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A Critical Discourse Analysis of the Representation of Local Culture in Indonesia's EFL Textbook

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Article Info	ABSTRACT
	Although numerous studies have explored cultural elements in EFL textbooks, there is a lack of research on the inclusion of Indonesian local culture in EFL textbooks following the autonomous curriculum. Thus, this study utilizes the autonomous curriculum English as a Foreign Language (EFL) textbook employed in Indonesia to examine the portrayal of local culture within it. Through Critical Discourse Analysis (CDA) (Fairclough, 2013), researchers want to know the extent of local cultural representation contained in EFL textbooks. This research employs systemic functional analysis, a method that Halliday and Matthiessen (2014) originally devised, to analyze textual data (dialogue, worksheet instruction, and article) contained in EFL textbooks. In addition, visual data is analyzed in accordance with Kress and Van Leeuwen's Visual Grammar Theory (2021). The scope of this research is limited to the depiction of Indonesian local culture in a selected Indonesian EFL textbook that is officially published and utilized within the nation. The results show that local Indonesian culture is integrated in EFL textbooks visually and textually, with elements of local culture that are often found in textbooks, as it mainly focused on the traditions, values and symbols of Indonesian life.

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1. INTRODUCTION

In EFL education, language and culture have been the focus of attention for a long time (Hinkel, 1999). As a means of communication, language occupies a significant place in culture, as stated by Aguilar (2007), and conversely. In this instance, significant values contained in both culture and language are interrelated in the context of foreign language instruction. The utilization of culture and language to facilitate intercultural communication significantly advances knowledge regarding the acquisition of foreign languages. Students gain a perspective on their own culture through the study of a foreign language (Gray, 2010). Therefore, cultural content in language instruction cannot be disregarded (Mahmoud, 2015). In English language learning, cultural aspects play an important role in it. English, as an international language (McKay, 2018; Sharifian; 2009), recognized language intertwined with cultural content. According to Toledo-Sandoval (2020), effective language teaching requires a communicative approach that cannot be separated from the cultural context. It offers an inclusive reference framework that motivates EFL learners (Chen, Warden, & Chang 2005; Lessard-Clouston, 1996). Through the instillation of local cultural values in EFL textbooks, it becomes a strong element as a tool in promoting intercultural understanding and communication (Alawlaqi and Basya, 2023). Therefore, culture is considered an important component in foreign language learning that essential to be integrated into learning resources.

The EFL textbook encompasses not only linguistic content but also incorporates cultural dimensions (Kidwell, 2021; Pan and Zhu, 2022), hence affording students the opportunity to uphold their identity and cultural values (Widodo et.al, 2018). It should be emphasized that EFL textbooks cannot effectively facilitate international communication without incorporating both linguistic and cultural material (Dahmardeh and Kim,

2021; Sadeghi and Sepahi, 2017). Inclusion of linguistic and cultural content in educational materials is crucial for acquiring English language skills as it provides the groundwork for exploring cultural factors and improving intercultural communication proficiency. In educational environments, textbooks play a critical role in the instruction and assimilation of English as a Foreign Language (EFL) (Tomlinson, 2011). Driven by Xiang and Yenika-Agbaw (2019), English functions as a medium of communication among a variety of civilizations. In the EFL educational system, textbooks are frequently regarded as a critical resource for the development of cultural comprehension and the acquisition of language (Allwright, 1981). Furthermore, the act of incorporating cultural values into the daily lives of English as a Foreign Language (EFL) students is of great importance, as it has the potential to significantly influence their personality and perspective. Students not only improve their communication abilities but also cultivate their ability to comprehend and appreciate their own culture and the cultures of others by emphasizing cultural values during the English learning process.

