

TEXTBOOK EVALUATION: HOW DOES IT ASSIST INTERCULTURAL COMMUNICATIVE COMPETENCE?

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Abstract

Textbooks are powerful tools to deliver content and meaning in instruction. To be able to benefit from the usefulness of textbooks, textbook evaluation is needed so that the use of a textbook is appropriate in certain context. Using the framework proposed by Cortazzi and Jin (1999), this study evaluates the potential use of the textbook *English on Sky* to assist intercultural communicative competence in Instruction as evidenced by the occurrence of three types of cultural elements: source culture, target culture, and international culture contained in the textbook. Conducted in Islamic boarding school context, this descriptive study collected data through a checklist from Cortazzi and Jin (1999), questionnaires distributed to students, and an interview conducted to an English teacher who used the textbook. The findings reveal that the textbook contains all types of cultural elements represented in reading texts, dialogues, pictures, and tasks. Even though the presentations of local, target, and international culture are not balanced in quantities, *English on Sky* has potential to assist intercultural communicative competence in instruction since all types of cultures contained do not conflict with the value of the Islamic context. Pedagogically, teachers can use the textbook as the main source for teaching materials in Islamic schools so that students' Intercultural Communicative Competence can be enhanced.

Keywords: *Cultural elements, Intercultural communicative competence, Textbook evaluation*

INTRODUCTION

Language and culture are two closely related terms. Learning language means learning how to think and act properly in harmony with the culture where the language is used. It is impossible for learners to think in one language without considering the culture behind it, so language learning is culture-bound (Al-Sofi, 2018). Miscommunication can appear if one is able to use

the language but not able to know its culture (Dahmardeh & Kim, 2021; Graves, 2000; Lee & Li, 2020). In other words, the ability to use a language means that the competence to master is not only the linguistic elements of the language but also the culture, context, and value of the community using the language. Students need to be able to have effective intercultural communication and interaction as well as sociocultural adaptation (Lee & Li, 2020). Skills related to intercultural communication needs to be enriched by gaining students' understanding of the target language setting in order for them to convey meanings and participate well in contextual communication.

In addition, the status of English as Lingua Franca requires learners to have exposure towards intercultural understanding. English speakers face not only the culture of Americans and British people but also the culture of non-native speakers and incorporate their own culture (Xiao, 2010). Thus, as suggested by Cortazzi and Jin (1999) that source, target, and international cultures need to be integrated in language learning. Scholars mentioned that 80% of communication used in today's global world happens between speakers whose English is their foreign language (Cogo, 2012)

This leads to the growth of English use in education, business, trade, culture, and diplomacy (Ariawan et al., 2022; Dahmardeh & Kim, 2021). Therefore, conducting monoculture language teaching should be avoided in order to help learners master the language which later can be used to think and communicate contextually. This means that intercultural communicative competence (henceforth ICC) serves as one crucial competence in today's demand for English. Celce-Murcia (2008) stated that to achieve the communicative aim of language learning, cultural and cross-cultural instruction must be integrated within. Similarly, Agustin and Wirza (2020) explained that opportunities for students to learn language both linguistically and pragmatically should be provided. Those should encourage learners' intercultural communicative competence.

In regards to this issue, one tool which helps teachers in delivering cultural content is needed. McGrath (2002) stated that textbooks carry cultural content as valuable inputs in order to expose students to cultural expressions and culture diversity. Textbooks serve as a concrete measurement of students' progress and achievement as lessons are conducted through the book (Haycroft, 1998; O'Neill, 1982). Moreover, textbooks are good sources to deliver not only language skills to students but also morals, character, and cultural values (Sulistiyo et al., 2020). Some educationalists are in the conclusion that the proper use of systematic and comprehensive textbooks can serve as a great way for effective and everlasting change (Haycroft, 1998). Even though textbooks cannot cover everything, they serve as a major source for teaching content since reflection of values and senses for individuals and nations can be obtained from the textbook content (Juan, 2010).

Furthermore, textbooks contain reflection of cultural systems and a social construction resulting in learners' view of culture (Aliakbari, 2004). Textbooks hold a crucial role since it has authority to show and strengthen one's identity. Materials, activities, and tasks contained in textbooks are able to guide teachers to deliver meaning to students (Arslan, 2016). Thus, using textbooks can support teachers to organize students' learning activities both in and outside the classroom (Setyono & Widodo, 2019). Therefore, integrating ICC in textbooks as one of useful teaching

aids is one way to present culture in language learning.

