

Framing Culture in EFL Textbooks: A Critical Discourse Analysis at Islamic School

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ABSTRACT

This present study aims to explore the cultural values represented in the local EFL textbook as a source of learning materials in Islamic Junior High Schools. This study implemented a qualitative approach as a research design. Three English teachers as participants were recruited purposively. The data collected from textbook analysis using the types of speech acts, and politeness strategies through the theory of Critical Discourse Analysis. Semi-structured interviews were conducted to strengthen the data. Then, the data were analyzed thematically. The study revealed that local English textbooks effectively represented cultural values and beliefs. The finding showed that the EFL local textbooks effectually encourage cultural awareness and English language proficiency among students. The cultural values performed in the textbook are greetings, politeness, self-introduction, hobbies, and family interactions, which exhibit the polite culture of how Indonesians communicate. The representation of family lunch highlighted the tradition that shapes Indonesian culture. Additionally, it implied that the teachers perceived the content in the textbook because it highlights moral values that are suitable in Indonesian culture. It has a significant implication for establishing English curricula to construct a proper local English textbook for Islamic junior high school students. This study demonstrated that local English textbooks included interesting and collaborative activities that highlighted Islamic traditions, fostering tolerance and respect. It also highlighted moral and cultural values that students could use to develop good manners.

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1. INTRODUCTION

The inseparable connection between language and culture is an indisputable reality, with the two being so intertwined that they are often regarded as synonymous. Language expresses one's cultural sentiments and values and engages in social interactions, while culture finds its foundation within language. Brown (2000) succinctly captures this interdependent relationship by asserting that language constitutes an integral part of culture, and culture, in turn, is an integral part of the language. The interplay between language and culture is so interwoven that attempting to separate them would

result in a loss of linguistic and cultural significance. This language-cultural relationship inherently influences language learning, necessitating language and culture acquisition. Indeed, a language can only be effectively learned by understanding its accompanying culture, as culture provides the vital context for language usage (Qodriani & Kardiansyah 2018). Many countries outside of these inner circle nations have incorporated English into their educational systems out of necessity (Lee & Li, 2020). Therefore, cultural awareness is necessary for success in language learning.

Cultural knowledge and awareness are important to avoid a humorous incident or serious miscommunication and misunderstanding (Chlopek, 2008). Accordingly, it is argued that culture in English teaching and learning is crucial and essential to any language teaching materials (Tajeddin & Teimournezhad, 2015). However, to understand and respect other cultures and reflect learners' own cultures with others, learners need first to understand and respect their own cultures. Understanding own culture is important to build learners' identities.

Textbooks are regarded as essential tools that facilitate the process of language learning and the acquisition of culture (Allwright, 1981). Using English textbooks in language classrooms effectively conveys cultural aspects and ideologies (Xiong & Qian, 2012). Song (2013) describe a textbook as fulfilling multiple roles, such as being a teacher, a guide, a resource, a facilitator, an authority, and an embodiment of ideology. Within the context of foreign language teaching, Rajabi & Ketabi (2012) argue that textbooks provide linguistic and thematic content and serve as significant sources of cultural elements, reflecting the ideology specific to the EFL context of a particular community. Therefore, exploring cultural elements within foreign language textbooks plays a vital role in fostering intercultural and intracultural awareness among language learners.

Cultural values have been widely discussed and researched in various countries worldwide for the last ten years. Li (2016) investigated cultural values conveyed in EFL textbooks in China, highlighting how these values align with the national curriculum for teaching English to Chinese learners. Behnam & Mozaheb (2013) explored the connection between religion and EFL textbooks in Iran, emphasizing the interplay between religion and education in EFL contexts. Tüm & Uğuz (2014) examined a Turkish textbook for foreigners, finding a slight inclusion of elements from native and global cultures rather than the target culture. Based on the study by Ait Aissa & Chami (2020), they conducted a microanalysis of cultural topics in an Algerian English textbook, revealing the prevalence of dominant "big C" culture and non-target cultural content over small "c" culture and the target culture.

