CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This part outlines the results and discussion reached after examining the English textbook "English for Nusantara," which was produced by the Indonesian Ministry of Education and is geared for junior high school students in the seventh grade who are enrolled in the autonomous curricula, in order to identify the research to decide the answers to the research questions in chapter I.

A. Research Results

Before discussing the results of the research, it ought to be noted that the findings of the analysis content of cultural values are consistent with the reading text and the visual illustrations in the seventh-grade English textbook "English for Nusantara." There are five chapters in the composition of textbook by Ika Lestari Damayanti et-al published in 2022, and each chapter has many units of material elaboration. The following is a synopsis of the material in the aforementioned textbook[1]:

Table 4.1: Table of Contents in English for Nusantara

Chapter	Unit	Indikator
1. About Me	1. Galang From Kalimantan	- Greet people and say good bye - Introduce one's self and other people
	2. I Love Fishing	- Introduce others - Describe hobbies
	3. My Friends And I	- Describe people - Describe daily activities

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[1] Ika Lestari Damayanti et al., *English for Nusantara SMP/MTs Kelas VII* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2022).

	1. My Favorite Food	-	Describe one's favorite meal: foods, drink, snack, texture, taste
2. Culinary and Me	2. My Favorite Snack	-	Describe grocery shopping: grocery, foods, topping, unit/weight/volume, size, texture, taste
		-	Use articles (a/an)
	3. A Secret Recipe	-	Inform recipe: goal, ingredients, steps, utensils
		-	Use imperative sentence (positive and negative)
3. Home sweet home	1. My House	-	Describe rooms in a house
		-	Describe things in the rooms
	2. My House Chores	-	Describe household activities
		-	Describe things to use to clean up
		-	Use simple present tense to describe things
	3. Let's Clean	-	Describe

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	Up	-	cleaning up activities
	1. My Class Schedule	-	Describe a class schedule
4. My school activitie s	2. My Online Class	-	Talk about online class
		-	Use the expressions: "could you…" and "can you…"
	3. My Study Habits	-	Talk about study habits
		-	Use adverbs of frequency
	1. School Buildings	-	Ask for and give directions
		-	Describe extracurricular activities
5. This is my school		-	Describe a school festival
	2. Extracurricula r Activities	-	Talk about extracurricular activities
	3. School Festival	-	Describe a school festival
		-	Describe rooms in the school

The following are the findings on the content analysis of cultural values in the English textbook "English for Nusantara":

1. Chapter 1. About Me

The research found three different forms of culture In the first chapter of the English for Nusantara textbook, including source, target, and international cultures. The cultural aspect table is used to aid in finding the three different forms of culture. The cultural aspect

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table has six aspects, each with a different set of indicators. The English for Nusantara textbook's chapters does not cover all six aspects. The researcher's results about self-introduction in the first chapter are as follows: The figure below provides a summary of how value is acquired in the source language culture mentioned above.

Table 4.2: Culture Type Analysis (Chapter 1)

Aspect of culture	Types of culture		
	SC	TC	IC
Social behavior	-	1	-
Religion and tradition	-	-	-
Language	-	-	-
Nature and literature	3	2	5
Product	1	-	-
Government	1	-	-
Total	5	3	5

a. **Source Culture (SC)**
   i) Nature and Literature
      In the second aspect, this analysis has found two indicators they are entertaining activities and place.
      - Entertaining activities are all fun activities as a way to refresh the mind and can be used to unwind a person. The entertaining activities indicator is found on pages 21 and 33 of the English for Nusantara textbook[2].

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[2] Damayanti et al.

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Picture 4.1: SC-Nature and Literature (Entertaining

Activities)

Both pictures are of entertaining activites that is fishing in the river. In Indonesia, fishing in the river with local wisdom is an activity that almost all people do which they think is one way to entertain themselves.

- The second indicator is place. In the first chapter of the English for Nusantara textbook, several place can be said to be the cultural category of the source language, they are on pages 16 and 38.

Picture 4.2: SC-Nature and Literature (Place)

Galang mentions his current residence and the location where he previously lived in the self-introduction above. One of the provinces of Indonesia, Kalimantan, is referenced in the picture as an example. Also mentioned is the street, which is the same as the name of the Indonesian province. [3]

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[3] Damayanti et al.

Picture 4.3: SC-Nature and Literature (Place)

> 7. Monita and her father love hiking. (a) ____ like to walk in the countryside. (b) ____ preferred hiking trail is Matang Kaladan Hill.

One of the writing exercises on worksheet 1.18 asks students to fill in the blanks with the image above. The mentioned writing session covered Bukit batu, one of the South Kalimantan region's natural tourist attractions. It is located in the Banjar district[4]. As was said in the previous explanation, Kalimantan is a province of Indonesia.

ii) Product

Indicators that are included in the product category can be in the form of food and drink, non-foods and drinks, buying and selling activities, and money. The discovery of this third cultural aspect is in the form of regional food and drink in Indonesia. The indicator is found on page 38.

Picture 4.4: SC-Product (foods and drink)

> 8. Andre's mother likes cooking. (a) ____ soto banjar is very delicious. (b) ____ wants to join the Master Chef competition one day.