However, textbooks, considered as ready-made materials, need to be evaluated in order to make sure its appropriateness in terms of delivering ICC materials. There are no designed textbooks suitable for every type of learners, yet the goal is to find the best possible fit, as well as the potential for adapting or supplementing parts of the material where it is appropriate (Cunningsworth, 1995). Richards (2001) stated a textbook may be suitable for particular learners; however, the same books may be not. Textbook evaluation is needed to make decisions on selecting materials and take control over the use (Sheldon, 1988).

Therefore, textbook evaluation must be conducted in regard to its content in giving exposure to cultural and real-life environments. Knowing whether textbooks are superficial in culture presentation or weak in assisting learners' ICC will be useful in raising cultural awareness for both teachers and students. This will later result in the appropriateness and effectiveness of using textbooks in order to meet expected outcomes.

Regarding the importance of textbooks and textbook evaluation, existing studies have shown that many scholars are concerned about cultural elements, in English language teaching and learning, which are delivered through textbooks. Sugianto and Wirza (2021) found out that cultural elements contained in an English textbook in Indonesia are able to support students' development of ICC. Similarly, Setyono and Widodo (2019) revealed that English textbooks in Indonesia present cultural aspects which are diversified and show respect to culture differences within Indonesia. More specifically, there have been previous researchers who conducted textbook evaluation study to *English on Sky*, the same book used in this research. Silvia (2015) revealed that the occurrence of types of cultures presented in *English on Sky* does not show comparison and contrast among cultures so that the ICC is not achieved. Besides, Yansyah (2017) figured out that there is an unbalanced proportion and presentation of local and target culture in sentences and pictures contained in *English on Sky* textbook. Similarly, Huda (2019) indicated that there is unbalanced culture representation in junior high school textbooks in Indonesia, and there is little attention in promoting ICC. The previous studies focused more on the quantities of culture types presented then conclusion was made in relation to the promotion of ICC. Meanwhile, this research is more perspectival in that it does not only reveal the occurrences of culture types presented in the textbook but also gain some voices from teacher and students regarding the role of textbook in assisting ICC. In addition, the fact that this study was conducted in an Islamic boarding school where it has certain values and culture makes this research worth-conducting.

Therefore, the present study aims to answer these two questions: (1) To what extent are the source culture, target culture, and international culture represented in the contents of the textbook? and (2) How is the English teacher and students' perception towards the role of the textbook in assisting ICC in instruction?

METHOD

Research design

Consistent with the purpose of the present study, a qualitative approach was utilized. A qualitative approach is used to know the participants' perceptions, feelings, and values that influence

their behavior. This approach is also appropriate to understand the process of meaning-making. Besides, Creswell (2014) stated that a qualitative approach is used to explore and understand a central phenomenon. Since this study explored how the textbook *English on Sky* is perceived in assisting ICC, a qualitative approach is appropriate to be used. In addition, this study used a descriptive qualitative method attempting to “investigate quality of relationships, activities, situations, or materials” (Fraenkel et al., 2012). Besides, content analysis was done at the first stage in order to reveal types of cultures presented in the textbook and to provide initial data before interviewing the teacher.

Research data and participants

The main source of data in this research is the English textbook *English on Sky* for grade 8th students used in an Islamic boarding school in West Sumatera. The book was written by Dr. Mukarto M.Sc, Sujatmiko S.Pd., Josephine S.M. S.Pd., and Widya Kiswara S.Pd. The book was chosen because it is popularly used in many schools. In addition, there has been limited research on the use of the textbook in the Islamic context. It is important to be scrutinized in order to see how it delivers ICC in the teaching and learning process. Regarding this, the cultural contents (source, target, and international cultures) of the textbook will be the initial focus to analyze. In addition, questionnaires were distributed to 15 students selected from classes in grade 8th of the school in order to find out their perception towards the role of the textbook in delivering ICC in English learning. Furthermore, an English teacher was interviewed to get their perceptions on the use of the textbook in accommodating ICC in instruction.

Data collection and analysis

Content analysis, student questionnaire, and teacher interviews were three instruments used to collect the data and to make the most of data validation. Content analysis aims to assess numbers of cultural representation in the textbook chosen by using an analysis checklist from Cortazzi and Jin (1999). The checklist consists of local, target, and international culture. It was chosen because it focuses on cultural materials and it has been widely used by many researchers in the same field to explore the degree to which a textbook has an emphasis on each of the items as well as the manner in which it does so. Results from content analysis were categorized into reading texts, dialogues, pictures, and tasks presented. The process was done by the two researchers who each analyzed the types of culture presented in the textbook then the results were compared so that mutual agreement is achieved. The findings were presented in the form of tables and the results were described qualitatively in order to answer the first research question.

