

Comparison of Cultural Awareness in English Textbook for General and Elective Programs Used by EFL of Senior High School

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ABSTRACT

The main goal of this research is to determine "What cultural awareness is represented in the English textbooks Pathway to English Grade X General Programme?", "What cultural awareness is represented in the English textbooks Pathway to English Grade X Elective Programme?", and "What are the comparison between two English textbooks?". Two English textbooks from the same author and publisher but used in different programmes for senior high school were chosen for this study, they are Pathway to English Grade X, General Programme; and Pathway to English Grade X, Elective Programme. This study is part of the qualitative approach to library research. To make it easier to understand, Percentage-based quantitative analysis is used. Researchers collect data from English textbooks in the context of textbook analysis to come clean about the way culture awareness contents are represented in two English textbooks. The findings show that all English textbooks presented cultural awareness content, and the cultural awareness contents in each English textbook used by Senior High School as EFL have covered four aspects of cultural content for Book I, and seven aspects of cultural content for Book II. Although not all aspects of the cultural category are covered in the English textbook, it is clear that the cultural content exceeds half of the total. The percentage of those is as follows: Book I have 72,80 per cent and Book II have 70 per cent. This suggests that the authors should use several different cultural awareness aspects in their English textbook as EFL.

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1. INTRODUCTION

In Indonesia, English is considered a non-native speech. It has a distinct position in the educational program. In this regard, English has been taught as a non-native speech in Indonesian schools ranging from elementary to junior high and then to senior high. Teachers can use instructional resources to supplement their classroom teaching and learning activities to help them carry out instructions and achieve material objectives. There are two kinds of instructional materials: printed materials like textbooks, modules, handouts, brochures, and pamphlets and non-printed resources like Materials on videotape, CD, the internet, and computers A textbook

is one of the most commonly used materials. The employment of English textbooks is well-regarded by both teachers and students. It serves as a guide for teachers while delivering materials, as well as providing vital information through various explanations and exercises. It has an impact on the learners' attitudes and performance when it comes to resources. It is a fact that if people enjoy their textbooks, they will participate enthusiastically in class. According to (Nurul Ain Johar & Azlina Abdul Aziz, 2019), the most crucial part of textbook utilization is for instructors to attempt to involve schoolboys in the topic they will be dealing with. It also supplies numerous occasions for students to communicate in English in the classroom. According to (Weri et al., 2019), a textbook is a resource for students to work out and participate in zeal such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing. In short, a schoolbook helps teachers implement the educational program because it is based on the required educational program and provides learners with direction and opportunities to study.

The importance of culture in language learning cannot be overstated (Ratnasari, 2019). If someone wants to master a language, including English, the link between culture and language cannot be broken. Language speakers' minds will be influenced by culture as well. This is evident when it is demonstrated that the language used for daily communication forms a culture. Communicating in a social group entails more than just talking and exchanging ideas; it also entails learning, thinking, and believing in the mode of interaction employed. As a result, learning a language entail not only knowledge of the language itself, but also knowledge of the cultural customs and values that frame the language for it to align with the culture.

When it comes to mastering English, language and culture have an intimate relationship. (Yılmaz et al., 2019). The language's culture must also be studied. And someone in Europe is beginning to recognize the value of learning about a country's culture. This is because, to be successful in communicating and interacting in English, cultural content must also be taught in the classroom through a variety of methods such as the use of authentic materials, proverbs, role-playing games, and students as cultural resources, ethnographic studies, and literature. Understanding foreign cultures while learning English broadens students' perspectives on what is unusual to see or feel. Students can also respect others' points of view when debating, explaining, or expressing their own. Cultural literacy can be enhanced through a variety of means, such as the employ of authentic materials, student exchanges, ethnographic studies, and literature. Textbooks can also be used to introduce students to cultural literacy.

Today, there are numerous types of English schoolbooks available to meet the needs of the teaching and learning processes. They are commonly used in educational settings. The activities in this schoolbook overwhelm four abilities: listening, speaking, reading, and writing. They urge students to enhance their literacy, discourse, and level of culture in English. However, no single book can meet the needs of all types of students. Some of them aren't always relevant to the curriculum standards. According to (Grant, 1987), There is no such thing as a perfect book. This implies that a schoolbook may have flaws even if it is published by a reputable publisher. As a result, classroom schoolbooks should be evaluated. The decision is based on whether the schoolbook meets the curriculum's objective, is appropriate for the context of learners, and other considerations. Because English teachers utilize textbooks in their classes, they must select one that is appropriate for their students. They must assess its usefulness and effectiveness before deciding to use it to provide completely appropriate and ideal service solutions to students' needs.

According to (Gholami et al., 2017), essentially, schoolbook assessment is simple, Analytical matching is the process of matching requirements to available solutions. The process of deciding which schoolbook to utilize based on the necessity and value of teaching and learning is known as the schoolbook assessment. It is required for teachers because it offers worthwhile information for designing and organizing student activities or duties in the classroom (Gunantar, 2017). To summarize, the goal of schoolbook evaluation is to identify the best material as an EFL teaching resource that will be appropriate for the learners. Understanding foreign cultures as students learn English broadens their perspectives on what is unusual to see or feel. When debating, explaining, or expressing their points of view, students can also respect those of others. Cultural literacy can be improved through a variety of methods, such as the use of authentic materials, student exchanges, ethnographic studies, and literature. (Maulana, 2020).

