Cultural Representation in the ELT Textbook "Work in Progress"

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ABSTRACT

Teaching and learning culture is inseparable from language education because language is a product of culture and is portrayed in the textbook. However, current ELT textbooks do not balance different cultural representations which may cause students to make incorrect understandings and conclusions about the foreign culture. The present study aimed to uncover the representation of cultural types in the Indonesian ELT textbook for tenth-grade secondary-level students "Work in Progress". The textbook was chosen because it is nationally used and based on the curriculum Merdeka 2022. This research used a qualitative content analysis method. The finding of the present study showed that among the four representations of cultural types, the Target culture from England and America was dominantly represented in the textbook, followed by the culture free or neutral, the international culture, and the last source or local culture. The various and well-organized cultural content proportions should be given more attention. This study contributed to a deeper understanding of cultural types representation to make textbook users especially teachers and students aware of the cultural content in the textbook for media in the ELT process.

Keywords: cultural representation, cultural types, ELT textbook

INTRODUCTION

The process of teaching and learning culture is strongly linked to language education. This is due to the fact that language is both a component and a result of culture (Brown, 2000; Kramsch, 1995; Yuen, 1995). Furthermore, the interrelationship of culture and language learning in education is important because it can improve learners' ability to take a critical perspective on their own culture as well as a critical evaluation of the culture of others, attitude toward cultural differences, and knowledge of different types of culture (Byram, 1997; Lee & Li, 2020).

In the ELT process, the teacher can promote students' understanding of language and culture through how cultural information is conveyed in ELT materials, particularly textbooks (Sihombing and Nguyen, 2022). Furthermore, textbooks have evolved into a tool for cultural education (Risager, 1991), with cultural components included in the contents and visual features of ELT textbooks (McGrath, 2016). However, current ELT textbooks do not contain a balance of different cultural values as the source of language-learning material which is more dominant in the types of target culture or the source culture (Baleghizadeh & Shayesteh, 2020; Sihombing & Nguyen, 2022; Zhang & Su, 2021). This may have an impact on book users, particularly teachers, and learners in the ELT process, who merely focus more on one type of culture and have less awareness of cultural diversity (Yuen, 2011). In addition, Mckay (2003) argued that the cultural contents of English language teaching materials should not be restricted to native English-speaking cultures only, but should contain local and global cultural identity.

Previous research on the cultural content analysis of English textbooks indicated the outcome of unbalanced cultural representation. For example, Baleghizadeh and Shayesteh (2020) used content analysis to evaluate three Iranian ESL textbooks. The study's findings revealed that the target culture has an unbalanced cultural representation in ESL textbooks. Furthermore, Zhang and Su (2021) implemented a content analysis study approach to evaluate cultural representations in four series of high

school English language textbooks distributed in China and Germany. According to the findings, China's English textbooks appear to balance multiple cultures. However, the majority of material related to the target culture is covered in German-English textbooks.

Sihombing and Nguyen (2022) also studied the types of culture (source culture, target culture, and international culture) and cultural elements (product, practice, perspective, and person) shown in an Indonesian high school English textbook. The textbook study revealed that source culture (Indonesian culture) dominated the textbook, followed by target culture (USA and UK), international culture (e.g., India, Singapore, Argentina, and Italy), and culturally neutral material. Meanwhile, in the Indonesian context, prior research in reputable journals of English textbook cultural analysis also indicated a similar outcome in terms of cultural representation imbalance (Astiandani & Purwati, 2021; Sulistyo et al., 2021; Ariawan et al., 2022). Therefore, a study of cultural content in the newest English textbook is also essential to investigate the culture that is represented in the textbook.

The present study aimed to uncover the cultural contents of the Indonesian ELT textbook for secondary-level students "Bahasa Inggris Work in Progress" based on the theory of cultural types (Cortazzi and Jin, 1999). Cortazzi and Jin (1999) categorized culture in ELT textbooks under three types, namely source cultures, target cultures, and international cultures. Local or source culture means a learner's own culture; target culture relates to the culture of countries whose first language is English, mostly the USA and Britain; and international culture means various other cultures around the world.