Aoumeur & Ziani's (2022) study examined the cultural portrayal in *My Book of English*, a second-generation English-language textbook used in Algeria's first year of middle school. The objective was to highlight the cultural significance of certain representation choices using both content and linguistic analysis methods. The study utilized the concept of ideology to explore how language contributes to the perpetuation of ideas related to culture, multiculturalism, diversity, nationalism, and identity. The findings revealed that the book's cultural and social representations showcased a balance between preserving cultural heritage and promoting innovation and change. The analysis demonstrated that *My Book of English* recognizes English's role in internationalization and globalism. However, as a foreign language resource, the textbook overly emphasizes the source culture, creating difficulties for learners to transcend national boundaries.

Davidson & Liu (2018) focused on how culture is portrayed in language textbooks, specifically examining the concept of global citizenship, which is increasingly important in our interconnected world. They aimed to address the limited emphasis on global citizenship in language education by conducting a mixed-method study that analyzed cultural representation in Japanese elementary school English textbooks. They also investigated the level of students' connection to global citizenship. Through analyzing the textbook content and conducting interviews with students and teachers, they found that the textbooks provided a simplistic view of culture and failed to fully develop an understanding of the values associated with global citizenship among students. The researchers suggest that English curricula should include meaningful cultural representation to promote cultural awareness, open-mindedness, and social responsibility – key aspects of global citizenship.

Furthermore, Isnaini et al. (2019) conducted a study to explore the role of culture in language learning, specifically focusing on the representations of cultures in EFL textbooks. Another study was conducted by Sadegi & Sepahi (2017) conducted a study examining the portrayal of both big "C" and small "c" cultural themes in three commonly used EFL textbooks: Top Notch, Summit, and Passages. The researchers identified the most prevalent cultural themes in each series through frequency analysis. In the Top Notch series, cultural themes related to daily life, food, customs/norms, and geography (big "C") appeared most frequently. On the other hand, in Summit and Passages, the most common small "c" cultural theme was values and beliefs. The study also investigated the alignment between the cultural preferences of EFL learners and teachers and the cultural content presented in the textbooks. Adapted questionnaires were completed by 135 EFL learners and 36 EFL teachers. The findings demonstrated areas of the match, primarily in small "c" themes, where learners and teachers shared preferences that aligned with the cultural content. However, there were also instances of mismatch, particularly in big "C" themes, where learners and teachers preferred cultural themes that were not adequately reflected in the analyzed textbooks.

In their study, Xiong & Peng (2020) conducted a comparative analysis to explore how cultural values are portrayed in two commonly used Chinese as a second language (CSL) textbooks: New Practical Chinese Reader (NPCR) published in Mainland China and Integrated Chinese (IC) published in the US. They employed a comprehensive critical social semiotic approach to examine the relationships between images and text and the cultural meanings conveyed in the textbook content concerning educational values. The findings revealed three types of image-text relationships: denotational/pedagogic/linguistic, denotational/pedagogic, and denotational. It was observed that IC stands out due to the occasional involvement of images in pedagogic activities, which facilitates guided interpretation. Moreover, IC provides more opportunities for readers to critically and comparatively reflect on Chinese cultural values. In contrast, NPCR predominantly presents cultural meanings that are primarily denotational, thus missing the chance to explore deeper cultural interpretations. The study concludes with discussions and implications regarding the development of cultural content in language textbooks, emphasizing the importance of intercultural authenticity and reflective engagement.

Despite the related studies' significant research on cultural representations in language textbooks across various countries, there are still several gaps in understanding the alignment between cultural values, educational curricula, and the needs of language learners. Existing studies have explored cultural values in EFL textbooks in contexts such as China, Iran, Turkey, Algeria, and Japan, highlighting issues such as the dominance of the source culture, limited emphasis on global citizenship, and the prevalence of certain cultural themes. In contrast, the current study examines the representation of cultural values in English as a Foreign Language (EFL) textbooks used in Islamic junior high schools in Indonesia. While numerous studies have been conducted on cultural representation in EFL textbooks in various countries textbooks within the context of Islamic education in Indonesia.

