduction*. Edinburgh: Edinburgh University Press, 2017.

Risager, Karen. *Language and Culture Pedagogy: From a National to a Transnational Paradigm*. Bristol: Multilingual Matters, 2018.

Saito, Yukie, and Mary E. Ebsworth. *Language, Culture, and Identity in Applied Linguistics: A Sociocultural Approach*. London: Routledge, 2021.

Setyowati, L., Hadi, I., Saputri, N. L., & Widiyarto, S. (2024). Use Of You Tube Media In Learning Writing Narratives In Junior High School Students. *Project (Professional Journal of English Education)*, *7*(4), 904-909.

Banks, James A. *Citizenship Education and Global Migration*. Washington, DC: American Educational Research Association, 2017.

Rodriguez, Maria C. "An Analysis of Cultural Content in EFL Textbooks Used in Malaysian Secondary Schools." *Journal of Language Teaching and Research 6,* no. 2 (2015): 226–239.

Sorongan, U. J., I. S. Susanti, and A. M. Syahri. "An Analysis of the Cultural Content in an EFL Textbook for Senior High School Students Based on Byram's Framework." *Journal of English Teaching 1,* no. 2 (2014): 37–47.

Tum, N. "An Analysis of Cultural Elements in a Turkish Textbook for Foreigners." *Journal of Teaching English as a Second Language 3,* no. 1 (2014): 78–90.

White, Marilyn, and George Marsh. "Taking Stock: Reviewing Existing Literature to Inform and Enrich a Research Program." *Educational Researcher 35,* no. 3 (2006): 16–23.

Borghetti, Claudia. "The Role of Critical Cultural Awareness in Intercultural Language Education." *Journal of Multilingual and Multicultural Development* 38, no. 6 (2017): 522-534.

Duff, Patricia A. "Social Dimensions of Language Learning and Teaching." *Language Teaching* 52, no. 2 (2019): 1-15.

Galloway, Nicola, and Heath Rose. "Incorporating Global Englishes into the ELT Classroom." *TESOL Quarterly* 52, no. 3 (2018): 634-646.

Macalister, John, and Emma Monash. "Geographic Themes in EFL Materials and Their Effect on Learners." *Language, Culture and Curriculum* 31, no. 3 (2018): 275-287.

Widiyarto, S., Setyowati, L., Rizkiyah, N., Sandiar, L., & Sartono, L. N. (2023). Efektivitas Story Telling dalam Pembelajaran Bahasa Inggris di SD Negeri 6 Kota Bekasi. *Journal on Education*, *5*(4), 16334-16341.

Widiyarto, S. (2022). English for Economic: Text, Vocabulary, and Structure.