As additional information, there are some considerations in choosing the ELT national textbook for secondary-level students "Bahasa Inggris Work in Progress" for this research. First, this ELT textbook is used nationally in Indonesia for the secondary school level, developed and published by the Ministry of Education (No 56, 2022), also it is based on the curriculum Merdeka 2022. Second, This ELT textbook can be considered a medium for teaching culture since it includes one of the components of profile pelajar Pancasila, "Kebhinekaan Global," which is stated in the textbook's introduction and means respect for one's own and other's cultural identities. Third, According to Lempers and Lempers (1992), students at secondary schools are classified as teenagers, the age at which they discover their own identity and value for the first time. As a result, the English textbook is crucial in developing students' identities.

Cultural Representation Model

The textbook's cultural representation might be disclosed through words and symbols in both written and visual forms (Wallen & Fraenkel, 2001; Weninger & Kiss, 2015). Words and words in the textbook can be monologue, conversation, or description, whereas visual context might be in the form of an image, portrait, or symbol with a description or message (Krippendorf,1991). In order to classify the aspects of cultural content in the textbook, Yuen (2011) categorized the cultural elements as consisting of four systems of coding (products) used to express thinking (perspectives), for communication (practices), and by various individuals (persons). In addition, Cortazzi and Jin (1999) categorized culture into some types including target culture, local culture, and worldwide or international culture. Table 1.1 below would visualize the cultural elements of Yuen (2011).

Table 1.1. Framework of Cultural Elements

Products	Include material that contains both tangible and intangible products culture. Tangible products include books and paintings, while intangible products include dances and oral tales.
Practices	Consists of a specific society's behavioral patterns, such as daily life and dominant customs, use of personal space, and rituals. It also addresses the way of life that is held by a particular group of people that can be reflected in their everyday behavior such as customs ("Thanksgiving Festival"), daily life ("America's national sport is baseball' and "an Indian student ... plays street games"), and society (such as "New Zealand ... its recycling programs ... have been very successful".
Perspectives	It encompasses a society's underlying traditions, values, superstitions, inspirations, myths, and world views. It also deals with the worldview maintained by the members of a group or society, such as values and beliefs. It is divided into several aspects, namely inspirations ("equality"), myths (horoscopes and superstitions), and world views ("... in the UK and the US ... reality shows are just entertainment ... [viewers] do not demand that the programs be 'real").
Persons	Refers to well-known persons and fictional or obscure people of a particular group.

Furthermore, Cortazzi and Jin (1999) claimed that the depiction of cultural types in ELT textbooks should be balanced in order to make learners aware of cultural variety. Therefore, they proposed the theoretical framework of cultural types to categorize the culture represented in the ELT textbook.

Table 1.2. Framework of Cultural Types

Target Culture	Target culture refers to the native language's culture (Cortazzi & Jin, 1999). The English textbook is supposed to contain the culture of England, America, and other countries that use English as their native language.
Local Culture	It refers to the materials in the English textbooks with cultural contents of the state that use English as the second language and foreign language (Cortazzi & Jin, 1999). In this case, the subject who uses English as a foreign language is Indonesian students. It means that English textbooks used by Indonesian students should contain various Indonesian cultures. Thus, the content of source cultures will be beneficial for students to strengthen their national identity and promote the culture in a universal context (Yuen, 2011).
International Culture	It refers to the material in textbooks containing cultures other than the target and source culture where this international culture can be the culture of the future interlocutor (Cortazzi & Jin, 1999). In the Indonesian context, the future interlocutors could be from Thailand, India, Russia, Brazil, Africa, etc. ELT material possibly contains international culture to improve students' intercultural competence and cross-cultural understanding.

METHOD

The current study aimed to investigate the representation of cultural content in English textbooks for secondary school students by using a qualitative content analysis design. Wallen and Fraenkel (2001) stated that content analysis refers to the analysis of words, meanings, symbols, themes, or any messages that can be communicated, and the text is anything both written and visual. In addition, this research design used some of the media such as interviews, fieldnotes, textbooks, newspapers, and emails (Weber, 1990). The present study focused on analyzing the cultural contents which are represented with visual images integrated with text (e.g., picture with monologue, dialogue, and description) in the learning task of the English textbook. In addition, for analyzing the data, the researcher implemented an interactive model of data analysis proposed by Miles et al., (2014). The interactive model of data analysis allows the researcher to move between these four stages during data collecting, condensing, presenting, and drawing/verifying findings during the stages of the study (Miles et al., 2014).