In the Indonesian context, education in Indonesia is currently experiencing rapid development, including the emergence of Islamic junior high schools. These schools are similar to local schools, utilizing textbooks for teaching purposes. However, Islamic junior high schools utilize local textbooks from the Ministry of Education and Culture. Textbooks should contain what students must learn following the cultural norms in their country. Such as the book entitled "*English for Nusantara*" for grade VII was published by the Ministry of Education and Culture and is used in Islamic junior high schools, namely Madrasah Tsanawiyah Negeri (MTsN). Consequently, researchers have been intrigued to investigate the local textbooks for students at Islamic junior high schools. Additionally, The presents research recruited three teachers to be interviewed. The teachers as participants of this research are EFL teachers who teach English subjects. The aim of this research is to explore their awareness of the culture represented in the textbooks they use as a source of learning materials in Islamic junior high school. To guide this present study properly, this study proposed two research questions below:

1. What cultural values represented in the spoken interaction based on the type of speech act and politeness categories?
2. How does an English teacher see the representation of cultural values and beliefs in local English textbooks at Islamic junior high school?

2. METHODS

This study was conducted based on a qualitative approach to uncover and analyze the cultural values represented by politeness theory, Yule's (1996) speech act categories and Fairclough's (1993: 20) three-dimensional approach. The data was taken from the conversation in the dialogues of the local EFL textbooks. The type of speech acts and politeness is used to analyze the cultural context in "English for Nusantara" for grade VII, which is as an Indonesian EFL textbook that presents the value of culture in both textbooks. By following the positive face and negative face of politeness, Yule's (1996) type of speech act consists of declarations, representatives, expressive, directives, and commissions. The researchers carefully analyse the data to find common themes, topics, concepts, and patterns of meaning that recur. The researchers coded and themed the data based on Saldana (2013) theory.

In addition, given that the number of participants is the teachers who implemented the textbook, which was analyzed, and they come from English majors, this is a fresh insight research. However, the results should provide a more in-depth research culture analysis than past research. In this study, the researchers also analyzed teachers' perceptions of the culture represented in the local textbook. The participants, such as Khadijah, Fatimah, and Abdullah, have been assigned pseudonyms to keep their identities. The participants' backgrounds are presented below.

Table 1. Participants Background

No	Pseudonyms	Subject of teaching	Gender
1	Khadijah	English	Female
2	Fathimah	English	Female
3	Abdullah	English	Male

3. FINDINGS AND DISCUSSION

The findings covered that language units in spoken interactions represent cultural values and beliefs in the local English textbooks. The data were obtained from textbook analysis using the types of speech acts, politeness strategies and semi-structured interviews to support the primary data. In the local textbook entitled "English for Nusantara", the researchers analyzed the types of speech acts and the categories of politeness. Cultural representation was analyzed in the dialogue of a local English textbook. Based on the analysis of types of speech acts and categories of politeness, this section showed and discussed how cultural values are represented by the dialogue that has been analyzed.

3.1 Greetings and politeness are valued as part of Indonesian culture

The first dialogue describes the two speakers named Galang and Andre. The two of them did an asking-and-answering speech act. In the first conversation, Galang greeted and asked Andre about did Andre enjoyed his first day of school. Andre answered Galang's questions by saying, "Well, yes. It's great" That type of utterance presents the type of expressive speech act. Andre expresses his feelings about how he enjoyed the first day at school. Next, Galang introduced himself to Andre and asked Andre about his name. In the last conversation, Galang and Andre asked and answered about their address and their age.

