



Textbook Analysis and Eyl Students' Perception Toward English Textbook with Local Cultural Content

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Abstract. The use of local cultural content in textbooks is believed to ease students' understanding of English. Concerning the use of textbooks with local culture, it is also worth investigating students to find out whether the use of local culture in learning is well received or not. The researcher used the textbook checklist to analyze local cultural content in textbooks and interviews and observations as instruments in knowing students' perception of English with local cultural content in their textbooks. The respondents were 20 fourth-grade students of SD Muhammadiyah 8 "K.H. Mas Mansyur" Malang. The results showed that the textbooks used by the students had local cultural content. In addition, students had positive responses toward the use of local cultural content in their textbooks. In addition, for future research on similar topics, researchers can add more specific questions and teachers' perceptions so the data obtained are more detailed and complete.

Keywords: *Textbook Analysis, EYL, Students' perception, Local content.*

1. Introduction

Local content is seen as useful since it not only protects students' identities but also gives engagement, familiarity, and relevance to students. Local content should be included in educational activities as values so that students retain their true identities [1]¹. It indicates that students are more enthusiastic to participate in the learning process when they are familiar with the materials provided. This has a significant influence since the more students feel connected to the content, the simpler it is for them to comprehend. To incorporate local values into English teaching, it is believed that young learners would be capable of learning widely used worldwide languages while still preserving their culture. As a result, English textbooks based on local values are considered capable of teaching students in elementary schools English while keeping a strong local identity and not compromising their nationality. The use of textbooks with local culture integration can be the main vehicle for introducing local culture to students as well as being a medium for learning English. Textbooks and learning materials can convey information, create skills, and affect the way learners interact with the world

¹ Albantani and A. Madkur, "Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia," *Int. J. Appl. Linguist. English Lit.*, vol. 7, no. 2, p. 8, 2018, doi: 10.7575/aiac.ijalel.v.7n.2p.1.

[2] One of the ways to maximize the use of textbooks is to analyze their contents. By analyzing the local culture in the textbook, teachers could find out to what extent the quality of the textbooks used in the learning system in the classroom as well as maximizing the use of local culture as the exposure for the students. Concerning the use of textbooks with local culture, it is also worthwhile to investigate students' perceptions because they affect learning [3]. It has been observed that students' perceptions of teaching have a greater impact on their learning than the teaching technique itself. Teachers can also learn whether or not the use of local culture in learning has been successfully accepted by students by observing their perceptions. Teachers can correct and evaluate the methods, techniques, or learning materials used in class by using students' perspectives.

2. Literature Review

2.1. Textbook Analysis

A textbook is used to help teachers and students grasp the material being studied in class. Gelfman, Podstrigich, and Losinskaya [4] propose a fundamental structure for the textbook's intermediate role such as instructing and motivating learners to create new information, striking a balance between information detail and accuracy, offering mathematical systems that are logical and consistent, generating new questions, and providing students with active, creative, many-sided information.

Due to its critical significance, the textbook must be used very carefully from just utilizing it to creating and analyzing it. Teachers are welcome to design or alter their learning aids, including textbooks, under the present curriculum, notably the autonomous curriculum. This may serve as both a beginning point and a powerful motivator for teachers to begin paying attention to the textbooks used in class. According to Richards[5]⁵, teachers should learn how to both analyze and localize textbooks to fit the requirements of their students, arguing that such efforts would be more inspiring for

² "(1) UNESCO Guidebook on Textbook Research and Textbook Revision." https://www.researchgate.net/publication/44835980_UNESCO_Guidebook_on_Textbook_Research_and_Textbook_Revision (accessed Jun. 05, 2023).

³ N. Entwistle, "Teaching-Learning Environments :," *Enhancing Teaching-Learning Environ. Undergrad. Courses Proj.*, vol. 1, no. January, p. 29, 2002, doi: 10.13140/RG.2.2.33594.80329.

⁴ L. Okeeffe, "A Framework for Textbook Analysis," *Int. Rev. Contemp. Learn. Res.*, vol. 2, no. 1, pp. 1–13, 2013, doi: 10.12785/irclr/020101.

⁵ J. C. Richards, "The ELT Textbook," *Int. Perspect. Mater. ELT*, vol. 1, pp. 19–36, 2014, doi: 10.1057/9781137023315_2.

students and lead to more successful teaching and learning results. As a result, the textbook analysis may aid in the creation and effectiveness of changing curricula as well as new teaching and learning initiatives[4] .