Data collection refers to the researcher's action in seeking to locate early data (Miles et al., 2014). Starting with raw and comprehensive data, the correct strategy is to look for patterns. Therefore, the researcher checked, read the English textbooks, and highlighted the cultural content. Then continuing by process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials (Miles et al., 2014). In this research, the researcher conducted data reduction and simplified the research unit from corpus data (English textbooks) to text-based which only contained cultural content. Thus, the data focus on visual images with text (e.g., picture with monologue, dialogue, and description) regarding the learning materials in the English textbooks. Then, the researcher coded and categorized the collected data under the theme of the theoretical aspects of cultural content.

Miles et al., (2014) stated that data display is organized, information that allows conclusion drawing and action. Data display helps the researcher understand what's going on and allows the researcher to either investigate further or make decisions based on the findings. Data could be displayed using matrices, graphs, charts, and networks in a qualitative study. All of this was done for the researcher to see what was going on and make informed decisions by condensing organized data into a compact, easily accessible format. In this phase, the data display is conducted by displaying the condensed data in the tables to know the distribution of the cultural content.

Moreover, members checking with the teachers as the book users here also conducted to confirm related to the finding of cultural representation in the Elt textbook. Two senior English teachers were interviewed to make confirmation related to the cultural representation and the trustworthiness of the result.

RESULTS AND DISCUSSION
Results
This study investigated deeper into the representation of cultural content in textbooks utilizing Yuen's (2011) theoretical framework of cultural elements and Cortazzi and Jin's (1999) theoretical framework of cultural types. The first framework identified cultural elements (Yuen, 2011), while the second framework categorizes various types of culture (Cortazzi and Jin, 1999) that were illustrated in the textbook. The data were analyzed into three categories of cultural types: a) target cultures, b) local cultures, and c) international cultures. Furthermore, a cultural free or neutral checklist was put together to define cultural types that were universal and not restricted to any country or region.

Table 1.3. The Distribution Types of Culture in "Work in Progress" Textbook

Types of Culture		Target	Source	International	Neutral
Indicators	Product	32	9	8	0
	Practice	18	1	6	2
	Perspective	12	1	2	1
	Person	0	5	1	18
	Total Frequencies	62	16	17	21
	Percentage	53.4%	13.8%	14.6%	18.2%

Notes:
The distribution of cultural types was calculated by the frequency of the element's cultural appearance in the textbook "Work in Progress". The analysis and interpretation of the table above were explained in the aspects of the types of culture.

Type of Culture: Target
The types of the target culture in this book are found 62 times (53.4%) in the six chapters of the book's content. Target cultures in the textbook here consisted of several elements of culture including 1) product appeared 32 times, 2) practice appeared 18 times, and 3) perspective appeared 12 times.

Target culture here was dominantly by products which were represented in the visual images of tangible aspects including 1) racket, 2) jersey, 3) spectators, 4) advertisement, 5) medal, 6) trophy, 7) paddle, 8) boat, 9) shoes, 10) net, 11) volleyball, 12) swimwear, 13) goggles, 14) swim cap, 15) shortboards, 16) fish boards, 17) surfwear, 18) headband, 19) basketball, 20) body protector, 21) stick, 22) hockey puck (ball), 23) helmet, 24) computer 25) a cup, 26) console, 27) video gaming, 28) headphone, 29) poster of tips for taking care of mental health, 30) poster of a healthy habit, 31) graffiti, and 32) fried chicken.

Then followed by practice 16 times which consisted of aspects of daily life and sport including 1) slouching on the couch, 2) working in front of the computer, 3) eating junk food, 4) eating healthy food, 5) playing games, 6) taking care of mental health, 7) taking care of healthy habits for weight loss, 8) rock climbing, 9) weightlifting, 10) soccer, 11) paralympic, 12) rowing, 13) volleyball, 14) swimming, 15) high jump, 16) basketball, 17) hockey, and 18) Badminton. The last was perspective which appeared 12 times in the aspects of sports and daily life and consisted of 1) competition, 2) adrenaline, 3) strength, 4) speed, 5) sportive, 6) collaboration, 7) laziness person, 8) computer vision syndrome, 9) health problems, 10) mental health care, 11) creativity, and 12) health.