The same question on worksheet 1.18 in question number 8 contains one of the typical foods from an area in Kalimantan, that is Soto banjar.[5]

iii) Government

The government element was discovered as the following factor. Indicators for the cultural component of government include

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[4] "Matang Kaladan Hill," n.d., https://www.alltrails.com/trail/indonesia/south-kalimantan/bukit-matang-kaladan.
[5] Damayanti et al., *English for Nusantara SMP/MTs Kelas VII*.

history and politics. But in this case, the researcher was able to identify only one indicator, which was history, represented by the Indonesian national flag. In comic strip 1.1 on page 16, the history indication is found.

Picture 4.5: SC-Government (history)

b. **Target Culture (TC)**
   i)   Social behavior

In the social behavior aspect, researchers found one indicator included in it. The indicator is interaction, which is related to how people can interact with each other. The indicator is on page 23.[6]

Picture 4.6: SC-Social behavior
(Interaction)

The picture above shows two students getting acquainted with each other by shaking hands. The American custom of shaking hands is used to greet people[7]. But as we already know, nearly all Indonesians regulary engage in the aforementioned handshake activity.

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[6] Damayanti et al.

[7] Jack C. Richards, *Interchange Fourth Edition Level 1 Student Book*, Fourth (Cambridge: Cambridge University Press, 2012), 4.

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ii) Nature and Literature

There was only one indicator for the target culture type: entertaining activities. Pages 32 and 45 are the two pages where these indicators can be located [8]. As shown in page 32, it appears as shown below:

Picture 4.7: TC-Nature and Literature (entertaining activities 1)

Did You Know?
People around the world have unusual or extreme hobbies. Have you ever heard of stone skipping and Parkour? Stone skipping is the art of throwing flat rocks across the water. The goal is to see how many times a stone bounces off the surface of water before sinking (https://www.surfertoday.com/skimboarding/the-science-and-art-of-stone-skipping).

According to the information from the copy of the link address listed, skipping stone originated from the king of England who passed through the river[9]. Thames and threw England gold coins on the bank of the river. According to this, the hobby of tone skipping started in the United Kingdom. The same indicator is also found on page 45 which describes the basketball passion of one of the students.

Picture 4.8: TC-Nature and Literature (entertaining activities 2)

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[8] Damayanti et al., *English for Nusantara SMP/MTs Kelas VII*.
[9] "The Science and Art of Stone Skipping," Surfer Today, n.d., https://www.surfertoday.com/skimboarding/the-science-and-art-of-stone-skipping.

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c. **International Culture (IC)**
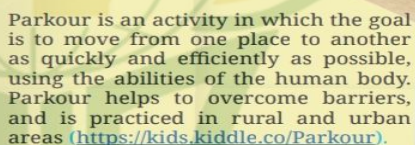
    i)   Nature and Literature

Similar to the findings in the previous source culture, there are two indicators in nature and literature that are entertaining activities and place.

- Entertaining activities

Entertaining activities were found on three pages in the English for Nusantara textbook, as follows:

(1) The first was found on page 32 in the "Did You Know?" session.

Picture 4.9: IC-Nature and Literature (entertaining activities 1)

Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas (https://kids.kiddle.co/Parkour).

Parkour is one of the sports that train the body's strength and quickness of movement, according to the sources included in the article. Parkour is a French-originating sport[10]. Consequently, the sport is classified as "international culture" in terms of cultural types.

(2) A second conclusion is presented on page 33.[11]

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[10] "Parkour Facts for Kids," kids.kiddle.co, n.d., https://kids.kiddle.co/Parkour.

[11] Damayanti et al., *English for Nusantara SMP/MTs Kelas VII*.

Picture 4.10: Nature and Literature (entertaining activities 2)

Four images in the comic strip above show the different types of activities that people like. Despite this, just three interests—reading books, playing video games online, and playing badminton—are considered to be of international cultural nature.

(3) The final find is on page 38,[12] where there are two entertaining activities.

Picture 4.11: Nature and Literature (entertaining activities 3)

2. Ibu Ida Ayu loves listening to music. (a) ____ likes KPop very much. (b) ____ favorite boy band is BTS.

3. Monita likes watching movies. (a) ____ loves watching KDrama. (b) ____ favorite actor is Hyun Bin.

The invention can be found in worksheet 1.18 questions numbers 2 and 3 in this international culture and seems similar to the discovery in the source culture. The two questions state a favorite that

[12] Damayanti et al.

two different people do. They are enthusiasm for Korean Drama (KDrama) and Korean Pop (KPop) music. The genre is well-liked throughout the world, especially among today's alpha generation, as is well known.