Furthermore, Moran in [6] analyses local culture into dimensions of cultural aspects including products, practices, perspective, and person.

2.2. English for Young Learners (EYL)

English for young students is English taught to young students who are children in the age range of 3-15 as mentioned by Nunan [7] . It is because of this very young age that many people think that teaching young learners is a tough challenge since young learners have very different traits from adults. One of the most crucial characteristics is that they get bored quickly and lack concentration. This supports the findings of Baldwin et al., [8] , who discovered that younger learners benefit from more social support, such as a caring atmosphere, unrestricted access to easy and simplified materials, effective educational opportunities, and cooperative peers. All of these elements contribute to early language learning success. When learning a foreign language, young learners may encounter several challenges. Therefore, the role of the teacher and the environment greatly influences the process of learning foreign languages by young learners.

2.3. English with Local Culture Content

English with local culture is English material that integrates local culture in it. Local culture refers to common things, concepts, or stuff found around us that are integrated into English instruction [9] , which is provided in a relevant manner based on topics. According to McKay[10] , source cultural resources are significant because they allow learners to learn more about their own culture as well as the language required to convey their cultural aspects in English. In addition to acquiring knowledge about their own culture, studying local culture in English allows learners to tell their culture to others. This is consistent with Nurlia and Arini's [11] claim that incorporating local cultural information into students in the English learning classroom can boost their

⁶ S. M. Ulfa, "The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII," *ELTICS J. English Lang. Teach. English Linguist.*, vol. 7, no. 1, pp. 81–93, 2022, doi: 10.31316/eltics.v7i1.2137.

⁷ L. L. C. Wong and D. Nunan, "The learning styles and strategies of effective language

⁸ W. L. Q. Oga-Baldwin, Y. Nakata, P. Parker, and R. M. Ryan, "Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes," *Contemp. Educ. Psychol.*, vol. 49, pp. 140–150, 2017, doi: 10.1016/j.cedpsych.2017.01.010.

⁹ N. D. Chinh, "Cultural Diversity in English Language Teaching: Learners' Voices," *English Lang. Teach.*, vol. 6, no. 4, p. 7, Mar. 2013, doi: 10.5539/ELT.V6N4P1.

¹⁰ S. L. McKay, "Teaching english as an international language: The role of culture in Asian contexts," *J. Asia TEFL*, vol. 1, no. 1, pp. 1–22, 2004.

¹¹ R. Nurlia and F. Arini, "Effect Of Bringing Local Culture In English Language Teaching On Students' Writing Achievement," *KnE Soc. Sci.*, vol. 1, no. 3, pp. 187–194, 2017, doi: 10.18502/kss.v1i3.738.

writing skills. Apart from having a positive impact on abilities, particularly writing, English with local cultural content can also enhance students' willingness to study both inside and outside of the classroom. This is consistent with the findings of Wulandari, Vianti, and Fiftinova [12], who noticed in their research at one of Palembang's private senior high schools that local cultural materials in English might stimulate and motivate students to be involved in the learning process and help them to easily comprehend the reading texts. As a result, it is possible to infer that English with local culture has a positive influence on the process of learning English.

2.4. Students' Perception of Local Culture in EYL

Perception is the process of responding to something when someone gets a certain stimulus. Akbar [13] mentioned that perception is a general view of an object from several aspects that can be understood by a person. The perception of each person can be different from other people because everyone has a different background in perceiving things even though they are in the same situation, this perception is very subjective. Perception can arise as a response to information obtained from the surrounding environment. This is in line with what was disclosed by Maulinarhadi et al., [14], who stated that perception is the process through which a person chooses, receives, and interprets information to be revealed to the surrounding environment.

3. Research Method

This study used a qualitative design with observation checklist, and interview guidelines as the instruments to acquire extensive information. Qualitative research is a method that is commonly used to determine the significance of a primary concept to investigate the problem and acquire knowledge of small individuals in social problems [15]. This research was conducted in Malang, Indonesia, at SD Muhammadiyah 8 "K.H Mas Mansyur". The study included 5 students from 4 classes each (4A, 4B, 4C, 4D) with a total of 20 students using a random sampling technique. The research procedure for the interview is divided into several steps, including determining the research topic and subject, determining the research instrument, asking the expert lecturer to

¹²A. A. Wulandari, M. Vianti, and Fiftinova, "Using Local Culture as Teaching Materials for Improving Students' Reading Comprehension," *J. English Lit. Educ.*, vol. 5, no. 1, pp. 11–24, 2018.