Based on the representation above, it can be interpreted that the frequencies of the target cultures were the highest. Therefore, the content of the textbook focused more on one type of culture from Western or native countries. Target culture here referred to the native language cultures of England, America, and Australia as the origin of English. From the ELT textbook, the occurrence of the target cultures was dominated in the aspect of products, especially in the tangible products which were easy to see and found in daily life activity. Then it followed by the aspect of practices that were linked to real life and activities that are common in society. Then the last occurrence that had a less appearance was perspective which related to the value of the importance, worth, or benefit of something in the daily activities of societies. However, there was no appearance of the aspect person in the target culture. In addition, all of these cultural representations were categorized into target cultures because of some identical identities. For instance, Britannica sports, James Naismith as basketball creator from America, and Charles Babbage as the official digital computer inventor from America.
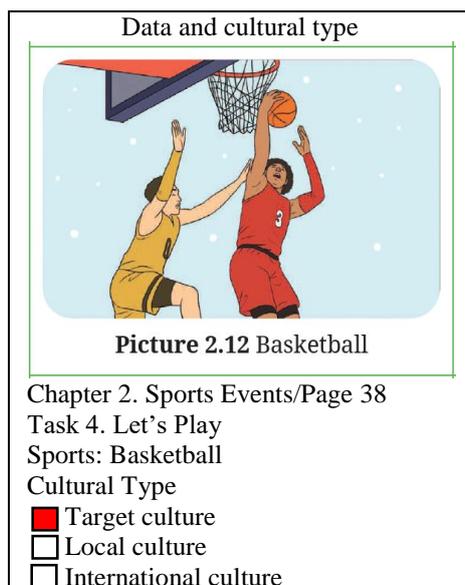
Figure 1.1. The target culture representation in the "Work in Progress" Textbook

Table 1.3 above represented an example of the target culture in the ELT textbook. The picture above displayed the sport activity namely basketball. Basketball here could be categorized as a target culture because it was originated by American, James Naismith from Springfield, Massachusetts. This game first originated at the International Young Men's Christian Association (YMCA) Training School (now Springfield College). Therefore, based on some of the identical identities and information above, this picture could be categorized as a target culture.

Type of Culture: Source

The types of source cultures in this textbook were found 16 times (13.8%) in all chapters of the book's content. Local cultures here are represented in the visual images that consist of several elements of culture including 1) product appeared 9 times, 2) practice appeared 1 time, 3) perspective appeared 1 time, and 4) person appeared 5 times. All of the local cultures in the textbook here come from various regions in Indonesia such as Minangkabau, Aceh, Padang Pariaman, Makassar, Sunda, Manado, Jakarta, Central Java, Palembang, and West Sumatra.

The source culture here was dominantly by products which consisted of tangible and intangible product cultures such as local food that consist of 1) Aceh noodles, 2) crispy deep fried, 3) es pisang ijo, 4) cendol, 5) gado-gado, 6) tinutuan, 7) rujak, and 8) pempek. Then, there was a folktale of 1) Malin Kundang. Then followed by element cultures of person which categorized as well-known individuals such as 1) Anthony Sinisuka Ginting a famous Indonesian badminton player, 2) Aries Susanti Rahayu a famous Indonesian woman rock-climbing athlete, 3) Windy Cantika Aisah a famous Indonesian woman weightlifting athlete, 4) Boaz Solossa a famous Indonesian football player, and 5) Leani Oktila Ratri a famous Indonesian woman paralympic athlete. For element cultures of practice and perspective consist of sports martial art (Silat) which value self-defense.

The term source or local culture referred to materials in English textbooks with cultural content from the state that make use of English as a second and foreign language. In this case, the subject who uses English as a foreign language is Indonesian students. This means that English textbooks used by Indonesian students should contain various Indonesian cultures. However, based on the representation above, it can be interpreted that the dominance frequencies of the source cultures were the lowest. The representation of Indonesian culture was limited which was displayed only in some of the element culture of products such as local foods, folktales, martial arts, and some Indonesian well-known persons, especially athletes. In addition, all of these cultural representations were categorized into source culture because of some identical identities to Indonesian. For instance, Kebudayaan.kemdikbud.go.id, and Datuk suri Diraja from Pariaman as pencak silat creator.
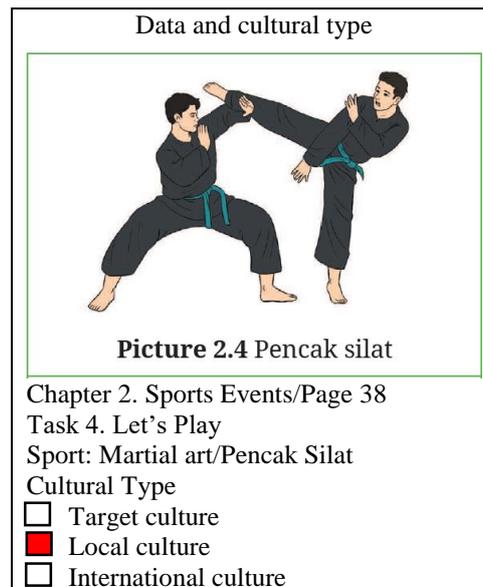
Data and cultural type