2. **Chapter 2. Culinary and Me**

As in the first chapter, the researcher used a help table of six cultural features to identify the three cultural categories. The target culture and global culture were where the researcher discovered the cultural aspect of "social behavior." Additionally, the cultural aspect of each sort of "product," namely the source culture, the target culture, and the international culture. The figure below summarizes the key conclusions from chapter two's "culinary and me" theme:

Table 4.3: Culture Types Analysis (Chapter 2)

Aspect of culture	Types of culture		
	SC	TC	IC
Social behavior	-	1	1
Religion and tradition	-	-	-
Language	-	-	-
Nature and literature	-	-	-
Product	6	2	3
Government	-	-	-
Total	6	3	4

a. **Source Culture**

i) Product

The discovery of cultural aspects In the second chapter is a product. The products found are some foods and drinks originating from the source language, so they are included in the categories of source cultural

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types. Food and drink products are found on textbook pages 59, 60, 61, and 62.[13]

Picture 4.12: SC-Product (foods and drink 1)

The food shown in the image is typical of Indonesian cuisine. The first picture (top) is *ayam rica-rica* or rica – rica chicken from North Sulawesi, Manado [14] . While the second picture is fried fish which is typical of Indonesia.

Picture 4.13: SC-Product (foods and drink 2)

Only two of the three cuisines seen in the above pictures-fried rice and tempe bacem-are typical of Indonesia. As everyone is aware, fried rice is Indonesia's national dish. Public figures and foreign public figures visiting Indonesia are always given fried rice, regardless of the occasion. While tempe bacam is a common traditional dish with a sweet flavor that comes from cooking with brown sugar. The region where the dish is produced is known as Mataraman and comprises Semarang, Surakarta, Magelang, and places close to Yogyakarta[15].

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[13] Damayanti et al.

[14] "Ayam Rica - Rica," n.d., https://g.co/kgs/VqddKP.

[15] "Tempe Bacem," n.d., https://id.m.wikipedia.org/wiki/Bacem.

Picture 4.14: SC-Product (food and drinks 3)

Did You Know?

Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gramedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/

As seen above, page 60 of the English for Nusantara textbook lists one of the information corners. The information area lists several regional dishes that are unique to the archipelago. Starting with Rendang from Minangkabau, West Sumatra; Satay from Java; meatballs, an Indonesianized version of a Chinese meal; and Soto, one of the many regional specialties, the dishes from various regions of"Indonesia are provided in the food Information area above. Depending on the locale, Soto is referred to by many names, such as Coto Makassar from Makassar, Soto kudus from Kudus, Soto Banjar from South Kalimantan, Soto betawi from Jakarta, and many others.

Picture 4.15: SC-Product (food and drinks 4)

The comic strip that follows on page 62 features a drink prepared with Indonesian ingredients and used as a side dish with all kinds of cuisine, specifically tea.
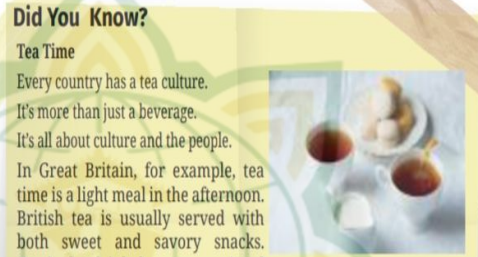
b. Target Culture

i)   Social behavior

In the cultural aspect of social behavior, researchers found indicators with the

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category of behavior or habits of the community as well as individuals. This discovery is found on page 82 in the information corner with the "Did You Know" session.

Picture 4.16: TC-Social Behavior (behavior)

Did You Know?

Tea Time

Every country has a tea culture.

It's more than just a beverage.

It's all about culture and the people.

In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks.

The picture above explains one of the habits practiced by the British in drinking tea. The midday beverage of choice for the British is tea, which is paired with sweet-flavored side dishes[16].

ii)   Product

The second cultural aspect found is products in the categories of foods and drinks. There is one type of food and one drink on the same page, namely:

- The first food that appears is pudding

**Picture 4.17:** TC-Product (food and drinks 1)

Pudding

Various cuisines and beverages from around the world are depicted in the image above from the word box session. Pudding is the first dish from the target cultural type. Pudding is a

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[16] Damayanti et al., *English for Nusantara SMP/MTs Kelas VII*.

dessert that originated in England, as we already know. Pudding has traveled to many different parts of the world over time, where it was cooked and served in various ways.

- Orange juice is the following beverage.

Picture 4.18: TC-Product (food and drinks 2)
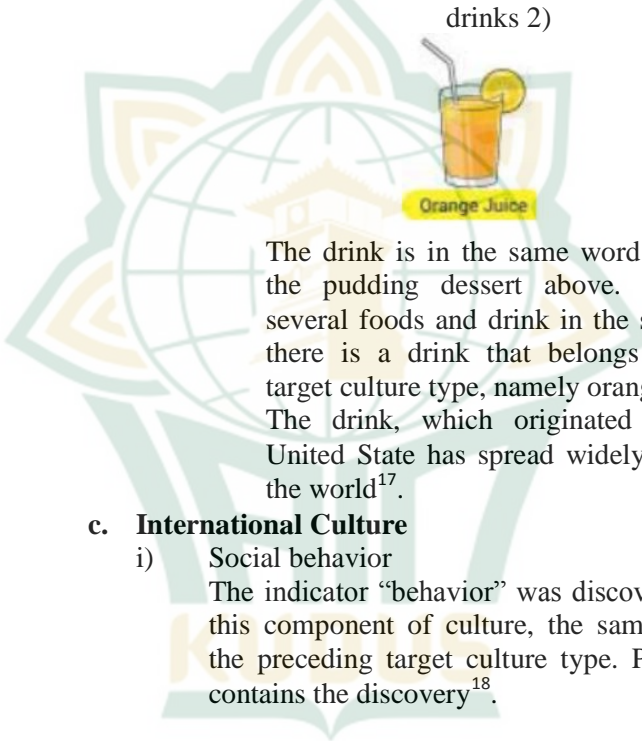
The drink is in the same word box as the pudding dessert above. Of the several foods and drink in the session, there is a drink that belongs to the target culture type, namely orange juice. The drink, which originated in the United State has spread widely accros the world[17].