¹³R. F. Akbar, "Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus," *Edukasia J. Penelit. Pendidik. Islam*, vol. 10, no. 1, pp. 189–210, 2015, doi: 10.21043/edukasia.v10i1.791.

¹⁴M. Maulinarhadi, L. Hanum, and A. H. Mahardika, "Determinant Factors of Taxpayer Satisfaction in Using the Electronic Tax Invoice Number (E-NOFA) in the Emerging Technology Era," *Proc. 3rd Annu. Int. Conf. Public Bus. Adm. (AICoBPA 2020)*, vol. 191, pp. 184–189, Sep. 2021, doi: 10.2991/AEBMR.K.210928.037.

¹⁵J. W. . Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed (Edisi Ketiga)*, 3rd ed. Jakarta: Pustaka Pelajar, 2017.

validate the interview questions, doing the interview using the Indonesian language in the form of a group that consisted of five students, transcribing the audio recordings and notes from the interviews, and analyzing the data. Furthermore, the observation of the use of local culture in the classroom was carried out by entering the class during learning and observing based on the observation checklist adopted by Gonzales [16] . The information was then assessed using a qualitative process. Thematic analysis was used to examine the interview data [17] . The researchers investigated the collected data utilizing the four nodes illustrated in Figure 1 (data collection, data display, data reduction, and drawing/verifying conclusion).

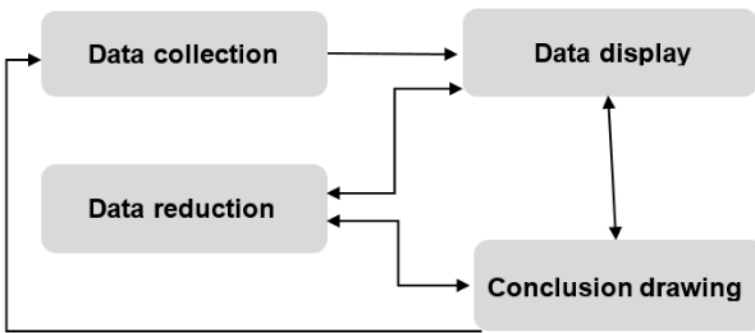


Figure 1. The Scheme of Interactive Model Analysis

4. Finding and Discussion

This study analyzes the dimension of culture inside the English books used by fourth-grade students at SD Muhammadiyah 8 “K.H. Mas Mansyur” Malang. The textbook used by the students in this research is “Grow with English, A Thematic English Course for Elementary Students (Book 4).” The authors of this book are Mukarto, Sujatmiko, Josephine S.M., and Widya Kiswara. Erlangga Publisher published this book in 2022. This book consists of eight chapters and two review chapters.

All dimensions are found inside the textbook. The product, person, and practice dimensions are found directly while the perspective dimension is found implicitly. The following are the details regarding the distribution of cultural aspects in each chapter.

¹⁶J. F. E. Gonzales, “Analyzing Moran’s dimensions of culture in an english conversational course at UCR,” *Rev. Linguas Mod.*, vol. 28, pp. 343–371, 2018, doi: 10.15517/rlm.v0i28.

¹⁷M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis A Methods Sourcebook*, 4th ed. Arizona State University: SAGE Publications, Inc., 2019.

Table 1 The distribution of cultural aspects in each chapter

Chapter	Topic	Cultural Aspect			
		Product	Person	Practice	Perspective
I	How Do You Spell Blue?	12	6	1	0
II	Math Is My Favorite Subject	8	1	0	1
III	My Room is not Big but I Like It	6	1	0	0
IV	I Want Sunflower Seeds, Please	4	0	0	0
Review I		2	2	0	0
V	This Is My Family Tree	6	9	0	0
VI	Papua Is Famous for Its Papeda	9	2	0	0
VII	Whose Skateboard Is This?	7	3	0	0
VIII	What Do You Do on a Rainy Day?	4	2	0	0
Review II		1	1	0	0
Total		59	27	1	1

4.1. The Representation of Products

The data above showed that in terms of frequency, the product dimension has the most number and is spread across all chapters of the textbook. Among the 10 units total in this book, the chapter that has the most product dimension is Chapter 1: "How Do You Spell Blue?" with a total of 12 products. The products are mostly presented by art forms in the form of clothes, artifacts in the form of food, institutions in the form of politics, and places in the form of cities. The art forms in the form of clothes are most often depicted by the use of red and white uniforms which are very familiar to elementary school students in Indonesia, as shown in **Figure 2**.