Picture 2.4 Pencak silat

Chapter 2. Sports Events/Page 38
Task 4. Let's Play
Sport: Martial art/Pencak Silat
Cultural Type
☐ Target culture
🟥 Local culture
☐ International culture

Figure 1.2. The source culture representation in the "Work in Progress" Textbook.

The picture above displayed the sports activity namely pencak silat or martial art. Pencak silat could be categorized as an element culture of practice which was originated in Indonesia because it was created by Datuk Suri Diraja from Pariangan, Tanah Datar in the 11th century. Pencak silat is a traditional martial art originating in Indonesia. It has the value of nationality, self-defense, and purity of the human soul. Therefore, based on some of the identical identities and information above, this picture could be categorized as local or source culture.

Type of Culture: International
The types of international cultures in this book were represented in the visual images and found 17 times (14.6%) in all chapters of the book's content. International cultures that are represented in the textbook consist of several elements of culture including 1) product appeared 8 times, 2) practice appeared 6 times, 3) perspective appeared 2 times, and 4) person appeared 1 time.

The element of product here was divided into tangible and intangible. Tangible product culture consisted of 1) toothbrushes from Egypt, 2) training suits from France, 3) a board of spinning games from the Middle East, 4) a bicycle from Germany, and 5) vegetable soup from China. Then, intangible product culture consisted of 1) music from the Middle East, 2) the folktale of the hare and tortoise from Greece, and 3) the red riding hood from France. The element culture of practice here consisted of sports and daily activities including, 1) a running race from Greece, 2) surfing from Hawaii, 3) cycling from France, 4) doing exercise from China, 5) brushing teeth from Egypt, and 6) listening to music from the Middle East. For element culture of perspective was implied in the product of folktale and the practice of brushing teeth and listening to music which contains values of 1) cleanliness, and 2) entertainment. The last element was the person who is visualized in the picture of 1) Cristiano Ronaldo a famous Portuguese football player.

Based on the representation above, it could be interpreted that the dominant frequencies of the international cultures were large enough. International culture referred to the material in textbooks containing cultures other than the target and source culture where this international culture can be the culture of the future interlocutor. In addition, based on the analysis of the ELT textbook, the pictures that represented international cultures were distributed in a good enough proportion, where all of the elements of culture were included such as products, practices, perspectives, and people from various regions in the world. Moreover, all of these cultural representations could be categorized into the international culture because of some identical identities. For instance, Saint-Cloud Park near Paris was the place of cycling sport officially began, and Charles Perrault from France was the creator of the story Little Red Riding Hood.
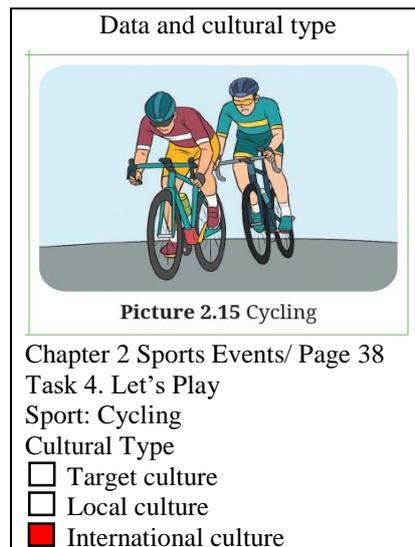
Figure 1.3. Example of International culture in the "Work in Progress" Textbook.

The picture above displayed a kind of sports activity namely cycling. Cycling as a sport officially began on May 31, 1868, with a 1,200-metre (1,312-yard) race between the fountains and the entrance of Saint-Cloud Park near Paris. Although bicycles here originated in Germany, this sports activity was officially started in France. Therefore, based on some of the identical identities and information above, this picture could be categorized as international culture.