Linguistics experts have examined EFL textbooks to analyze their cultural content, with a specific focus on an English as an International Language (EIL) perspective. Zhang and Su (2021) have recorded cultural representations discovered in English textbooks employed in China and Germany. The results indicate that English textbooks in China prioritize the acquisition of factual knowledge and downplay the importance of value orientations. Conversely, English textbooks in Germany place a strong emphasis on multicultural viewpoints, intercultural skills, and the target culture, while giving less attention to the source culture. In addition, a study conducted by Shin, Eslami, and Chen (2011) analyzed seven English as a Foreign Language (EFL) textbooks that are used globally. Among the seven EFL textbooks, only a limited selection includes cultural information from the inner circle. Moreover, the portrayal of cultural elements in these texts remains conventional and lacks thorough examination. It is hardly unexpected that EFL textbooks do not pay much attention to local cultural factors. Textbooks should provide an honest and unbiased representation of local culture in order to educate students and prevent the erasure of cultural values in a particular location. Therefore, a comprehensive investigation is required to examine how local culture is portrayed in EFL textbooks and determine the degree to which these textbooks accurately represent cultural values.

Equilibrium of culture is a value that needs to be included in EFL textbooks to preserve local culture in a country. The cultural components discussed in local textbooks were impartial and did not expressly pertain to any one culture, according to a study conducted by Tajeddin and Teimournezhad (2014) in Iran. However, a study conducted by Liu et.al (2021) demonstrated that university English textbooks in China tend to emphasize Anglo-American cultural representations, while EFL textbooks give minimal attention to local cultural values. It is evident that EFL textbooks contain biases regarding local cultural values. In the areas of education and communication, culture has been a significant factor in Indonesia for a long time (Baker, 2008). This has been a subject of much attention (Munandar and Newton, 2021). Indonesia, comprising over 17,000 islands (Forshee, 2006), has a plethora of cultural treasures on each island, encompassing cities and districts with distinct features. Indonesia is a country with a wide range of cultural treasures, making it a distinctive and culturally affluent nation. As in Java which has a varied culture, starting from food, places, clothes and etc. Local Indonesian culture (e.g. food, name, traditional instruments, habits, clothes and so on) exerts a substantial impact on English as a Foreign Language (EFL) learners, shaping their perception of cultural variety. However, local culture in learning resources still have inadequate representation which still requires further attention. To ensure that EFL textbooks contain local cultural content, it is important to prove that the values contained promote local cultural diversity to a country.

Xiang and Yenika-Agbaw (2019) conducted a study that demonstrates the significant role that cultural values in EFL textbooks play in the education of ethnic Mongolian students in China. The study's findings underscore the importance of incorporating cultural elements into English as a Foreign Language (EFL) teaching materials. This approach can establish a more robust connection between language acquisition and the cultural identity of Mongolian students in Chinese educational environments. Derakhshan (2021) conducted research on cultural representations in the Iranian EFL national textbook. The findings indicate that EFL textbooks in Iran offer inadequate opportunities for students to develop their cultural awareness. This implies that learners' cultural awareness may be restricted by the absence of emphasis on cultural elements in Iranian EFL textbooks. Consequently, it is imperative to devote additional attention to the incorporation of cultural elements into EFL textbooks in order to guarantee the comprehensive development of learners' cultural awareness and language abilities. Learning materials that accurately represent cultural diversity can be created through the application of cultural analysis in EFL textbooks. Consequently, the utilization of it as a learning aid can effectively develop language proficiency among English as a Foreign Language (EFL) learners.

Based on the discussion above, researchers use critical discourse analysis to analyze EFL textbooks used as learning resources in Indonesia which focus on local culture. Critical Discourse Analysis (CDA) is an analytical approach used to understand and reveal the relationship between language, power and ideology. Although numerous studies have explored cultural elements in EFL textbooks, there is a lack of research on the inclusion of Indonesian local culture in EFL textbooks following the autonomous curriculum. This gap in the literature presents an opportunity for researchers to examine how autonomous curriculum EFL textbooks

published in Indonesia represent the local culture contained in it. By identifying local culture in EFL textbooks, this research guides teachers and textbook developers in choosing appropriate and relevant learning materials for students regarding the integration of local cultural elements in learning. In addition, data and information from this research can be used as a basis for improving English learning materials in Indonesia. Thus, this study use Critical Discourse Analysis to investigate how local culture is portrayed in autonomous curriculum English as a Foreign Language (EFL) textbooks used in Indonesia, with the following research question "How are the local cultural content reflected in autonomous curriculum EFL textbooks offered by the Ministry of Education promote Indonesia's cultural diversity?"