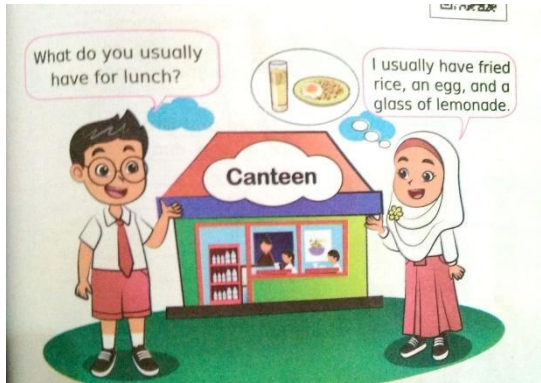


Figure 2 Clothes, Product Representation

The artifacts presented in the form of food can be seen in Chapter 6: “Papua is Famous for its Papeda” as shown in **Figure 3**.



Figure 3 Food, Product Representation

In the picture, Papeda, which is one of the traditional foods from Indonesia, to be exact, from Papua and Maluku can be seen.

4.2. The Representation of Persons

The representation of persons in this textbook is mainly presented in the form of names that could represent most of the Indonesian people, such as *Nurul, Toni, Rayhan, Fani, Made, Seta, Dona, Mr. Agus, Hana, Mr. and Mrs. Sastro, Mrs. Devi, Mr. Arman, Mr. Hari Endang, Sinta, Siwi, Pandu, Butet, Hotman, Mr. Ahmad, Tigor, Satria, Mr. and Mrs. Surasa, Mr. Sitingjak, Mrs. Sundara, Mr. Heru, Arif, Arya, and Arini*. In the textbook, there are also several foreign names such as *Meilin, Lucy, Kevin, and Mrs. Bertha*. However, the number of foreign names is not as many as the number of names originating from Indonesia with a percentage of 12.5%, while the number of Indonesian

names reaches 87.5%. Then in the textbook, there is also a family tree with names that show Indonesian identity as shown in **Figure 4**.

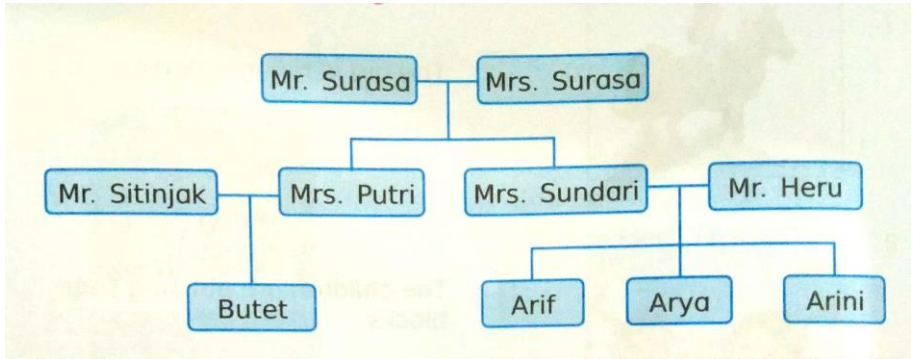


Figure 4 Name (Cultural identities), Person Representation

4.3. The Representation of Practice

The representation of practice in the textbook is shown in **Figure 5**.

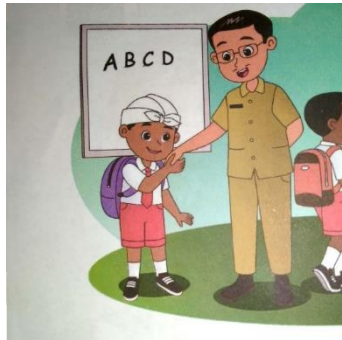


Figure 5 Action and Interaction, Practice Representation

The figure shows a child kissing his teacher's hand. The act of kissing hands represents Indonesian culture in the aspect of the action. Usually, children would kiss the hands of their parents, teachers, or other older people before going to school and after school as a form of asking for blessings. Apart from being considered an action, kissing the teacher's hand also be regarded as an interaction. Interaction is "a cyclic process of communication acts and their interpretations" [18]. Therefore the behavior of kissing hands is considered a practice dimension because it fulfills two aspects simultaneously.