c. **International Culture**

i) Social behavior

The indicator "behavior" was discovered in this component of culture, the same as in the preceding target culture type. Page 64 contains the discovery[18].

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[17] "Sejarah Orange Juice," Unilever Indonesia 2021, n.d., https://www.buavita.co.id/article_detail/Goodness_Fruit_Buavita/sejarah-Orange-Juice.

[18] Damayanti et al., *English for Nusantara SMP/MTs Kelas VII*.

Picture 4.19: IC-Social Behavior
(behavior)

It can be seen in the comic strip above that "Monita" is having lunch with her family. As in most families, the one who prepares the food is usually the mother or father. Then the last comic strip shows Monita's family pray before eating. This is one of the many habits that have become a culture in all countries in the world.

ii) Product

There are a few discoveries of product features in the food and beverage indicators in the textbook, including the following[19]:

- The first food is located on page 59, which comprises a wordbox of different foods and drink.

Picture 4.20: IC-Product (food and drinks)

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[19] Damayanti et al.

Two didifferent foods are seen in the food photographs above. It also has a different way of serving where chocolate cake and toast originated in the European region before spreading to other nations. Chocolate cake is a popular dessert or side dish at numerous restaurants as well as on special occasions and religious festivals. While this is carrying on, both Europeans and even Americans eat toast at breakfast.

- The second food is on page 61.

One of the Southeast Asian meals is depicted in comic strip 2.1: fried bananas [20]. Although almost all Indonesians today enjoy fried bananas as a snack, this fact does not change the reality that they are not native to all of Southeast Asia. Each part of the nation undoubtedly has unique traits, starting with the way the people cook and serve it.

Picture 4.21: IC-Product (food and drinks)

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[20] Damayanti et al.

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3. **Chapter 3. Home Sweet Home**

Researchers discovered two cultural aspects in this third chapter including "social behavior" and "product" with different cultural types. The international cultural type was discovered in the "social behavior" cultural aspect. The target culture aspect was not present in this chapter, although the source and international culture types were found in the product culture aspect. The graphic below illustrates the findings from "Home Sweet Home," chapter 3:

Table 4.4: Culture Type Anlysis (Chapter 3)

Aspect of culture	Types of culture		
	SC	TC	IC
Social behavior	-	1	4
Religion and tradition	-	-	-
Language	-	-	-
Nature and literature	-	-	-
Product	2	-	3
Government	-	-	-
Total	2	1	7

a. **Source Culture**

i) Product

Researchers discovered markers on non-food and drinks indicator in this cultural characteristic. The signal points to different community projects all over the world, including the traditional homes depicted on page 104 of the English for Nusantara textbook[21].

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[21] Damayanti et al.

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Picture 4.22: SC-Product (non-food and drinks 1)

A typical Kalimantan stilt house is shown in the listening session above. One of the non-food and drink products or pieces of art is the typical home pictured above. The traditional home can be used to conserve Indonesian cultural heritage.

Picture 4.23: SC-Product (non-food and drinks 2)

Did You Know?

Indonesia consists of about 17,000 islands with different kinds of cultures. One of the cultural images can be seen from the creation of traditional houses. Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more. Find out more in https://www.indonesia.travel/us/en/trip-ideas/9-iconic-traditional-houses-to-explore-in-indonesia

On the same page, there is an additional information corner that lists other varieties of traditional homes, including Bolon from North Sumatra, Joglo from Central Java, and Gadang from West Sumatra. That is, both the identities of these traditional dwellings and the names of the provinces are Indonesian.

b. **Target Culture**
   i)   Social behavior
        The discovery of the usual behavior of the British is found on page 125, as follows:

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Picture 24: TC-Social Behavior (behavior)

shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.

PLEASE
TAKE OFF
YOUR SHOES AT THE FRONT DOOR

The above explanation is a fragment of an information corner session that explains the culture of taking off or not taking off shoes when entering the house. The information corner explains that the British and Americans do not take off their shoes when entering the house. This is to maintain their temperature in cold weather[22].

c. International Culture

i) Social behavior

There are five behaviors found in the textbook, precisely on pages 120, 125, 128, 131, and 150.[23]

- Page 120

Picture 25: IC-Social Behavior (behavior 1)

a. Look at Picture 3.7 and answer the following questions.

The picture shows all family members working to clean the house. The activity is a mandatory thing to do to make the home feel comfortable. One of the

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[22] Damayanti et al.

[23] Damayanti et al.