2. RESEARCH METHOD

Research Design

This research uses Critical Discourse Analysis (CDA) to examine the content of Indonesia's local cultural diversity as reflected in the autonomous curriculum EFL textbooks offered by the Ministry of Education. Critical Discourse Analysis (CDA) is an analytical approach used to interpret language, ideology, and power (Fairclough, 2013; Wodak and Meyer, 2001), both textually and visually. In addition, CDA is used to explore language structures and uncover hidden meanings to identify how text and visuals create social representations, especially on local cultures represented through EFL textbooks. In this research, Systemic Functional Analysis is used to analyze textually which was developed by Halliday and Matthiessen (2014). Apart from that, analysis of visual elements is also involved in this research using the theory of visual grammar proposed by Kress and Van Leeuwen (2021).

Research Context

This research analyzes the *Kurikulum Merdeka* (Independent Curriculum) EFL textbook published by the Ministry of Education, Culture, Research and Technology in 2022. This EFL textbook is entitled English for Nusantara which was written by Damayanti, Ika Lestari et.al (2022) and it is specifically for Class VIII SMP/MTs. This textbook was reviewed by Noorman and Leiliyanti as the Indonesian textbook specialists who adapted it to the dynamics of needs and changing times, especially changes in the education curriculum system in Indonesia. The peer-review procedure is monitored by a special team to ensure the high quality of the textbooks. The reasons for choosing to analyze this textbook are as follows (1) this EFL textbook has just been published in 2022 (2) this textbook uses the Independent Curriculum, which is the newest curriculum applied in the Indonesian education system; and (3) this EFL textbook contains a diversity of Indonesian cultural values which are presented textually and visually as multimodal text.

Data Collection

This investigation necessitated numerous procedures for data acquisition. Initially, the researcher collected textual and visual data from the EFL textbook "English for Nusantara," which is designed for Junior High Schools Class VIII. The data was chosen in accordance with the local cultural content that is the primary focus of this research. Next, the data is categorized into visual (pictures and photographs) and textual (dialogue, worksheet instruction, reading text, statements) formats. In order to ascertain the cultural values that are portrayed in the EFL textbooks, the selected data were identified and thoroughly analyzed. Subsequently, the objective of the textual and visual data interpretation is to disclose the significance of the local cultural content that is included in the textbook. These steps are being used to investigate the local cultural content that is conveyed in EFL textbooks offered by the Ministry of Education through text and visual methods.

Data Analysis

This research employed Systemic Functional Linguistics (SFL) to examine textual data and Visual Grammar Theory to evaluate visual data in order to analyze EFL textbooks. Systemic Functional Linguistics, established by Halliday and Matthiessen in 2014, is used to analyze texts and identify language structures that represent specific cultural values. This analysis is then used to determine the cultural values embedded in textbooks. The Visual Grammar Theory, as developed by Kress and Van Leeuwen (2021), is employed to examine how visual aspects in the textbook mirror the cultural values it contains. The analysis of local cultural contents in this study employed Byram's (2021) five aspects, which include attitudes, knowledge, interpretation and relationship skills, discovery and interaction skills, and critical cultural awareness/political education. An extensive investigation of EFL textbooks yields comprehensive insights into the textual and visual representation of local culture.

Trustworthiness

This study utilizes peer debriefing techniques to enhance the trustworthiness of the data being presented (Lincoln and Guba, 1985). In order to ensure the accuracy and reliability of the research findings, this study employs the technique of investigator triangulation. Distinguished experts in the field of English Language Teaching (ELT) played a crucial role in this research to ensure the dependability and trustworthiness of the findings derived from the analysis of English as a Foreign Language (EFL) textbooks. Professionals will carefully examine the analysis results to conduct a comprehensive evaluation. Criticism and highlighting of analysis outputs that are not ideal are used to improve analysis in several fields. Afterwards, the researcher will

address and improve upon the feedback and critiques provided by experts regarding the results of the analysis in the English as a Foreign Language (EFL) textbook. The analytic results are examined iteratively until they are considered acceptable and dependable, in order to achieve intended conclusions. In addition, many theories are also employed to ensure the reliability of data presentation in this research. By integrating many ideas into the data analysis process, the acquired results can enhance credibility and mitigate bias in the data. Therefore, participating in this approach will help researchers obtain reliable results that precisely reflect the condition of EFL textbooks, which are a crucial part of the independent curriculum offered by the Ministry of Education.