In addition, the student questionnaire adapted from Xiao (2010) and Kilickaya (2004) was distributed to students in order to get their perception towards the role of the textbook in delivering ICC in instruction. The questionnaire was used since it focuses on students' perspectives towards four indicators: cultural contents in general, source culture, target culture, and international culture. In addition, the items in the questionnaires relate in detail to how cultural contents in terms of source, target, and local culture, support the process of learning. The data were analyzed by converting its result to percentages to see students' tendency on each item of the questionnaire.

Lastly, teacher perception was also revealed by using interview items. The items include teacher's perception on overall occurrence of culture presentation in the textbook, the importance of integrating cultures in learning, consideration in delivering textbook's materials, and judgment

on how the textbook can assist ICC. Some steps were used in the process of analyzing the data as suggested by Creswell (2014): recorded interview transcription, data coding, data description, and data interpretation. In addition, the data obtained from the interview were confirmed to the participant in order to check the interview content and to avoid misunderstanding.

To sum up, data gathered from content analysis aims were displayed in the table form to answer research question number 1; meanwhile, student questionnaire and teacher interview results were described qualitatively in order to answer the second research question. Conclusion on how the textbook can deliver ICC is thoroughly described.

FINDINGS AND DISCUSSION

The results obtained in this study focus on two aspects. First, it reveals the ICC features in *English on Sky* textbook. Second, it finds out the teacher' and students' perception towards the role of the textbook in delivering ICC in instruction. The results are described in two parts: cultural representations in *English on Sky* and perception of Students and Teacher towards the Cultural Contents in the textbook. In order to answer the first research question, the occurrence of cultural types in the *English on Sky* was tallied. To answer the second research question, the findings from questionnaires distributed to students and the interview conducted to the teacher are described. All findings are presented below.

Cultural presentations in *English on Sky*

In conducting content analysis, the three types of cultures presented by Cortazzi and Jin (1999) were taken into account to indicate the numbers of cultures occurring in the textbook *English on Sky*. They are local culture, target culture, and international. The data obtained were categorized into learning activities contained in the textbook: reading texts, dialogues, pictures, and tasks. All of these parts were analyzed and the overall occurrence of each can be seen in table 1 below.

Table 1: Summary of the Occurrence of Cultural Contents

Items	Reading Texts	Dialogues	Pictures	Tasks	Total
Source culture	10	2	21	9	42
Target culture	1	0	25	4	30
International culture	2	1	0	8	17

As can be seen in the table 1 above, three types of cultures categorized by Cortazzi and Jin (1999) are presented in the textbook *English on Sky*. Source culture has the most occurrences in the textbook, target culture takes the second place, and international culture appears at least.


Regarding the source culture, it was found that there are reading texts, dialogues, pictures, and tasks related to students' culture. In this case, the source culture refers to Indonesian culture which might be in the form of various ethnicities that existed in Indonesia such as Javanese, Sundanese, Minangnese, and other ethnicities. The presented elements of cultures can be through stories about Indonesian legend, pictures of Indonesian figures, explanations related to Indonesian traditional games, pictures of Indonesian local products, and other elements. Below are the samples for the source culture presented in the *English on Sky*.

Source culture

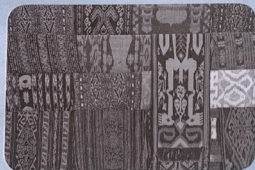
Samples of source culture can be seen in Figures 1, 2, and 3.

A. Read the text below.

Atiqah and her family went to Lombok last holiday. They flew to Lombok by Garuda Indonesia. They visited Sasak Village and bought some souvenirs. After that they saw a traditional Sasak wedding. Atiqah met some students from a local school and made friends with them.



Sasak Village



Tenun ikat cloth

From Lombok, they travelled to Flores. They took a ferry from Sape port to Labuan Bajo, Flores. They went to a traditional market and bought some *tenun ikat* cloth. Before they went back to the hotel, they ate some local food and drank *moke*, a special drink made from *siwalan* fruit.

Figure 1. Sample of Source Culture in a Reading Text

Dialog 2

Atiqah : Johan, can you play *gobak sodor*?

Johan : I can.

Atiqah : Good. Can we play it now?

Johan : I'm sorry I'm tired. Can we play something else?

Atiqah : How about playing *congklak*?

Johan : Okay. Let's play it.