Galang: Hi. Are you enjoying the first day of school? (Greeting and asking)

Andre: Well, yes. It's great. (Answering)

Galang: *By the way, I'm Galang. What's your name? (Asking)*
 Andre: *I'm Andre. (Answering)*
 Galang: *Where do you live? (Asking)*
 Andre: *I live on Jalan Bengawan. How old are you? (Answering and asking)*
 Galang: *I'm thirteen years old. (Answering)*
 Andre: *Oh, I'm thirteen years old too. (Telling)*



Figure 1. Part 1 Galang and Andre are introducing themselves to each other

Part two of Galang and Andre's conversation was the second dialogue that the researchers analyzed. In part two, Galang and Andre are telling, asking and answering about their hobbies and siblings. The expressive type was represented by an utterance performed by Galang when telling Andre if he likes school. The utterance that Galang said in the following utterance, "You know, I like school. But I can't wait to go home." It represents that Galang cannot wait to go home even though he likes school. After that, Andre asked, "Why", then Galang answered that he wanted to go fishing because it was his hobby. Then Andre also told his hobby and that Andre likes mobile gaming. The utterances above can be indicated as expressive speech acts because they explain the speaker's hobbies, preferences or feelings towards something.

Galang: *You know, I like school. But I can't wait to go home. (Telling)*
 Andre: *Why? (Asking)*
 Galang: *I want to go fishing. It's my hobby. (Answering)*
 Andre: *That sounds fun. (Giving response)*
 Galang: *What's your hobby, Andre? (Asking)*
 Andre: *I like mobile gaming. (Answering)*
 Galang: *Oh, I like it too. (Telling)*
 Andre: *Maybe, we can play together. (Inviting)*
 Galang: *Sure! Can I come to your house? (Answering and asking)*
 Andre: *Yes. We can play with my siblings, too. (Answering)*
 Galang: *How many sisters or brothers do you have? (Asking)*
 Andre: *I have one sister and one brother. (Telling)*

The first dialogue above tried to represent how to greet and introduce his/herself to others or new people. The dialogue also portrays good values such as respect for others in the conversation that showed in Galang's greeting and asking Andre if Andre enjoyed his first day of school. After that, they introduce themselves to others. Most of the utterances of the dialogue were about asking and answering. The figure of Galang and Andre in the conversation presented a positive face of politeness and the culture of daily life by greeting to others by introducing him/herself. By showing the good value of greeting showed in the two speakers that are asking and answering and a speech act, i.e., inviting in the last conversation, it will be learned by the students itself and implemented in their daily life because

the conversation represented good values and presented kind of activity that students usually encounter in everyday life.

The same with dialogue one before, this second dialogue was a continuation of the first dialogue. In the second dialogue, they discuss their hobbies, such as Galang saying his hobby is fishing and Andre responding by saying, "that's sounds greet", and also told Galang that he likes mobile games. The utterances of Galang and Andre about their hobby presented a type of speech act that was expressive speech. That utterance was also indicated as a positive face of politeness that represents their hobby. Based on the analysis of speech act and politeness categories, this dialogue represents the positive value of asking and answering about hobbies in daily life situations.

The author of this textbook tried to represent the positive value portrayed in the Galang and Andre figure by asking and answering about their hobbies. The utterances used in the two figures we often found in the Indonesian speech community in interpersonal dialogue in conversations about each other's hobbies when talking to acquaintances. Culture is also a matter of habit, and it is habit that becomes tradition and tradition that gives rise to culture. Local people begin with habitual actions and go on to create common stereotypes.

The English teachers perceived that this content could be used as teaching material in English Language Teaching (ELT) because it represents the culture in Indonesia. Students in Islamic schools, in particular, are expected to learn good and wise behaviour in their daily lives. Observing the cultural representations in local textbooks that highlight the values of moral conduct and Indonesian culture makes it easier for students to develop a good personality that can be applied in their daily lives. The sentences used in the content are also easily understood by students, making it easier for teachers to explain the material when implementing it. As Zainab and Fatimah mentioned:

(Excerpt 1)

"From the dialogue that had shown before, I implemented it during teaching and learning activities because the two texts really represented the local culture, and with the use of the English sentences, I also thought it was easy for students to understand. So it was very suitable for me to use as my teaching material when I taught topics related to it." (Zainab, January 2023)