¹⁸K. Hornbæk and A. Oulasvirta, "What is interaction?," *Conf. Hum. Factors Comput. Syst. - Proc.*, vol. 2017-May, pp. 5040–5052, May 2017, doi: 10.1145/3025453.3025765.

4.4. The Representation of Perspective

The representation of local culture is shown in **Figure 6**.

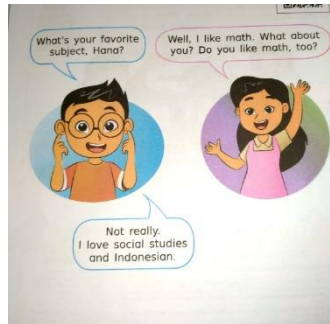


Figure 6 Perception, Perspective Representation

The representation of perspective is shown through the attitude aspect which shows students' opinions about their favorite subject through a conversation between two people. Although implicitly the attitude aspect can be known because the student wearing glasses says "I love social studies and Indonesian" whereas indirectly the student feels that Indonesian is a subject that makes him comfortable and happy. However, it can be argued that attitude toward certain subjects is also considered as perspective dimension.

EYL Students' Perception Toward English Textbook with Local Culture Content

From interviews with 20 students regarding local culture content integrated with their English textbook, the researcher asked about their awareness of the existence of local cultural content in their textbook. *Student 5. Yes. I remember in the textbook there was a reading about Empek-empek from Palembang.* This is following the observations made by the researcher that besides being taught in the textbook, local culture is also conveyed well in the classroom by the teachers, so the students can capture the essence of local culture in their English material. Most of the respondents mentioned the local culture regarding traditional food explained in the textbook in Chapter 6: "Papua is Famous for its Papeda". This is more or less because according to the respondents, Chapter 6 is the material they like the most because it is considered fun and easy to understand.

Student 9. I like the chapter about food because there are many words about food that I encounter in my daily life.

In its application, the researcher asked whether the use of local culture in the textbook made the book more interesting or not. All respondents gave positive responses.

Student 19. *It's very interesting because I can know other cultures around me.*

Regarding student behavior in class, it can be seen that the students are more enthusiastic and motivated to learn because local culture content attracts their attention to learning. In terms of its effectiveness in helping students learn English, the local culture in the textbook is also seen as quite helpful for respondents in learning English because they feel more familiar with the context of the traditional culture itself.

Student 1. *It helps because I already know that I'm familiar with it, so it's easier.*

In terms of effectiveness, the students found that local culture eased the students in learning English. The teacher also explains the material by giving examples in the form of local culture and games related to local culture so that learning runs more effectively. However, one of the students had difficulty with English with local culture because she had to memorize the place where the local culture came from.

Student 2. *It's a bit difficult because it's like I'm more told to memorize the area from where it comes from.*

Not only delivering the material, but local culture is also included in student assessments, especially written assessments, making it easier for them to work on the questions.

Student 4. *In yesterday's assessment, someone asked about where the Sate came from.*

Furthermore, regarding the use of local culture in textbooks, the students also have some suggestions regarding the use of local culture in textbooks.

Student 6. *The local culture pictures are clarified because some are blurry.*

However, some students also stated that the local culture in the textbook was appropriate and there were no suggestions for local culture content in their textbook.

Student 3. *It's just right in my opinion.*

All in all, the students have a positive attitude toward the use of local culture content in English learning textbooks.

4.5. Discussion on Textbook Analysis

Based on the textbook checklist from Moran's [16] framework regarding the cultural dimension in the book "Grow with English, A Thematic English Course for Elementary Students (Book 4)." It was found that all of the dimensions are found in the textbook. The number of product dimensions dominated the textbook because most of the chapters have many illustrated pictures and almost all of them were product dimensions, causing the number of product dimensions to be the dimension most commonly found in it. In the textbook, there were several products from other cultures such as Spaghetti which is a traditional food from Italy, and burgers from the United States and Germany. Meanwhile, the person dimension in the textbook is represented in the form of names that show the identity of the original Indonesian people. In numerous research, such as by Mirizon and Sitijak [19], the person dimension appears more frequently than by-products, practices, perspectives, and communities. Apart from the typical names from Indonesia, this textbook also includes names from abroad, such as Kevin and Meilin.