Figure 2. Sample of Source Culture in a Dialogue



Figure 3. Sample of Source Culture in a Picture

D. Complete the text with the simple past of the verbs provided.

watch	eat	walk
be	go	have
buy	drink	go



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I can't believe I'm really in Bali with my friends. Yesterday, I (1) _____ a great time. My friends and I (2) _____ to Garuda Wisnu Kencana and (3) _____ the Kecak Dance. The dancers (4) _____ so attractive and energetic. Then we (5) _____ some souvenirs for our family. We (6) _____ *ayam betutu* and (7) _____ *daluman*. Before we (8) _____ back to hotel, we (9) _____ along Kuta beach.

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Figure 4. Sample of Source Culture in a Task

As can be seen from figure 1 to figure 4 above, some topics related to Indonesian culture are presented in the textbook. In the sample of reading text, a visit to one of the tourism destinations, Sasak Village located in Lombok, is presented. Orders of events experienced by Atiqah and her family were exposed, and they not only include places they visited but also include the transportation they traveled with, souvenirs they bought, and traditional occasions they saw. That the text mentions *Garuda Indonesia* serves as a source culture for students regarding Indonesian brand of transportation. Moreover, they get knowledge about traditional weddings in Sasak village after seeing the wedding. Besides showing the cultures of Sasak village in Lombok, the cultures of another island, Flores, are also presented including *Tenun Ikat* cloth as one of traditional souvenirs in Flores and local food and drink called *moke* made from *Siwalan* fruit. Through the events and experiences presented, the students can see the cultural representation of Lombok and Flores.

In addition, in figure 2 and 3, *Gobak Sodor*, a traditional game for children in Indonesia is presented. This increases students' awareness of Indonesian traditional games which are still maintained in Indonesia today amidst many others of more tempting digital games. For students who are already familiar with the game of *Gobak Sodor*, they can directly relate to their experiences doing the game. On the other hand, for students who are not yet familiar with the game, they picture presented consisting of children playing *Gobak Sodor* can stimulate them to think of what kind of game is it, and if they are still not able to identify the game, the picture help them to ask question related to for example the game setting and procedures to peers and teacher.

In figure 4, students are required to fill in the blanks of information related to Bali's culture. This activity increases students' knowledge about cultures outside their origin, *Minangnese*. In the blank texts, some information of traditional cultures of Bali is presented. One of them is *Garuda Wisnu Kencana*, a park where traditional events often take place. In the text, it is presented that the writer watched a traditional dance of Bali called *Kecak*. In addition to this information, traditional food and drink of Bali are also presented. Two samples mentioned are *Ayam Betutu* and *Daluman*. These terms may be a little bit strange for students since there is no further explanation provided, however, this is good in order to increase students' awareness of Indonesian traditional food and drink, and stimulate them to have further discussion on the topics with peers and teachers.

Target Culture

Samples of target culture can be seen in Figures 5 and 6.



Figure 5. Sample of Target Culture in a Picture

A. Complete the dialog. Use the expressions in the boxes.

What movie was it?	Did you still enjoy it?
It's about dinosaurs, isn't?	Were you home?

Johan : Hi, Thinneke. I passed by your house yesterday. It was quiet. (1) _____

Thinneke : Yes. Everybody was home yesterday. My family and I were watching a movie.

Johan : Really? (2) _____

Thinneke : *Jurassic Park*.

Johan : *Jurassic Park*? An old movie? (3) _____

Thinneke : Well, it's an old movie, but I like it a lot.

Johan : (4) _____

Thinneke : Yes, it is. I learned a lot about dinosaurs from it.

Figure 6. Sample of Target Culture in a Task


Figure 5 and 6 above show the samples of target cultures presented in picture and task in the textbook. In figure 5, A popular figure best known as Mr. Bean is shown. Since Mr. Bean's cartoon and movie were very popular on Indonesian television, some students may be familiar with him, but some students may not. Regarding this, the presentation of a picture of Mr. Bean helps students to be more curious of who exactly the figure is. Furthermore, this will encourage students to know where he comes from, what he is known for, and many other cultures underlying his background.

In addition, in figure 6, one of west's popular movies called *Jurassic Park* is being the topic of conversation in the dialogue. The students who both have watched and have not yet watched the movie will be helped in understanding the culture presented in the movie like the adventures experienced by the actors and conflicts challenge them. Through understanding of these, students' knowledge about western life increases.

International Culture

Samples of international culture can be seen in Figures 7, 8, 9, and 10.

Read the text.