Type of Culture: Neutral

Culture neutral appeared 21 times (18.2%) which contains several elements of culture such as 1) practice appeared 2 times, 2) perspective appeared 1 time, and 3) person (fictional or nameless character) appeared 18 times. Practice here including 1) eating local food and 2) telling a story. Based on the representation above, it could be interpreted that the proportion and distribution of culture-neutral or culture-free were large enough in the ELT textbook. This type of representation was the largest number two after the target cultures. Culture-neutral or culture-free refers to universal content/knowledge that is not specific to any particular culture or country (Tajeddin & Teimournezhad, 2014). This checklist was implemented to categorize the elements of culture that are universal. Based on the analysis in the ELT textbook, all of the elements of culture were found. However, the distribution of neutral culture type spread imbalance which was dominated mostly by the aspect of a fictional or nameless character.
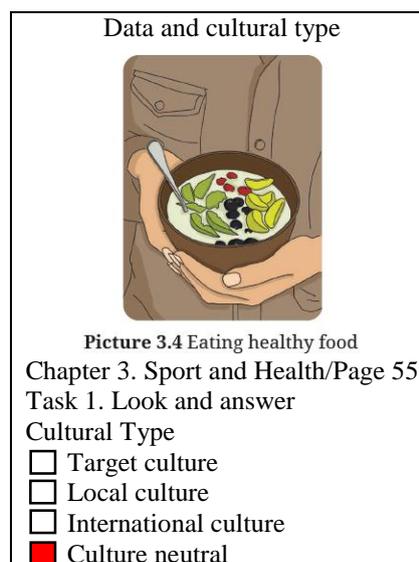

Figure 1.4 Example of Culture neutral in the "Work in Progress" Textbook

The image above depicts someone consuming healthy food. This photograph lacked an identifiable cultural identity linked to a certain place or nation. Eating nutritious food, as seen in the image, was practiced in every culture throughout the world to maintain a healthy body and avoid sickness. The fictitious figure who saw herself eating nutritious food also lacked particular details about her gender or a well-known individual from another nation or place. As a result, because it was not distinctive to a country's culture, this cultural representation could possibly be classified as culturally neutral or free.

In addition, the researcher also conducted member checking with the teachers as the book user here to confirm related to the finding of cultural representation in the ELT textbook. Two senior English teachers from different secondary schools ages 40-50 years old were interviewed. In addition, the researcher asked for the teachers' confirmation and awareness related to the existence of cultural representation in the textbook.

"I see there are various illustrations in the textbook that don't just originate from Indonesia. Such as the sport of soccer and surfing" (T1: AC: Interview 1_15 May 2023).

"This English textbook has various pictures, both from Indonesia and from other countries. For example, some pictures illustrate basketball, and there is a story of red riding hood. From Indonesia, there are local food and the folktale of Malin Kundang" (T2: AC: Interview 2_16 May 2023).

Based on the interviews, it was proven that teachers in the subject were aware of the cultural representation in the visual image of the ELT textbook. According to the teachers, the cultures portrayed in the textbook were in visual pictures from not just Indonesia, but also Europe and other parts of the world. As a result, the textbook user could say that the ELT textbook here displayed a variety of cultural representations from across the world, despite the fact that it is only restricted to a visual image with brief information about the name of the activities or products of the cultures.

Discussion

The target cultures were the most dominant in the ELT textbook which contained the culture from England and America. Then followed by the domination of culture neutral which was related to culture that was universal and not specific to any particular country. The next was the international culture which contained culture other than the target and source culture representation. The last and least representative was source culture which contains culture from Indonesia.

The current study found that the dominance of target cultures in ELT textbooks was the most visible of the cultural types. The dominating visualization cultures of English and America may provide students with a more realistic picture of native-speaker items, sports, and daily activities. Moreover, the present study revealed that the dominance of products and practices of culture in the ELT textbook was the most apparent of the cultural elements. All of these cultures were mostly found and seen in the daily life of society. In addition, these could give visualization and make learners aware of various products and cultures that spread in real life. Therefore, Yuen (2011), demonstrated that food, daily tools, and sightseeing places in product elements are the most relevant since they are the most tangible cultural symbols.

However, the source or native cultures here (Indonesia) were rare. Yuen (2011), on the other hand, emphasized the importance of students understanding the material of source cultures in order to establish their national identity and promote the culture in a global setting. Furthermore, Cortazzi and Jin (1999) noted that while it is vital to focus on target cultures in ELT textbooks, the source or local culture should also be reflected in the most prominent after the target culture. As a result, Cortazzi and Jin (1999) offered reasons why the source culture should be so important in such textbooks. Learners are required to talk about their culture to foreigners. A more fundamental argument was that these materials were frequently designed to help learners become aware of their own cultural identity.