3.   RESULTS AND DISCUSSION

3.1. The Representation of Visual Images in EFL Textbook

This analysis focuses on the representation of local cultural content in Indonesian EFL textbooks which are part of the independent curriculum offered by the Ministry of Education. This chapter explores the extent to which EFL textbooks adequately reflect the local cultural context of the aspects of Indonesian culture presented. This involves searching for visual depictions, such as pictures and photographs. The importance of tracing visual representations cannot be ignored, because visual components play a crucial role in communicating meaning that must be understood in depth (Kress and Van Leeuwen, 2021; Elmiana, 2019). Therefore, this research aims to identify the richness of Indonesian culture in EFL textbooks. In this way, EFL educators and students can broaden their horizons and enable students to appreciate and respect the cultural heritage that exists in Indonesia.

The choice of visuals in the form of pictures and photographs reflects the cultural diversity that is the cultural background of students in Indonesia. Visual representations provide added value in increasing motivation towards presenting language learning that is more interesting and relevant to life contexts (Kiss and Weninger, 2017). So, through this visual, students can open a broad view of the rich cultural heritage that Indonesia has. Representations of local cultural content are taken through visual representations for in-depth analysis.

Figure 1. Visual Representation (Traditional Game)

Figure 1 in Unit 1 (Page 24) shows traditional games that are popularly celebrated during traditional celebrations in Indonesia. This reflects parameters, namely knowledge. The picture shows a traditional game that is cultural practice of Indonesian people and is followed by giving tasks, especially the task of matching the picture. The traditional games in the picture include Panjat Pinang, Tug of war, Sack Race, Marble in Spoon Race, Tandem Race, and Kerupuk Race. This reflects Indonesia's cultural heritage which not only provides fun, but also teaches values such as teamwork, tenacity and a spirit of healthy competition.

In today's technology era, many children spend a lot of time in front of the screen, both mobile phones, televisions, and laptops. Whereas according to the Washington Post, a journal published by the American Academy of Pediatrics it is explained that the use of electronics by children can interfere with their development, especially speech and language development. So, embedding traditional games into the EFL Textbook can be an effective alternative to overcome the dominance of screen time. This is because it can provide opportunities for students to be directly involved in physical and social activities beyond digital reach. Thus, this image becomes a reflection of everyday life and the cultural values that are highly upheld in Indonesia. These images show cultural elements that refer to the cultural background of Indonesian learners. By representing these traditional games, EFL learners in Indonesia can feel connected to their own cultural roots (Ducate & Steckenbiller, 2013), while EFL learners from outside Indonesia can appreciate the cultural diversity that exists in this country. Thus, these images are not only interesting learning materials for EFL learners, but also a source of inspiration to broaden their perspectives on cultural diversity in Indonesia (Setyono and Widodo, 2019).

Figure 2. Visual Representation (Parade)

Figure 2 in Unit 2 (Page 41) refers to traditional events carried out by Indonesian people on special days. It shows the parameters, namely skills of interpreting and relating. This is because the picture introduces the parade which has become a tradition to celebrate Independence Day, and it is followed by an assignment, namely analyzing the picture and continuing with an assignment that indirectly relate the parade to Indonesian life. As in Figure 2, there are costumes and equipment that are brought to take part in the parade. Starting from decorating the bicycle using the red and white symbol as the colors of the Indonesian flag, decorating it like a farmer, costums of Indonesian heroes carrying the flag of Indonesian pride and there were also participants wearing sarongs and carrying traditional Indonesian instruments (Suling and Kendang). The parade is a form of promotion and introducing local culture to the wider community, both local and international. This parade symbolizes that as EFL students they can be directly involved in enriching their experience and knowledge about their own culture. This has crucial value in the importance of providing cultural values to EFL learners (Widodo et.al, 2018). The value of this parade can instill in EFL students in Indonesia a sense of pride and appreciation and encourage them to continue preserving Indonesia's cultural heritage. Additionally, it provides a relevant language learning avenue in which EFL learners can record their experiences, describe the atmosphere of events, or write reflections about what they learned about culture in Indonesia.