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activities mentioned above is one that practically everyone does daily.

- Page 125

Picture 26: IC-Social Behavior (behavior 2)

Did You Know?

"No Shoes in the House"

Culture In most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the

As was said in the information corner session above, it is part of Asian culture to take off shoes while entering a home. The act is carried out to preserve cleanliness and show gratitude to the housecleaner.

- Page 128

Picture 4.27: IC-Social Behavior (behavior 3)

No	👍
1	Put dirty clothing in a basket
2	
3	Use the trash can
4	Throw trash in the toilet container
5	
6	
7	Wash your dishes after use
8	Eat food or snacks in the dining room or in the kitchen

The table in the above picture, which contains the polar opposite forms of statements concerning the guidelines for keeping the house clean, is a portion of worksheet 3.20. All houses and other places should adhere to the aforementioned general standards in order to maintain cleanliness.

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- Page 131

**Picture 4.28:** IC-Social Behavior
(behavior 4)

There are two different bins with different types of waste in them. The two bins are differentiated based on the types of organic and non-organic waste. Almost every country in the world implements this habit to make it easier for waste to decompose properly without mixing and causing unpleasant odors.

ii) Product

The following cultural aspect is products with non-foods and drink indicators. The indicator is found on three pages at once, namely 111, 140, and 144.[24]

- Page 111

Picture 4.29: IC-Product (non-food and
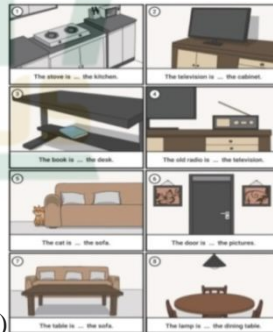
drinks 1)

In the textbook, worksheet 3.7 contains common household appliances and is certainly always present and used in every home worldwide.
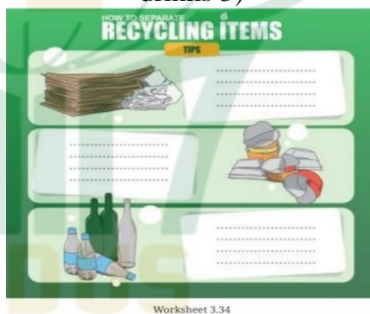
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[24] Damayanti et al.

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- Page 140

    Picture 4.30: IC-Product (non-food and drinks 2)

The picture above shows a handmade pencil case utilizing an unused plastic bottle. This is one of the movements to reduce waste by recycling waste. The movement is not only carried out in Indonesia, but also in other countries.

- Page 144

Picture 4.31: IC-Product (non-food and drinks 3)

The picture above, like the one on page 140 before it, is one effort to lessen waste through recycling waste—waste that can be used again. In several industrialized and developing nations, waste recycling is practiced as described above.

4. **Chapter 4. My School Activities**

The findings in the next chapter relate to the type of source culture and international culture. The source culture type has four results relating to the cultural components of "religion and tradition" and

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"governance." While in the international culture type, "social behavior" has a cultural aspect. The following figure shows the main conclusions of this fourth chapter:

Table 4.5: Culture Type Analysis (Chapter 4)

Aspect of culture	Types of culture		
	SC	TC	IC
Social behavior	-	1	1
Religion and tradition	1	-	-
Language	1	-	-
Nature and literature	-	-	-
Product	1	-	-
Government	3	-	-
Total	6	1	1

a. **Source Culture**

i) Religion and tradition

The indicator found in the cultural aspect of religion and tradition is dress. In the source culture type, the clothes in question are traditional clothes worn by some tribal people in Indonesia. In the English for Nusantara textbook, the indicator is found on page 166.[25]

Picture 4.32: SC-Religion and Tradition

(dress)

The picture shows the illustration students dressed in five traditional outfits. Minang traditional clothing, Betawi traditional clothing, Javanese traditional clothing, Balinese traditional clothing, and Papua

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[25] Damayanti et al.

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traditional clothing make up the five groups of traditional clothing worn.

ii) Language

The previous theoretical discussion mentioned that the cultural aspect of language includes spoken and sign language. In this cultural content analysis, researchers found various kinds of languages used in Indonesia. Which are included in the spoken language indicator on page 166 in the information corner session[26].

Picture 4.33: SC-Language (spoken)

Did You Know?
There are a total number of 17, 508 islands in Indonesia and the people speak different languages. There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English. Students from South Kalimantan, for example, learn Bahasa Banjar at primary school as a local content subject. What local language do you learn at school?

In the information corner above, it is explained that there are many languages spoken in Indonesia. The various languages have spread from Sabang to Merauke. One of the languages featured is the banjar language from South Kalimantan.

iii) Product

The product culture aspect is found in the textbook on page 156 with the indicator non-foods and drinks[27].

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[26] Damayanti et al.
[27] Damayanti et al.