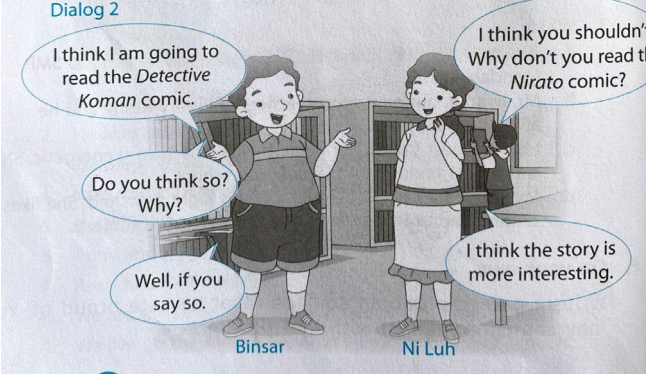


Malala, a Courageous Girl

Malala Yousafzai is an activist for female education. She is the youngest Nobel Peace Prize winner. She was born in Mingora, Pakistan, on July 12, 1997. In 2009, she started writing a diary about living under Taliban rule. They destroyed schools for girls and prohibited girls from going to schools. She then wrote all about her fears and concerns in her diary. Soon she became very famous in Pakistan and began to talk about the rights of girls to have an education. The Taliban did not like her activity. In October 2012, someone shot Malala in the head and neck. She survived the attack although it took her about three months to recover. Two years after the attack, Malala won the Nobel Peace Prize. Malala's courage and achievement have become an inspiration for many people.

Figure 7. Sample of International Culture in a Reading Text

Dialog 2



I think I am going to read the *Detective Koman* comic.

Do you think so? Why?

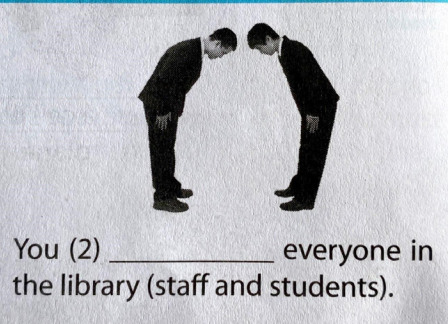
Well, if you say so.

I think you shouldn't. Why don't you read the *Nirato* comic?

I think the story is more interesting.

Binsar Ni Luh

Figure 8. Sample of International Culture in a Dialogue



You (2) _____ everyone in the library (staff and students).

Figure 9. Sample of International Culture in a Picture

c. Complete the text using the words in the box.

is is play give make thank
is are are buy celebrate

Mother's Day around the World

In the United States, Mother's Day (1) is a national holiday. It (2) _____ on the second Sunday of May. On this day, people (3) _____ their mothers for their love and support. People also hoist the national flag on their houses and important buildings to honor their mothers.

People in New Zealand (4) _____ Mother's Day by going for picnics and dinners. Markets (5) _____ busy because people usually (6) _____ gifts for their mothers and grandmothers.

In the United Kingdom people celebrate Mother's Day in a big way. They (7) _____ flowers to their mothers. The popular flowers (8) _____ roses and carnations. They also (9) _____ special cakes for their mothers.

Mother's Day celebration in Mexico (10) _____ on May 10. People (11) _____ music and give traditional food to their

Figure 10. Sample of International Culture in a Task

Moreover, the *English on Sky textbook* contains information and activities related to international culture. Figure 7 above shows a biographical text about one of the courageous women in the world, Malala. She is originally from Pakistan. The text is presented together with the picture of Malala. Furthermore, the text mentions cultural background of her including where and when she was born, achievement she got, and how Malala's career starts. In addition, information regarding her death; she was shot in the head and neck. Through this information, students will be helped to have knowledge on how a career woman used to live in Pakistan, what kind of life the woman had, and the tragic death that happened. The students can also make comparisons with the cultures of women's life today in Pakistan and in other parts of the world.

Figure 8 presents a picture related to how people in China greet others. The picture is useful for students to understand different ways people interact around the world. The single picture presented, similarly, can be the source for students to make comparisons on how people in the other parts of the world greet each other

Figure 9 contains information about a special day, Mother's Day, that all people in the world often celebrate, including Indonesia. However, the celebration held is different for different countries. In the text, Mother Day celebrations in New Zealand, United Kingdom, and Mexico are presented. It is mentioned in the text that generally people often hoist the national flag on their houses and important buildings to honor their mothers. Students who are not yet familiar with this culture may be surprised since Indonesia does not celebrate in the same way, yet this is a good source to understand the cultures different to theirs. Specifically, it is discussed that people in New Zealand have picnics to celebrate Mother's day, people in the United Kingdom give flowers and cakes to their mothers, and people in Mexico play music and give traditional food to their mothers. These differences raise students' awareness of differences towards cultures.