Figure 3. Visual representation (Flag Hoisting Ceremony)

Figure 3 Unit 3 (Page 52) in the EFL textbook refers to the official independence day ceremony in which the raising of the red and white flag is the main symbol. This shows the attitude, which in the picture shows the activity of raising the red and white flag, which is a custom carried out by Indonesians to celebrate Independence Day. This is a routine habit that is carried out and has become an inherent culture for people in Indonesia. This reflects the lifestyle of Indonesian citizens in commemorating National Day with enthusiasm in celebrating the national identity of Indonesia. This provides value for EFL students to explore the meaning and importance of ceremonies in the context of Indonesian history and culture. Thus, the flag-raising ceremony in EFL textbooks for students is part of language learning which can be used as a means to understand and appreciate Indonesian culture and strengthen the sense of nationalism and unity among students.

Figure 4. Visual Representation (Legend Story)

Figure 4 Unit 1 (Page 71) illustrates Indonesian legends. This shows knowledge, because the image provides information of cultural products about the legendary story about the story of Si Kancil dan Kawan-Kawan, Kisah Bawang Merah dan Putih 2, Timun Mas are an integral part of Indonesia's cultural heritage, and followed by questions related to the story. While the story of The Ugly Duckling is not part of Indonesian culture, this story is a classic fairy tale originating from Denmark. The third story is a folk tale and is an Indonesian heritage that has been preserved. Apart from that, the depiction of legendary stories originating from Denmark in EFL textbooks is a collaboration towards the integration of Indonesian culture with foreign cultures. This can support EFL students' learning experience in appreciating the richness of literature from various parts of the world. In addition, moral values and character education are introduced in EFL textbooks, which can equip students to instill a sense of tolerance towards existing diversity. In this way, EFL students can appreciate the similarities and differences between their own culture and foreign cultures (Larzén-Östermark, 2008). Besides that, the importance of intercultural communicative competence is a crucial aspect in language education, especially English as a foreign language, which can support effective communication with people from different cultural backgrounds (Byram, 2021). So, EFL learners can strengthen their Indonesian cultural identity and enrich their experience.

3.2. The Representation of Textuals in EFL Textbook

EFL textbooks, which are a learning resource for EFL learners, not only represent local cultural content through visuals, but also involve textual content to be explored in depth. Thus, this research involves

textual analysis which includes worksheets, reading texts and statements to explore local cultural nuances in EFL textbooks.

In the first text of Unit 2 (page 41) about worksheets there is a series of statements that require students to determine whether the statement is true (T) or false (F). This shows knowledge, which this image provides information about Indonesian culture through dialogue on audio and is followed by this worksheet that can provide understanding to EFL learners. Through the use of character names such as Galang, Monita, Andre, and Pipit, as well as events such as the marble in spoon race competition, Krupuk race competition, and Independence Day celebration, this worksheet directly references Indonesian culture. Through this worksheet, EFL students can practice critically regarding language learning that is directly related to their culture, fostering a deeper understanding and appreciation of both language and culture (Harumi, 2002).

In the second text, Unit 2 (page 42) is about the story A Parade in My Hometown which tells the story of a child's experience celebrating Independence Day in Indonesia is celebrated by holding a parade wearing a variety of unique costumes. This text is included in the skills of interpreting and relating. This is because, after being introduced to the story about A Parade in My Hometown, students were able to write down the activities about the people in the parade story and also followed it up with questions. It reflects a child's enthusiasm in looking forward to the Independence Day celebrations and shows how this event has a strong emotional impact on his childhood memories. The story describes the parade in rich detail with elements of local Indonesian culture. The use of costumes of national heroes and local characters, as well as the song "Independence Day (Hari Merdeka)" sung to the accompaniment of traditional musical instruments such as the angklung, suling and rebana, provide a clear portrayed of the cultural diversity celebrated in the celebration. Stories from this experience can be a source of learning for EFL students about the cultural diversity that Indonesia has and provide an understanding that Indonesian culture does not only consist of one element, but is a mixture of many diverse elements.