Furthermore, several previous studies had the same results as the current study. Lee and Li (2020) investigated two textbooks in two different contexts (Hong Kong and China). According to the findings, textbooks in China were more prevalent in the target culture of English-speaking nations (British) than in the source culture of China. Foreign cultures were given more prominence in Hong Kong textbooks

than source cultures. Tajeddin and Pakzadian (2020) examined the representation of world English and cultures in three global language teaching textbooks, namely Interchange, English Result, and American English File. The results showed that the majority of the references to the three circles and cultural aspects were contained in the textbooks in American English. Zhang and Su (2021) carried out another research on a set of high school English language textbooks delivered in China and Germany. The findings revealed that balanced various cultures were represented in China's English textbooks. However, a large portion of the target culture was represented in German English textbooks, and students' multicultural viewpoints, communication competence, and intercultural skills. Thus, target cultures dominate cultural material, whereas source cultures are limited in German textbooks. Liu et al. (2021) also revealed that Anglo-American cultures dominated English textbooks used in China's universities. The finding reported that local or Chinese cultures lack representation in textbooks. Bose and Gao (2022) explored the issue of cultural representation in the reading components of ELT textbooks in India. This study aimed to explore the cultural representation of textbook content, and characteristics of people in terms of race, gender, nationality, and cultural depth. The results revealed that predominance of general representations of the culture of British origin, including predominantly British, Irish, and generally white characters

The dominant frequencies of products and practices of culture here were also similar to some studies. For instance, Sadeghi and Sepahi (2017) explored the representation of cultural themes in three common EFL textbooks. The frequency analysis indicated that cultural themes of daily life, food, and customs/norms. The findings indicated that the most dominant cultural element in all three textbooks belonged to the Practice dimension with 47.27, 47, and 42.97% of the total number of cultural elements. Davidson and Liu (2020) conducted a study on cultural representation and perceptions of global citizenship in Japanese elementary school English textbooks, the content analysis showed that the textbooks portray mainly products and persons rather than practices and perspectives. Zhang et al. (2022) investigated how cultures are represented in three sets of national English textbooks now in use in China. The results of this study primarily indicated that American and British culture dominated the cultures of the inner circle countries, and international culture was represented the least in all three textbooks. In terms of cultural categories, cultural products received the most attention, whereas cultural perspectives and cultural communities received the least attention in all three sets of textbooks.

CONCLUSION

This study dug further into the presentation of cultural information in textbooks, drawing on Yuen's (2011) theoretical framework of cultural elements and Cortazzi and Jin's (1999) theoretical framework of cultural types. The first framework highlighted cultural elements (Yuen, 2011), whilst the second framework categorizes different types of culture (Cortazzi and Jin, 1999) that were illustrated in the textbook. The result of the study found that all of the cultural types were included in the ELT textbook which consisted of 1) target culture, 2) local or source culture, 3) International culture, and 4) culture-free or neutral. However, the target cultures here were the most dominant representation.

To summarize, all of the types of culture were covered in the textbook, but they were not properly distributed. According to Chao (2011), a balanced representation of cultural types should be necessary when designing the structure of EFL textbooks to enable students to deal with a variety of differences in culture during the process of ELT. In addition, the better distribution of cultural content enabled learners to have various views of cultural diversity. In relation to the present study's findings, cultural information in textbooks may be fresh insights made use of by teachers for students as an insertion throughout the ELT process to make the learning situation more exciting. Furthermore, teachers hopefully might share not only English learning content but also cultural understanding information with their students. Moreover, students might additionally explore alternative learning materials than the ELT textbook in the classroom to broaden their knowledge of real-life imagery and cultural awareness that is not only local but also worldwide in scope. In addition, for the author and book publisher, the balanced proportion of the cultural content in the textbook should be given more attention. Some real-life portraits of various cultural objects and practices might be added more, for example, the travel destination, iconic place, international well-known person, customs from various regions, etc. The various and well-organized cultural content proportion could give textbook users especially teachers and students more visual representation and learning material in the ELT process. The last is the recommendation for the next researchers. Other researchers are recommended and expected to

investigate using others' theoretical frameworks and include the students' voices as the book users in order to make the research deeper and obtain new insight for a better result.

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