The practice dimension is represented in the form of action and interaction. There is only one dimension found, so the number is not balanced with the other dimensions, as stated in Albari and Yamin's [20] study showing that cultural content exists in the textbooks, but there is an imbalance. However, it represents two aspects at once. The practice dimension is also quite difficult to find because most of the visual and written illustrations only focus on the most dominant dimensions. However, this dimension still played a role in providing exposure to the local culture through social interaction in everyday life.

Lastly, the perspective dimension is represented in the form of attitude. It is described implicitly because in the textbook the number of conversations or visual illustrations that allude to local culture in the form of thoughts or attitudes is very limited. Even though it is presented implicitly, it is still said to be a perspective because it comes from a social issue. This is in line with research from Yuen [21] which stated that the perspective of local culture can be standard inspiration from a story and social lives.

In addition, each chapter in the textbook is also equipped with audio which contains a listening section, chant, and song. It can be accessed by scanning the QR code. The use of audio could train students' listening skills in addition to being a variation, so they

¹⁹ L. Afriani, S. Mirizon, and M. D. Sitinjak, "Cultural Content Analysis of English Textbooks Used by Tenth Graders in Bengkulu Utara," *Ling. J. Bhs. dan Sastra*, vol. 20, no. 1, pp. 65–76, 2019, Accessed: Jun. 06, 2023. [Online]. Available: <https://ejournal.unsri.ac.id/index.php/lingua/article/view/11810>.

²⁰ R. G. Albari, H. Manik, and A. Yamin, "CULTURAL CONTENT ANALYSIS ON GOVERNMENT-ISSUED ENGLISH LEARNING TEXTBOOKS," *Edulingua J. Linguist. Terap. dan Pendidik. Bhs. Ingg.*, vol. 7, no. 2, pp. 49–66, Dec. 2020, Accessed: Jun. 06, 2023. [Online]. Available: <https://ejournal.unisnu.ac.id/JE/article/view/1393>.

²¹ K. M. Yuen, "The representation of foreign cultures in English textbooks," *ELT J.*, vol. 65, no. 4, pp. 458–466, Oct. 2011, doi: 10.1093/ELT/CCQ089.

do not get bored easily in learning activities as the results of the research revealed by Shafira and Rosita [22] that audio material was attractive, effective, relevant, and motivating for the students during the listening activity. Unfortunately, the audio contained in this textbook does not contain cultural elements that can be analyzed. The audio in the textbook also uses an American accent. However, using an American accent in audio is considered a good step since it provides exposure to the target language than listening to audio with non-native English accent speakers. It is supported by research from Major et al. [23] that both native and non-native listeners scored significantly lower on listening comprehension tests when they listened to non-native speakers of English. Thus, even though the audio in the textbook does not have a cultural dimension, it is still very useful in teaching and learning activities in the classroom.

Furthermore, this textbook also contains reading text in each chapter according to the topics discussed. The use of reading text has a good impact. Richard and Wilson in Anshar et al. [24] stated that reading is the first key to learning. However, unfortunately, the reading texts in the textbook do not contain cultural dimensions. However, the use of reading texts in the textbook is still applicable for students to develop their vocabulary mastery.

Discussion on EYL Students' Perception of English Textbooks with Local Culture Content

Students' perception toward English with local culture content based on the interviews that were conducted previously were answered by twenty respondents who came from four classes of fourth-grade students. From the questions asked in the interview regarding English material with local culture, the researcher divided them into several main statements, including whether or not students feel that their textbook contains local culture, whether or not local culture content makes textbooks more interesting, whether or not local culture content in the textbook help them in learning English, and suggestions regarding the use of local culture content in the English textbook. The students realize that in their textbook there is local culture content. Based on the findings, it revealed that students can clearly show the local culture that they find in their textbooks. All of the respondents mentioned local art forms in the form of traditional food. This is reasonable considering that in the chapter that explains traditional food, more pictures provide exposure to local culture so that it is easier for children to remember. In fact, in class, the students also look very excited every time they open a chapter or

²² R. Shafira and N. Rosita, "Students' perception on the use of audio-visual materials in learning English at senior high school," *J. English Lang. Teach.*, vol. 11, no. 3, pp. 216–229, 2022, doi: 10.24036/jelt.v11i3.118446.