Picture 4.34: SC-Product (non-food and drinks)

The discovery takes the shape of Indonesian ethnic dances and masks. Whereas the regional dances from Bali and the masks displayed are distinctive of the Betawi.

iv) Government

In the cultural aspect of government, researchers only found the indicator 'history'. The history indicator is found on two pages, they are 156 and 166.[28]
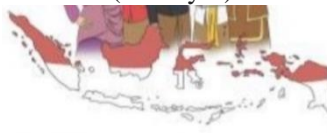
- Page 156

Picture 4.35: SC-Government (history 1)

There are two pictures of the Indonesian national flag, which is red and white. Bhinneka Tunggal Ika, another Indonesian state emblem, is present as well.

- Page 166

Picture 4.36: SC-Governement (history 2)

The picture above shows an information corner session that includes a map of

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[28] Damayanti et al.

Indonesia in providing information about the languages spread in Indonesia. In addition, the map of Indonesia is enhanced with two different colors depicting the flag of Indonesia.

b. **Target Culture**
    i)   Social behavior

The target culture is found on page 171 with the indicator interaction [29]. The intended interaction is interaction within the scope of teaching and learning activities.

Picture 4.37: TC-Social Behavior (interaction)

The example is from the session "Say What You Know," which showcases teaching and learning activities using an online learning platform. A system that was initially used in America is the e-learning exercise that is depicted in the picture. The use of e-learning has increased significantly in almost all of the impacted countries along with the advancement of time and technology, not to mention the covid-19 pandemic that occurred two years ago.

c. **International Culture**
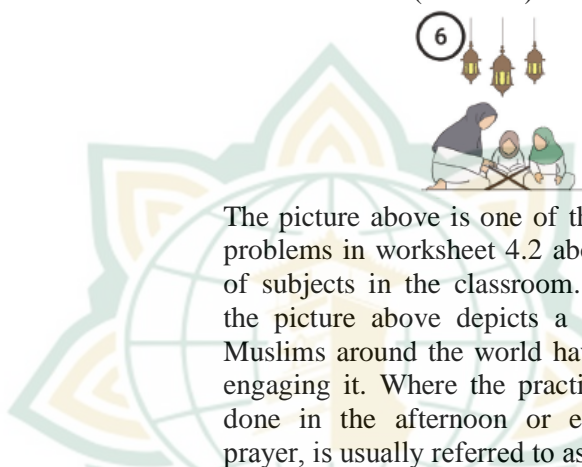   i)   Social behavior

Commonly practiced behaviors or habits are indicators of social behaviour in a cultural

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[29] Damayanti et al.

context. Page 156 of the fourth chapter contains information about the practice or habit[30].

Picture 4.38: IC-Social Behavior (behavior)

The picture above is one of the 10 picture problems in worksheet 4.2 about the types of subjects in the classroom. In addition, the picture above depicts a practice that Muslims around the world have a habit of engaging it. Where the practice, which is done in the afternoon or evening after prayer, is usually referred to as the Qur'an.

5. **Chapter 5. This is My School**

In the final chapter of the English for Nusantara textbook, the researcher discovered three distinct cultural groups at once. We discovered many cultural aspects in each culture type with various indicators. One signal, traditional ceremonies, and attire, is associated with the source culture type's cultural feature of "religion and tradition." In addition, the target culture type can be identified by one sign of enjoyable activities in the cultural aspect of "nature and literature." The international culture type, like the preceding target culture type, is located in the cultural component of "nature and literature," and it contains one sign, namely entertainment activities. The graphic below shows the overall outcomes of the discoveries in chapter five:

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[30] Damayanti et al.

Table 4.6: Culture Types Analysis (Chapter 5)

Aspect of culture	Types of culture		
	SC	TC	IC
Social behavior	-	-	-
Religion and tradition	1	-	-
Language	-	-	-
Nature and literature	-	1	2
Product	-	-	-
Government	-	-	-
Total	1	1	2

a. **Source Culture**

i)   Religion and tradition

Researchers used traditional rites and clothing worn to discover this aspect. The "Say What You Know" session on page 219 includes a summary of both indications in a single picture[31].

Picture 4.39: SC-Religion and Tradition
(traditional ceremonies and dress)

Three students are doing a dance that is distinctive to the Dayak tribe. The Pedang Mualang dance is performed, and it features traditional Dayak garb. This dance is practiced during the rice harvest season because it is thought to bring good fortune to wedding parties[32].

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[31] Damayanti et al.

[32] Adlina Nasya, "Tari Pedang Mualang," Kementrian Pendidikan dan Kebudayan, 2022, https://warisanbudaya.kemendikbud.go.id/?newdetail&detailTetap=2836.

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b. **Target Culture**

    i)   Nature and literature

This aspect of nature and literature found contains entertaining activities. The indicator is found on page 220.

Picture 4.40: TC-Nature and Literature (entertaining activities)

It can be seen from the previous chapter that people can play sports like basketball as a way to relax or amuse themselves. Basketball is one of the major ball games that originated in America[33] and have since become hugely widespread all over the world. In addition, due to the numerous major tournaments that take part, basketball is also regarded as a renowned sport.

c. **International Culture**

    i)   Nature and literature

In the nature and literature aspect, researchers found indicators related to this aspect, that is entertaining activities on pages 220 and 231.[34]

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[33] Tucker C. Toole, "Here's The History of Basketball-From Peach Baskets in Springfield to Global Phenomenon," National Geographic, 2021, https://www.nationalgeographic.com/history/article/basketball-only-major-sport-invented-united-states-how-it-was-created.