Perception of Students and Teacher towards the Cultural Contents *in English on Sky*

The second research question aims to reveal teachers and students' perception towards the role of the textbook in delivering ICC in instruction. The findings are presented below.

Students' Perception on Cultural Contents in the textbook English on Sky

In addition to the content analysis, the results of the questionnaire given to students are presented below

Table 2. Questionnaire Results

No	Item	%
1	Cultural knowledge contents are included in most reading texts, dialogs, pictures, and tasks.	73.33
2	The cultures of English-speaking countries are mainly focused upon.	78.33
3	A variety of different cultures were presented.	80.00
4	Compared with cultural learning, the tasks were designed with a focus on linguistic learning.	71.67
5	The cultures of non-English-speaking countries are mainly focused.	90.00
6	Indonesian/ local culture is mainly focused upon.	85.00
7	I want to learn cultural contents as well as linguistic knowledge.	91.67
8	It is very important for me to know the culture of English-speaking countries, such as England, America, and Australia.	85.00
9	It is very important for me to know the culture of non-English-speaking countries, such as Thailand, India, or Brazil.	53.33
10	It is very important for me to know about daily living and culture patterns, such as food, holidays, lifestyles and customs.	73.33
11	I can communicate with English native speakers at a better level if I know about their culture.	85.00
12	As an Indonesian, knowing our own culture is a "must"	88.33
13	Indonesian culture is necessary for me when I communicate with Foreigners	86.67
14	International culture is not very important for my English learning, so I am not interested in it.	50.00
15	There is no much chance for me to encounter the international culture for my future career. It's far away from my actual life.	90.00

The responses given are in line with the content analysis conducted. The majority of students agreed that the textbook *English on Sky* contains cultural elements. Moreover, they agreed that the cultural elements contained are various, thus, they are aware that the textbook contains local, target, and international culture. It can be seen from the items number 1, 2, and 3 which get high percentages. Related to the tasks (as can be seen in item 4), the majority of students (71.67%) stated that the tasks were designed to focus on linguistic rather than cultural contents. It is true that compared to reading texts, dialogues, and pictures, tasks occur less in terms of presenting local, target, and international cultures as can be seen in Table 1 (Summary of the Occurrence of Cultural Contents).

Related to students' views on the importance of learning cultural contents, 85% of students gave positive views on the importance of knowing the culture of English-speaking countries

(target culture). A quite average percentage of 53.33% is related to the urgency of learning international cultures. The students felt that international culture is not that important for them due the fact that there is no chance for them to encounter the international, and it is not related to their actual lives. This strong argument can be seen in item 15 which gets a high percentage of 90%. For local culture, there is no doubt that 83.33% of the students knew the urge to learn it.

In relation to English learning, the majority of students strongly agreed that they want to learn cultural contents as well as linguistic knowledge. Moreover, positive responses towards local (86.67%) and target cultures (85%) were received. They agreed that Indonesian culture is necessary to communicate with foreigners, and they can communicate with English native speakers at a better level if they know about their culture. However, the students agreed that international culture is not very important for their English learning. As a result, they become not interested in learning it.

Teacher's Perception on Cultural Contents in the Textbook English on Sky

In line with the results of previous content analysis and students' questionnaire, teacher voices show that the textbook *English on Sky* contains various cultural elements (local, target, and international culture).

"...kebanyakan memang budaya lokal, kemudian juga ada budaya target. Kalo budaya Internasional, menurut saya tidak ada." (the textbook mostly contains source culture, then target culture also exists, but in my opinion there is no international culture)

The teacher stated that the main focus in the textbook is on local culture. The topics are various such as popular places, tourism attractions, and games. The second place is on target culture. Meanwhile, the textbook contains almost no international culture. This reflects that since the occurrence number of international culture contained is less, it is not being much on the spot by the teacher, yet the international culture occurs in the textbook as previously presented in table 1.

In order to find out whether the textbook *English on Sky* suits the islamic context of the school, the teachers were asked about any related materials they need to omit in instruction.