In the third text, Unit 2 (page 43) is about the story of Merdeka's School Parade Middle School. This reflects parameters, namely knowledge. It because provides information about parade in SMP Merdeka's School, which was followed by an assignment, namely matching the picture with the appropriate paragraph about that parade. The text shows the Indonesian Independence Day celebration activities held at Merdeka Middle School on August 17th. The students, including Galang and his friends, participated in the school parade held to celebrate independence. They not only dressed like Indonesian freedom fighters by carrying red and white attributes and war equipment such as weapons, thorny bamboo and swords, but also paraded through the villages around their school. The enthusiastic reaction of the villagers showed their support and strong spirit of patriotism for the independence celebrations. This reflects how the celebration of independence is not only a moment to commemorate the history and services of heroes, but also as an opportunity to promote a sense of enthusiasm in maintaining Indonesia's cultural identity (Karim, 2017).

Text 4 in Unit 2: Statements (Page 48)
1. He ate krupuk in one bite.
2. The boy won the krupuk race game.
3. He lost the krupuk race game.

This fourth text describes a statement about Indonesian food. This text is an attitude, because it describes a man who is eating Krupuk with one bite. This statement reflects the habitual action towards consuming Krupuk. The mention of the word Krupuk reflects the symbol of Indonesian culture. In a cultural context, Krupuk are a very popular food and are often involved in games on national celebration days.

In the fifth text in Unit 3 (page 62) tells about the red and white color pattern in the Majapahit flag, which is the basic color of the Indonesian flag (Heryanto, 2014), where the red symbolizes courage and the white symbolizes honesty. This text reflects the parameter, namely knowledge, which provides information about the colors of the Indonesian flag with Majapahit's Flag. Thus, it is not just a flag, but a cultural symbol rich with deep meaning and values. The use of these two colors is not only limited to the national flag, but has also become an important attribute in various elements in Indonesia.

In the sixth text in unit 3: Jakarta's Old City Tour (Page 123), this includes parameters, namely knowledge. It provides information about the story of Jakarta's Old City Tour is a story which is followed by an assignment about the True or False for each sentence. Besides that, it covers many aspects of local Indonesian culture, from historical tourism to involvement in Independence Day celebrations. For example, "Kota Tua," also known as Jakarta Old City, is a historic site that depicts Indonesia's Dutch colonial heritage. Apart from that, tours to the Jakarta History Museum, Maritime Museum, Bank Museum and Wayang Museum reflect local Indonesian history and culture. In addition, the mention of Fatahillah Square, which is decorated with cycling atmosphere and taking photos of Dutch architecture, highlights the habitual activities and cultural interests carried out in this area. Thus, it expresses how local Indonesian culture is reflected in tourism experiences and local celebrations.

In the seventh text unit 3: Two teenagers who fought to clean up Bali from plastic trash (page 222) tells the story of two teenagers who are struggling to rid Bali of plastic. This text reflects the parameters

regarding, attitudes. This demonstrated the cultural practice of having two women available to clean Bali of plastic, and was followed by questions leading to information. The mention of Bali is a reflection of the cultural content context, as one of the famous islands in Indonesia. Besides that, the movement to clean Bali from plastic shows awareness of the cleanliness of the surrounding environment. In addition, values such as gotong royong (cooperation in cleaning the environment together) and concern for nature are behaviors that encompass the local cultural context in Indonesia, as stated by Kusumaningputri and Widodo (2018). In this case, Melati and Isabel not only became local heroes, but also voiced strong cultural values in their efforts to maintain a clean and healthy living environment.

In the eighth text in unit 3: Scavenger hunt (page 267) is about a woman dancing on stage. This text reflects knowledge, which describes products as well as practices in the cultural context through dancers who show her beautiful and graceful movements in the Jaipongan dance. The Jaipongan dance in this text is the main focus on depicting the local Indonesian cultural context. It is an important symbol of one of the traditional artistic heritages. Jaipongan comes from West Java (Williams, 2016), it reflects the nuances of life in Indonesia. As in the sentence, *"She moved her hands gracefully"*, which refers to politeness and good character in everyday interactions. The depiction of the Jaipongan dance highlighted the importance of maintaining values cherished in Indonesian culture.