[34] Damayanti et al., *English for Nusantara SMP/MTs Kelas VII*.

- Page 220
    Picture 4.41: IC-Nature and Literature
    (entertaining activities 1)

One of the most well-known martial arts sports nowadays is shown in the picture above. Taekwondo is the name of a South Korean martial arts activity [35]. The sport can be used as a means of self-defense against unforeseen dangers.

- Page 231
    Picture 4.42: IC-Nature and Literature
    (entertaining *activities 2)*

The school festival mentioned above is a Japanese cultural event adaption. Even though it showcases their artistic excellence, the festival is organized by schools of all grade levels, from elementary schools to universities. In contrast to other countries, Indonesia implements school festivals with a variety of competitions and talent shows.

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[35] "Taekwondo History," kukkiwon, n.d., https://www.kukkiwon.or.kr/front/pageView.action?cmd=/eng/information/history_taekwondo.

B. Discussion

Based on the data presented above, the researcher locates the many cultural types in the English for Nusantara textbook in this part. Additionally, to make the explanation of the research problem clearer and easier to grasp, the researcher bases the explanation by juxtaposing the results of a brief analysis of the English in Mind grade VII participated curriculum and the four books used by several researchers in the previous study. Where textbooks from previous studies used are government-published books based on the 2013 curriculum.

1. Types of culture in English for Nusantara textbook

The researcher contains a comparative analysis of cultural types (source culture, target culture, and international culture) [36] with the help six cultural aspects, namely social behavior, religion and tradition, language, nature and literature, product and government. These six aspects are obtained by developing theories such as social organization, customs and tradition, religion, language, arts and literature, form of government, and economic system[37]. Besides that, it also comes from the category of content analysis of cultural values, namely history and politics, religion and religious rituas, food and drinks, education, ecology, economy, leisure time, music, and arts, dress, literature and science, social behavior, family and first name[38].

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[36] Cortazzi and Jin, "Cultural Mirrors Materials and Methods in The EFL Classroom."

[37] Sitoresmi, "A Cultural Content Analysis of EFL Textbooks-Challenge Series: 2, 3, And 4 Published by Pearson."

[38] Dweik and Al-Sayyed, "Analyzing The Cultural Content of Action Pack '12.'"

a. Source culture

Table 4.7: Comparative Analysis of Source Culture

Aspect of culture	English textbook	
	English for Nusantara	English in Mind
Social behavior	-	3
Religion and tradition	2	2
Language	1	-
Nature and literature	3	2
Product	10	-
Government	4	2
Total	20	9

The information in the table above compares findings for the type of source culture between English for Nusantara and English in Mind textbooks. The English for Nusantara textbook contains 20 findings across all chapters, with five cultural aspects—religion and tradition (traditional ceremonies and dress), language (spoken), nature and literature (place and entertainment activities), product (food and drinks and non-food and drinks), and government—as well as 20 findings from all chapters (history). In contrast, the textbook English in Mind contains nine results from every chapter that discusses many cultural themes, including social conduct (social organization and behavior), religion and tradition (clothing), nature and literature (biography), and governance (history).

The explanation states that the two participated curriculum English textbooks published by the ministry of education have very far differences in terms of the type of source culture contained. This is because both textbooks come from two different countries, namely Indonesia (English for Nusantara)[39] and England

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[39] Damayanti et al., *English for Nusantara SMP/MTs Kelas VII*.

(English in Mind)[40], although both aim to meet the needs of an participated curriculum.

b. Target culture

Table 4.8: Comparative Analysis of Target Culture

Aspect of culture	English textbook	
	English for Nusantara	English in Mind
Social behavior	4	5
Religion and tradition	-	-
Language	-	-
Nature and literature	3	33
Product	2	-
Government	-	6
Total	9	44

The comparison table above shows the findings from two different textbooks. There are only nine conclusions from the entire chapter in the English for Nusantara textbook. Three different categories—social behavior (four behaviors), nature and literature (three amusing activities), and product—make up the findings' total of nine (two food and drinks). Although there is a small change in the aspect findings, the number of cultural aspect findings in the English in Mind textbook is the same as in English for Nusantara with three cultural aspects. There were a total of cultural aspects and they were described as follows: social behavior (four behaviors and one social organization), nature and literature (eight places, 19 biographies and six entertaining activities) and governance (five histories and one politics). The final result obtained from the above comparison shows that the target culture type dominates in the English in Mind textbook,

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[40] Herbert Puchta et al., *English in Mind*, ed. Hendytio Rumbiono, Second (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2022).

because the textbook is compiled and published in the UK or the target country[41].

c. International culture

Table 4.9: Comparative Analysis of International Culture

Aspect of culture	English textbook	
	English for Nusantara	English in Mind
Social behavior	6	1
Religion and tradition	-	-
Language	-	-
Nature and literature	7	15
Product	6	1
Government	-	8
Total	19	25

The final cultural type is the international culture type, which means that all nations' textbooks—with the exception of Indonesia, the UK, and the US—include information on various cultures. Due to their inclusion in the categories of source culture and target culture, however, the three nations are not included in the category of international cultural type. There are 19 findings totaling three topics in the English for Nusantara textbook. Social conduct (six behaviors), nature and literature (two locations and three entertaining activities), and product (three food and drinks and three non-food and drinks). In contrast to the findings in English in Mind, which includes four cultural aspects, the most findings are in the cultural aspect of nature and literature, followed by the aspect of government, then social behavior (one behavior) and product (one non-food and drinks). The ultimate conclusion is the same as for the prior culture type, according to which English in Mind possesses cultural facets of the international culture type.