(Excerpt 2)

"Based on some of the dialogues that were shown earlier, I, as a teacher, conveyed them as well as possible to students so that students could easily understand them. If there were difficult words in the textbook, I invited students to open the dictionary so that students could understand the meaning of these words. In addition, if there were activities in dialogues that students were not familiar with, I added things that usually occurred in everyday life related to these topics." (Fatimah, January 2023)

3.2 Family lunch as Indonesian culture

The second dialogue shows expressive speech act categories because Monica and her sister congratulate her mom. Then another utterance that indicates expressions is when Monica talks about the food that looks delicious by saying, "They look delicious!". Furthermore, when Monita's dad says, "Let's Grace", it is indicated as a directive because Monita's Dad gives commands or suggestions to say grace before eating.

Monita's dad: Today is Special. I have cooked special food for our lunch. (Telling)

Monita: Wow! What's so special, Dad? (Asking)

Monita's Dad: Your mom has got a promotion from her office. (Answering and telling)

Monita & her sister: Congratulations, Mom! (Congratulating)

Monita's mother: Thank you, dear. (Answering)

Monita: So what's the special lunch? (Asking)
 Monita's Dad: They're rice, rica-rica chicken, orange juice, fruit salad and pudding. (Answering)
 Monita: They look delicious! Let's eat then. (Complimenting and giving suggestions)
 Monita's Dad: Let's say grace. (Giving suggestions)



Figure 2. Monita's family lunch

Furthermore, the next dialogue is part two of Monita's and the family's lunch conversation in Figure 2 above. In part two, Monita's family discussed the menu for special lunch. Monita's mother asked Monita what *rica-rica* chicken mixed with rice tastes like, and Monita answered; then Monita's father asked about fruit salad tastes, and Monita's mother answered. Next, Monita's father invited her to eat the pudding and asked how it tasted. Then Monita's sister answered by giving a compliment if the taste of pudding was soft and sweet. Monita's sister thanked her father for the special lunch in the last conversation. The utterances used by Monita's sister are expressive speech act forms which represent that Monita's sister likes to eat, namely pudding and drinking orange juice. she expressed she gratitude as a form of appreciation to her father, who had made the special lunch.

Monita's mother: What does the *rica-rica* chicken mixed with rice taste like? (Asking)
 Monita: The rice is plain. But when it's mixed with the *rica-rica* chicken, it's spicy and savory. (Answering)
 Monita's dad: How about the fruit salad? (Asking)
 Monita's mother: It's sour from the fruits and it's sweet and spicy from the sauce it's so good. (Answering)
 Monita's dad: Now, let's try the pudding. What do you think of it? (Giving suggestions)
 Monita's sister: Hmm.. It's soft and sweet. I'm full now, Mom. I'll finish my lunch with this orange juice. Yummy! It's sweet. Thank you for today's special lunch, Dad. (Telling, thanking and giving compliment)



Figure 3. Monita's family lunch

Still, in the same theme as the previous dialogue, this dialogue represents Andre and Galang's favourite food. Andre and Galang use sentences that present expressive speech acts because Andre asks Galang what food he likes for meals and snacks, then does Galang like coffee without the sugar? It all portrays that Andre wants to know what Galang likes, including food and drink. Then Galang also presented the same type of speech act, namely expressive because he answered by saying he like *tempe bacem* and loves potato chips for snacking, and then he likes coffee with sugar.

Andre: What do you like having for your main meal? (Asking)

Galang: I like tempe bacem. It's sweet. (Answering)

Andre: How about for snacking? (Asking)

Galang: I love potato chips. They are crispy. (Answering)

Andre: Do you like coffe without sugar? (Asking)

Galang: No. It's bitter. I like it with sugar. It's sweet. (Answering).