"...budaya lokal di Indonesia juga kebanyakan tidak bertentangan dengan nilai-nilai Islam. Kalo untuk ilustrasi budaya luar juga banyak ya disini. sejauh ini masih dalam kategori sopan dan anak-anak juga sejauh ini juga mengerti kalau yang ditampilkan disitu bukan muslim." (...most Indonesian cultures do not conflict to Islamic values. Many illustrations about target culture are contained, but so far they are categorized as acceptable. The students also understand that those cultures do not belong to Muslim)

The answers show that the textbook suits the context of learning very well since there is no material removed. The teacher mentioned that the source culture contained in the textbook did not contradict the value of Islam, and the illustrations presented were categorized as acceptable. Besides the source culture, the target culture is presented in the textbook through appropriate

pictures, texts, and dialogs so that the students respect the culture very much. They also understood that those target cultures do not belong to Islamic values. Since the textbook contains high numbers of local culture, Indonesia culture, and since the majority of culture in Indonesia does not conflict with Islamic context, all materials contained become relevant. In addition, the teacher mentioned that the existence of various cultures which show a variety of cultural elements serves an important function as increasing the value of students' tolerance for cultures which are not the same as the culture they own.

“...ini juga meningkatkan toleransi karena kan kita di Indonesia juga tidak semuanya muslim jadi kita juga harus menerima.” (...it increases tolerance since in Indonesia many religions exist)

From the response, it can be seen that the existence of Indonesian culture, which also contains many varieties of ethnic, customs, and values, helps students to be open to the existence of other cultures (target and international cultures) and their tolerance increases. Thus, the findings mean that cultural elements contained have positive impacts to students' awareness of cultural diversity. Instead of judging and removing the materials, it needs to be delivered in order to open students' eyes to cultural diversity not only in Indonesia but also to various cultures in the world.

Moreover, the teacher strongly agreed that learning language means learning the cultures since language is a product of culture. They thought that delivering linguistics elements only does not contribute well to students' communicative competences. Meanwhile, delivering cultures in language learning have positive effects on students' communicative competence. In response to the cultural elements contained in *English on Sky*, the teacher expected that there will be more target and international cultures, if possible, presented in the revised version of the textbook. This is due to the fact that many students asked about them in the classroom, and some students may want to continue their study abroad in the future. By mastering ICC skills containing diversified culture, it is expected that students will be assisted a lot in communicating to people from different culture and functioning well by owning communicative competence in life.

There are two main findings highlighted in this research. *Firstly*, the textbook *English on Sky* contains three types of cultural elements (local, target, and international cultures) as proposed by Cortazzi and Jin (1999) in the reading texts, dialogs, pictures, and tasks. *Secondly*, the content analysis conducted, questionnaires distributed to students, and the interview conducted to the teacher proves the fact that the textbook functions as a tool to deliver ICC in English instruction. The following paragraphs discuss each finding.

To begin, the first finding shows that the occurrence of culture types contained in the textbook is unbalanced. The result is aligned with Silvia (2015) who found out that in *English on Sky*, the most prominently culture presented is source culture, followed by target culture, and international culture contents. In line, Yansyah (2017) figured out that there is an unbalanced proportion and presentation of local and target culture in sentences and pictures contained in the same textbook. However, even though the number for each culture occurrence is not balanced, the variety of culture presentations still suits the needs of learners who feel the urge of learning cultures in language. Regarding this, Sugianto and Wirza (2021) revealed that the variety of

cultures presented in an Indonesia commercial English textbook for vocational school can assist the delivery of students' ICC. Similarly, Setyono and Widodo (2019) found that the representation of cultures in English textbooks in Indonesia is diversified and encourages students to have high tolerance.

This is also corroborated by Cortazzi and Jin (1999) in that integrating various cultural elements in language learning is crucially important; therefore, the target culture should be taught along with the teaching of the target language. In addition, the language should also enable non-native speakers to describe their own norms and culture by using this international language since English nowadays is considered as an international language or a Lingua Franca (McKay, 2003).

Based on the findings that have been explained, the type of culture prominently presented is the source culture. It is in harmony with many studies on culture types contained in English textbooks that revealed that source culture is mostly presented. Dahmardeh and Kim (2021) found out that source culture is favored in coursebooks used in schools of Iran. In addition, Xiang and Yenika-Agbaw (2021) revealed that the English textbook in ethnic Mongol in China contains various cultures from many countries, however discourses in the textbook mainly represents inner circle countries.

Regarding the issue, Byram and Morgan (1994) argued that even though learners are good and proficient in learning the target language, their learning process is constantly affected by the cultures of their native languages. By not denying students' native language culture, their own identity is not denied too. Integrating students' cultural background into various learning materials encourages learners to communicate to others about their own culture by using the target language. In addition, the finding is consistent with Widdowson (1998) who stated that delivering materials integrating source culture may help students to be able to activate their local knowledge such as being familiar with preoccupations and customs of the community they live in.