3.3. Discussion

This research analyzes local culture through visual and textual representations which become focus in the research context. Visual analysis highlights the continuity of local cultural traditions that have become customs of the Indonesian people, and text analysis reveals values and symbols embedded in the daily life of Indonesians. Based on Byram's (2021) five dimensions (attitude, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness/political education), this study reveals three parameters that are present in EFL textbooks, namely attitude, knowledge, skills of interpreting and relating. The results show that local Indonesian cultural content which is the cultural background of EFL learners is contained in EFL textbooks. The EFL textbook which is used as a reference material in the teaching process is published and implemented in the world of Indonesian education. It is fitting that independent curriculum EFL textbooks contain cultural content that is rich in the culture that exists in Indonesia. The integration of local cultures in EFL textbook can enhance the learning motivation of learners by making learning more relevant and meaningful to them, especially as regards the material presented can be directly linked to the experience and context of everyday life of EFL learners. This shows the importance of paying attention to and integrating local cultural aspects in English language teaching and learning.

In the case of the EFL textbooks studied, the research results show that the textbooks include local Indonesian cultural content which is reflected in their visual and textual representations. The results of this research indicate that the EFL textbooks provided by the Ministry of Education are able to represent local culture significantly. This finding is align with research conducted by Tajeddin and Teimournezhad (2014), which found that EFL textbooks contain neutral culture both locally and internationally. However, there is a difference in the research focus, where this research focuses on investigating local culture as stated in EFL textbooks implemented in Indonesia, while previous research does not only focus on local culture, but involves 4 cultures (target culture, source culture, international culture, and cultural-neutral). Moving forward, research conducted by Alawlaqi and Basya (2023), showed results that contrast with the results of this study. The findings show that cultural content focuses more on western cultures and pays less attention to local cultural content. Of course, this creates an imbalance in cultural representation in EFL textbooks. The lack of representation regarding the distribution of cultural content shows that English textbooks used in Indonesia do not strive for inclusive content. So, as a textbook used in Indonesia, it is necessary to provide representation of local Indonesian culture so that it can be fully absorbed by EFL students in Indonesia.

The results of this research illustrate the diversity of Indonesia's local cultural context. Starting from special days, names of characters, traditional events, places, costumes, food, national symbols and traditional musical instruments. The analyzed EFL textbooks reflect the customs and symbols of Indonesian culture well. However, it is important to recognize that understanding of culture for EFL students is not only limited to local culture, but also takes into account the cultural diversity that exists in the world. By taking broad cultural diversity into account, EFL textbooks can become more inclusive and relevant in supporting the knowledge development of well-rounded and intercultural competence of EFL learners. In this case, a balance of cultural content in EFL textbooks is needed to promote cultural diversity. So, as a teaching and learning tool, EFL textbooks must consider cultural content to avoid gaps in the depiction of differences in cultural content.

4.   CONCLUSION

This research investigates the local cultural content in the textbook entitled "English for Nusantara" for Class VIII SMP provided by the Ministry of Education and Culture which is part of the independent curriculum. The results show that local Indonesian culture is integrated in EFL textbooks visually and textually. This can

be seen from the elements of local culture that are often found in textbooks. From the results of the visual analysis, it is clear how local cultural traditions such as traditional games, traditional events and legendary stories are still preserved and have become a strong identity for Indonesian society. Besides that, the results of text analysis reveal the values and symbols embedded in the daily lives of Indonesian people, such as mutual cooperation, patriotism and national identity. This integration marks important steps in promoting inclusivity and cultural relevance in the learning of English as a foreign language. Additionally, as a means of learning processes, it is important to ensure that open tools reflect the diverse cultural landscape. Apart from that, it contributes to fostering greater appreciation and understanding of cultural diversity among EFL learners.

Based on the conclusions and results of the analysis that has been carried out, there are suggestions that are expected to provide benefits. For future research, it is recommended to take the same research context by adding data sources to EFL textbooks so that more accurate research results are obtained and allow a more comprehensive analysis of the presentation of local culture in English learning content, such as comparing EFL textbooks from various country or region. In addition, further research could explore how local culture is presented in EFL textbooks for different grade levels and school types, such as state schools, international schools, or English language course institutions. Furthermore, it is important for textbook developers to continue to emphasize the importance of adding local cultural elements to EFL textbooks. Therefore, it can be ensured that EFL textbooks remain relevant, interesting and effective in the context of English education in Indonesia.

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