Figure 4. Andre and Galang's Favorite food

In Indonesian EFL local textbooks, pictures depicting eating together serve various cultural values. Firstly, it emphasizes social bonding by promoting the importance of communal dining, fostering a sense of togetherness among students in Islamic public schools (Ali & Bagley, 2015). Secondly, it highlights the values of hospitality and generosity, showcasing the Indonesian culture's emphasis on sharing food and encouraging learners to be welcoming hosts. This finding implies that culture is mainly shown by products instead of practices and perspectives. Products are shown by foods, Practices are shown by target culture celebrations, persons are shown by famous figures of source culture while Perspective is not presented explicitly in the book. This dominant presence of product element is in line with Kramsch's survey showing that in many language classes, culture was frequently reduced to the four Fs, which means foods, fairs, folklores and statistic facts (Kramch, 1993, p. 218). Similarly, it also supports Yuen's (2011) study, which shows that products relating to entertainment appear most frequently in EFL.

Additionally, in the context of Islamic culture, English teachers also provided supplementary material to introduce students to Islamic etiquette and practices related to dining. This included familiarizing learners with Islamic dietary restrictions, such as halal food requirements, and emphasizing the importance of communal dining and sharing meals in Islamic traditions. The supplementary materials incorporated videos, stories, magazines, newspapers, and other relevant sources to provide a comprehensive understanding of Islamic cultural practices. The inclusion of Islamic values and traditions in EFL textbooks may vary depending on the curriculum, target audience, and regional context (Shin, Eslami & Chen 2010). However, the overarching objective remains the same: to integrate culturally significant content that enables learners to develop a profound appreciation for

the rich Islamic heritage and traditions within Indonesia (Yunis & Abdullah, 2019). As mentioned by Abdullah

(Excerpt 3)

"Yes, I used supplementary materials from YouTube. I downloaded a video related to the day's material being studied and then played and showed it in the classroom. Then I used other additional sources such as newspapers, magazines, and the internet or other social media." (Abdullah, January 2023).

(Excerpt 4)

"Apart from using textbooks, I also used various sources of teaching materials, starting from internet media, YouTube, and other social media. I also used newspapers or magazines if the topic was related to what was being studied in the ELT class." (Fathimah, January 2023).

The school textbook plays a significant role in transmitting dominant ideologies within educational institutions. It is not only reinforcing knowledge acquired from other sources but also has the potential to bring about transformative outcomes. The school textbook is extensively utilized to standardize various behaviors and practices, such as appropriate conduct at school and home, clothing choices, and engagement methods, with the intention of promoting the culture it represents. The findings of this study have crucial implications for the development of a comprehensive approach to designing English as a Foreign Language (EFL) curriculum. EFL textbook authors must consider learners' sociolinguistic competence, which refers to their ability to effectively communicate in different situations. Khouni & Boudjelal (2019) discovered that possessing a strong grasp of social and cultural information can assist learners in accurately interpreting utterances, producing culturally and socially appropriate comments, and avoiding misunderstandings.

3.3 The perceptions of English teachers at Islamic public junior high school on the representation of cultural values in local EFL textbooks

The data obtained from an interview session the researchers highlighted the two findings and discussion regarding the use and usage time of the local English textbook. Then, the teacher criteria of choosing an English textbook and the implementation of the textbook in the EFL class activity. The use of books is quite often used by English teachers because every time they teach English lessons the teacher is required to teach according to the guidelines in the textbook. As Fathimah explained the use of the EFL local textbooks and how she often used them in classes.

(Excerpt 5)

"I used textbooks as teaching materials in learning English in the classroom. They helped me to relate the goals with the curriculum 2013. I prepared the teaching materials based on the need of teaching using textbooks.." (Fathimah, January 2023)

The same as the answers from Fathimah, the second participant is Abdullah mentioned the same thing. the textbook used are also accordance with the curriculum 2013 that they used. The use of textbooks to support teachers in providing learning or teaching materials is very important.