²³ R. C. Major, S. F. Fitzmaurice, F. Bunta, and C. Balasubramanian, "The Effects of Nonnative Accents on Listening Comprehension: Implications for ESL Assessment," *TESOL Q.*, vol. 36, no. 2, p. 173, 2002, doi: 10.2307/3588329.

²⁴ M. F. Anshar, H. P. Putri, M. P. Dewi, and G. Sakti, "An Analysis of Students English Learning Reading Strategy in HOTS Text At Second Grade SMAN 3 Batusangkar," *J. Educ. Manag. Strateg.*, vol. 1, no. 1, pp. 57–71, Aug. 2022, doi: 10.57255/jemast.v1i1.64.

page that has local culture pictures in the textbook. According to Church [25], visual appearances or pictures are an extremely powerful tool because they convey more easily than unfamiliar concepts such as words since they more precisely illustrate the physical appearance of the signified. Thus, pictures in local culture content play an important role in the learning process. Moreover, the students feel that the local culture in English makes their textbooks more interesting. The existence of local culture can increase their knowledge about Indonesian culture and their interest in learning. It concludes that local culture can more effectively interest students in language acquisition than foreign culture [26]. The existence of local cultural content in the textbook also attracts students to learn English. This can be seen from their excitement toward local culture material, especially in Chapter 6 which mentions Indonesian traditional food. This is expressed by Ucar [27] who says that local culture can be the main triggering factor that motivates someone. In terms of effectiveness, the students also feel that the use of local culture in their textbooks also makes learning easier because they feel more familiar with understanding the given context. When they know and understand the context and topics given, they tend to be more enthusiastic. The use of local culture can help understand the concept of material as explained by Ratri and Tyas [28]. The values of local culture will assist students to grasp each idea in the material so that students' understanding is not only confined to information but can also be implemented in the form of real-world practice outside of school. This is also supported by the attitude of the students while in class which shows that they tend to understand English material more easily when given examples from the local culture. This is in line with what was stated by McKay in Wulandari et al., [29] who said that the teaching of local culture in the English classroom teaching can improve knowledge. Thus, it can be concluded that the use of local culture in English can help students in learning.

In the future, the students provide suggestions regarding the use of English with local culture content, such as increasing the number of local culture and improving the quality of pictures and illustrations in the textbook so that the delivery of information in the book becomes more interesting and can be effectively used in the teaching and learning process as stated from Church [25], which explains that visual appearances or pictures

²⁵I. Church, "The Picture of Madness—Visual Narratives of Female Mental Illness in Contemporary Children's Literature," *Child. Lit. Educ.*, vol. 49, no. 2, pp. 119–139, Jun. 2018, doi: 10.1007/S10583-016-9286-2/METRICS.

²⁶S. Marwah Ulfa and I. W. Astuti, "The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII," *J. English Lang. Teach. English Linguist.*, vol. 7, no. 1, Jan. 2022, doi: 10.31316/ELTICS.V7I1.2137.

²⁷E. Ucar, "Local Culture and Dividends," *Financ. Manag.*, vol. 45, no. 1, pp. 105–140, Mar. 2016, doi: 10.1111/FIMA.12118.

²⁸D. P. Ratri and P. A. Tyas, "Review locally tailored ELT textbooks to meet primary students' need: Textbooks development," *JEES (Journal English Educ. Soc.)*, vol. 7, no. 2, pp. 145–153, Oct. 2022, doi: 10.21070/jees.v7i2.1667.

²⁹D. Wulandari, W. Sundari, and C. A. P. Ellysafny, "Integrating Local Wisdom into ELT Materials for Secondary School Students in Semarang," *Parol. J. Linguist. Educ.*, vol. 10, no. 1, pp. 14–21, 2020, doi: 10.14710/parole.v10i1.14-21

are extremely powerful tools. Thus, the suggestions from students regarding this matter should be considered.

5. Conclusion

Based on the findings it can be concluded that from the four dimensions of the cultural framework, this textbook has all of the dimensions. The findings also showed that the students gave a good response to English material with local culture. They realize that in their textbook there is local culture such as traditional clothing, traditional food, and regional names. This is also reinforced by the situation in the class which shows that local culture is very much used in class both implicitly and explicitly. In addition, the students also agreed that the use of local culture in the textbook makes their book more interesting and makes learning easier for them. However, in the future use of local culture, they provide some suggestions such as pictures about local culture that need to be added and clarified and content about the local culture itself to be maximized. Finally, using English textbooks with local cultural content can assist students in learning English.

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