The next type of culture prominently presented in the textbook is the target culture. Even though the previous discussion encourages the integration of different cultures in textbooks, McKay and Bokhorst-Heng (2017) suggested that the inclusion of culture from countries using English as the local language can cause students to discontent with their own culture. It can lead students to have a sense of dissatisfaction with their own culture and judge their source culture against the western culture. Thus, McKay and Bokhorst-Heng (2017) encouraged that English learning should be in the context of learners' country and culture.

However, at the same time, many researchers have suggested that integrating cultural aspects in the textbook and teaching materials gain students' competence to communicate and interact in foreign language. Similarly, Brown (2007) mentioned that the knowledge about target language culture is a crucial factor contributing to the success of English learning and teaching in a contextual and meaningful way. Intercultural communication competence enables students to communicate effectively in intercultural contexts and to comprehend communication patterns, expectations, and interpretations of others.

Next, regarding the role of the textbook in assisting ICC and even though there is an unbalanced

proportion of culture types contained, the findings from the teacher interview indicate that the textbook *English on Sky* can assist the delivery of ICC in English language teaching and learning. The teacher using the textbook teaches by using culture based teaching by emphasizing on different cultural topics delivered through the textbook. This finding is contrary to that from Silvia (2015) mentioning that *English on Sky* does not qualitatively achieve ICC due to its artificial content instead of substantial. These contradictory results may be affected by some other factors – one of which is the teacher factor.

McKay (2003) argued that teachers should be able to select appropriate pedagogy that meets the needs of learners, including choosing suitable textbook topics. That the textbook contains high numbers of local cultures ease teachers to deliver ICC in the classroom. Local literature such as cultural, aesthetic, religious, and socio-political experiences serve as a tool to express students' identity and can then be communicated to the global community. Additionally, it increases students' knowledge development as well as awareness of other cultures (Cortazzi and Jin, 1999).

In the EFL Indonesia context, specifically since the current curriculum (*Kurikulum Merdeka*) expects students to perform and live well in a global and industry context where intercultural interaction involves, teaching culture integrated in English learning can facilitate this need. Tedjasukmana (2013) stated that English is a mediator to promote the unity of different ethnic groups in Indonesia and is able to expose the students to have a global perspective about the diversity and how to live with it. Furthermore, the textbook assists ICC delivering in that it integrates language and cultures which the teacher also emphasizes in the teaching process, fosters explicit connection between language and cultures, and emphasizes the learning context to intercultural communicative competence rather than native-speaker competence. Thus, these result in students' ability to interact with people from different cultures (Byram, 1997). EFL teaching and learning experience should be able to facilitate learners to communicate in a multicultural world by equipping the class with different intercultural perspectives.

Finally, both the teacher and students recommend that it will be more suitable if the textbook contains more target and international cultures in order to meet the students' needs. In using learning materials and developing the materials in teaching practice, the students' needs should be accommodated. Textbook evaluation is inevitably subjective, that it 'focuses on the users of the materials' and attempts to measure the potential or actual effects of the materials on their users. Thus, some adaptation by adding materials outside the textbook is an alternative way teachers can choose in delivering cultural contents in teaching and learning practices.

CONCLUSION

The textbook *English on Sky* is considered suitable for the students in grade 8 of junior high school in Islamic boarding school context, and the textbook is a good source and tool to assist ICC in language learning. This is due to the fact that the textbook consists of different types of cultural elements: source culture, target culture, and international culture. Even though the presentation of each type of culture is not balanced, indeed there is no theory suggesting they should be quantitatively balanced, the teacher's emphasis on cultural aspects while delivering learning materials can promote ICC in learning. Thus, students' awareness on their own culture and the culture difference to theirs (target and international culture) can increase. As a result, students can function effectively in regional and global context.

Based on the findings, discussion, and conclusion of this research, first, it is suggested that English materials developers, especially English textbook authors include and vary more target and international cultures in the English textbook. In addition, it is suggested that culture should be delivered in a non-judgmental way, like the one in the textbook *English on Sky*, where all cultures are treated equally, and students are led to have tolerance to diversity not only to foreign culture but also to Indonesian culture which also varies. Furthermore, for future research, classroom observation and analysis on how the textbook is used in the classroom to deliver ICC is recommended so that the textbook can be employed to fully support ICC in language learning.

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