(Excerpt 6)

"I used textbooks in EFL classes as the main source of teaching materials because it was helped me

provide learning as teaching material. The students became more disciplined when they had to bring the book and did the homework based on the textbook.” (Abdullah, January 2023)

On the other side, the teachers also explained the criteria of EFL local textbook. Teachers use textbooks that are in accordance with the applicable curriculum in their schools. The two English teachers' perspectives about that content are the content can be used as teaching material because it represents the culture in Indonesia. The sentences used are also easily understood by students when the text is implemented the teacher can easily explain the material. As Khadijah and Fathimah mentioned

(Excerpt 7)

“From the dialogue that had shown before, I could have used and implemented it during teaching and learning activities because the two texts really represented the local culture and with the use of the English. So it had been very suitable for me to use as my teaching material when I taught topics related to these two things” (Khadijah, January 2023)

(Excerpt 8)

“Based on some of the dialogues that were shown earlier, I, as a teacher, conveyed students as well as possible so that they could easily understand them. If there were difficult words in the textbook, I invited them to open the dictionary. Additionally, if the activities in dialogues that students were not familiar with, I would add things that usually occurred in everyday life related to these topics and conveyed them to students in simple language that students could easily understand.” (Fathimah, January 2023).

From the finding above, it implied that the teachers relied on the textbook to structure their lessons, introduce new vocabulary and grammar concepts, and provide practice exercises for students (Binnie & Wedlock, 2022). The usage time varied among teachers, with some allocating a significant portion of class time to textbook activities, while others used it more sparingly, supplementing it with additional materials and activities. Furthermore, the researchers explored the criteria used by teachers to select an English textbook for their classrooms. The findings revealed that teachers considered various factors when making their selection (Gert et al, 2017). Teachers valued textbooks that not only provided language instruction but also incorporated engaging and interactive activities that showcased Islamic traditions, practices, and values (Lee, 2018). This inclusion aimed to enhance students' understanding and appreciation of the rich Islamic heritage, fostering a sense of cultural identity and promoting tolerance and respect among learners.

4. CONCLUSION

This study describes the effectiveness of the EFL local textbook in the teaching-learning process which contain cultural values and beliefs in Indonesia. This textbook provided the aspects such as greetings, self-introductions, and polite behavior as a reflection of cultural norms that exist in Indonesia. Therefore, this study also revealed social interaction between Galang and Andre which exemplifies different preferences and interests so they can express their feelings and opinions to create understanding and connection. Another expression portrayed as Indonesian cultural values is the depiction during lunch with the family that highlights the significance of family bonds, celebrations, thankfulness, togetherness, and hospitality.

Furthermore, the local English textbook, as is further stated in the paragraph, is helpful in the teaching and learning process and has relevance for students at Islamic public schools since it emphasizes cultural values, which makes it easier for students to grasp and implement the concept

learned in their daily activities such as the importance of communal dining in fostering a sense of togetherness among students in Islamic schools. Moreover, it enhances students' understanding of Islamic etiquette and dining practices in Islam and the requirements for sharing meals in Islamic traditions. In addition, it also stated that the textbook incorporates moral principles, and gives readers a thorough grasp of Indonesian Islamic traditions. The section ends by highlighting the importance of textbooks in raising students' cultural awareness and safeguarding cultural customs and norms in a classroom setting. In this study, it's essential for the teachers to continually examine and improve the textbooks to maintain development in linguistic and cultural trends. To avoid cultural misunderstandings, EFL textbooks must include such cultural knowledge, respect, and tolerance in addition to language proficiency.

At last, this study also beneficial for education development, especially in building students' character, because these local EFL textbooks emphasize the principles of values and norms applied in daily life. The current study only focuses on cultural representation and teacher views of local textbooks, so this study recommends for further research to follow up on analyzing the usage of local EFL textbooks in the classroom learning process to encourage a more effective language education process. However, this study only focuses on the cultural representation local textbook, so this study recommends further research to follow up on analyzing the usage of local EFL textbooks in the classroom learning process to encourage a more effective language education process.

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