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[41] Puchta et al.

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The source culture type, followed by the international culture type, is dominant in English for Nusantara, according to the current curricular textbooks' analysis of the three types of culture. The target culture type predominates in English in Mind, followed by the international culture type, which is more dominant than the source culture. In addition to these two textbooks, it may also be compared to several earlier government-published curriculum textbooks from 2013 that are included in the earlier study point in this research. They produce different outcomes than the most recent curriculum texts. The 2013 curriculum books starting from When English Rings a Bell for seventh, eighth and nineth graders conclude that the source culture type is more emphasized than other culture types.[42] Nevertheless, at least one of the four objectives of English lessons found in the learning outcomes of the participated curriculum for English subjects at the junior high school or in pgase D applies to the type of culture covered by English for Nusantara and English in Mind. This objective is to develop intercultural competence by understanding and appreciating the perspectives, practices, item influenced by both foreign and Indonesian cultures.[43]

2. Cultural values in English for Nusantara

Similar to the previous type of culture, the researcher now compares the contents of two different textbooks, namely English for Nusantara and English in Mind, to analyze the cultural values that came about as a result of the development of the six dimensions of the Pancasila Learner Profile. The results obtained are as follows:

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[42] Theodesia Lady Pratiwi, "Cultural Representation in English Course Books for Junior High School" (Sanata Dharma University, 2017).

[43] Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan, "Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka," Pub. L. No. 008/H/KR/2022 (2022).

Table 4.10: Comparative Analysis of Cultural Values
In Two Textbooks

Cultural Values	English textbook	
	English for Nusantara	English in Mind
Tolerance	Chapter 1 and 4	Chapter 4, 6, 7, 8, 11
Cooperation	Chapter 2, 3, 5	Chapter 1, 4, 12
Discipline	Chapter 1, 2, 3, 5	Chapter 1, 2, 4
Solidarity	Chapter 3	Chapter 4, 5
Responsibility	Chapter 3, 4	Chapter 2, 12
Equality	Chapter 1	Chapter 1, 6, 9, 13
Love motherland	Chapter 1, 2, 3, 4, 5	Chapter 1, 2, 12, 13.
Belief	Chapter 4	-

The two textbooks mentioned above present various cultural values. Although some of the eight cultural values are discussed in each chapter, not all of them are. For instance, the cultural value of tolerance only appears in Chapters 1 and 4 of Nusantara English, whereas Chapters 4, 6, 7, and 8 of English in Mind contain more of these values. The two textbooks, English for Nusantara (Chapters 2, 3, and 5), and English in Mind, have different numbers of chapters, and this is also inversely related to the value of collaboration (Chapters 1, 4, and 12). The number of discoveries of the third dominant cultural value in the four-chapter Nusantara textbook, 1, 2, 3, and 5. Next is the cultural value of solidarity, which is discussed in two chapters of English in Mind and is emphasized more. The content of both textbooks' explanations of the value of responsibility is comparable to the cultural values of reciprocal cooperation. Then, "English in Mind" covers the four contents of Chapters 1, 6, 9, and 13 in greater detail, incorporating the cultural value of equality. In contrast, both of the textbooks' contents in terms of cultural values of patriotism are equivalent, with English for the Nusantara including Indonesian patriotism and English in Mind including patriotism. English. Faith is the final component of this research's cultural value

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category. In this research, belief is the final cultural value that is mentioned. Only chapter four of English for Nusantara, which depicts the customs and religious practices that Muslims commonly engage in in Indonesia and, if extended, around the world, lists the importance of belief.

The results of the discovery of cultural values in the English in Mind textbook conducted by the researcher are the same as the findings of other researchers who state that the cultural values in it are by the conditions and situation of students in Indonesia The entire material is balanced with the target country and other countries. However, there are no religious values or indigenous Indonesian culture in it.[44]

The English for Nusantara textbook can be said to be balanced and to contain all cultural values, despite not being distributed equally in each chapter. According to the participated curriculum, this is in line with the six dimensions of the Pancasila Student Profile. Tolerance, cooperation, discipline, solidarity, responsibility, equality, love of the motherland, and belief are all cultural values that fall under these dimensions[45] and are listed in the table above.

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[44] Reinildis Atjna Cyntia Rynanta and Suharmanto Ruslan, "Content Analysis on The English Textbook Entitled 'English in Mind Starter (Student Book),'" *Jurnal Online UM*, 2013, https://docplayer.net/45645437-Content-analysis-on-the-english-textbook-entitled-english-in-mind-starter-student-s-book.html.

[45] Indonesia, *Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka*.