Textbooks can also be used as a medium to introduce cultural literacy. Based on the foregoing, it is critical for English teachers to pay attention to elements of English culture when teaching English, so that students can communicate using the language they learn (Riadini & Cahyono, 2021). Students will benefit from understanding the situations they will encounter when reading or listening to English texts if they are familiar with the language's culture. Furthermore, understanding the dominant culture in the community through the language being studied will increase their understanding and tolerance for other cultures. As previously stated, numerous experts propose criteria for evaluating EFL textbooks, including (Gholami et al., 2017), (Ahmadi & Derakhshan, 2016), and, last but not least, (Muhsen Al Harbi, 2017). Each expert has a different take on what makes a good EFL textbook. However, everyone agrees that evaluation checklists should include criteria for

textbook physical attributes such as layout, design, size, and visuals. Other important criteria to consider are those that evaluate the textbook methodology, curriculum-based material availability, language skills, topics, language appropriateness, and cultural aspect.

It is reasonable to assume that the writer should take into consideration a balanced representation of cultures based on the preceding description when designing a good English textbook. It means that, as proposed by (Muhsen Al Harbi, 2017), Culturally relevant content from cultural awareness, source culture, and international culture should be included in textbook materials. Such cultural representations are meant to help students perceive and categorize social situations they may encounter, emphasizing cultural skills as well as cultural awareness. As well known, textbooks are still used as the primary source in the teaching and learning of English, which is expected to cover everything, including cultural aspects.

As a result, analysis is required. One method is to go through each chapter of the English book used and see if it has included learning about foreign cultures as ESL related to the material being taught. (Faris I. N., 2014) Incorporating culture into textbooks is an attempt to thoroughly examine English textbooks to aid in the development of teaching materials and the improvement of educational quality. Therefore, this study specifically seeks to determine the cultural awareness contents of textbooks used in English learning, as well as how the cultural awareness content is presented in high school English textbooks. The primary research questions addressed in this study are as follows: 1. What cultural awareness is represented in the English textbooks Pathway to English Grade X General Programme? 2. What cultural awareness is represented in the English textbooks Pathway to English Grade X Elective Programme? 3. What are the differences between these English textbooks?

2. METHOD

2.1 The Objective of Analysis

This study is part of the qualitative approach to library research. Researchers collect data from books, in the context of textbook analysis to reveal how cultural awareness is portrayed in two English textbooks.

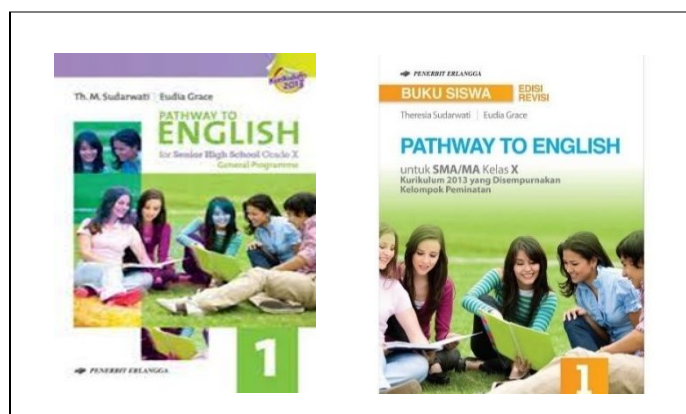


Figure 1. The Sources of Data

Table 1. The English Textbook as Data Source

No	Book Title	Grade/ Programme	Authors	Description
I	Pathway to English	X/ General Programme	<ul style="list-style-type: none"> • T.h. M. Sudarwati • Eudia Grace 	<ul style="list-style-type: none"> • Student Book • 11 Chapters, 248 pages • Indonesian National Curriculum (K13)
II	Pathway to English	X/ Elective Programme	<ul style="list-style-type: none"> • T.h. M. Sudarwati • Eudia Grace 	<ul style="list-style-type: none"> • Student Book • 10 Chapters, 212 pages • Indonesian National Curriculum (K13)

There are three sources of cultural information are used to identify the textbook, three types of culture materials: cultural awareness materials, source culture materials, and international culture materials

(McDonough et al., 2013). The focus of this analysis is on the target cultural material, especially for culture awareness content presented in two English textbooks is checklist reveals the breadth of the cultural awareness content as well as how it meets the needs of cultural teaching in English language teaching. To begin, the contents analysed are analysed of cultural awareness material in each English textbook as a supporting topic for teaching materials. This step is consistent with (Byram & Morgan, 1994) One of the most well-known researchers on cultural content and intercultural learning in the context of foreign language textbooks proposed nine cultural aspects to broadly categorize schoolbooks, which include social, historical, and geographical factors, as well as the appropriateness of the supporting material contained in English textbooks. The next step is to figure out the differences between the two English textbooks.

2.2 The Instrument and Data Collecting Technique

Qualitative content analysis is a research tool that uses a systematic process of coding and defining themes or patterns to provide a subjective interpretation of text data content (Hsieh & Shannon, 2005). To make it more understandable, quantitative analysis in the form of percentages is used. The data was collected by the researcher using one instrument, content analysis. Content analysis was a method of collecting data by looking for information or analyzing data related to the subject of the research. In this context, the researcher analyzed textbooks as the subject using an instrument checklist to collect data based on the problem and study objectives, in this case, to find out the cultural awareness presented in the English textbook. The instrument this study will use the aspects of cultural content developed by Michael Byram, one of the most well-known researchers on cultural content and intercultural learning in the context of foreign language textbooks, who proposes nine cultural aspects to broadly classify textbooks covering social and historical, and geographical factors (Byram & Morgan, 1994).

2.3 The Procedure of Data Analysis

The procedure of the research is as follows; this research will examine the entire chapters of the textbook. There are three sources of cultural information are used to identify the textbook, three types of culture materials: cultural awareness materials, source culture materials, and international culture materials (McDonough et al., 2013). The focus of this analysis is on the target cultural material, especially for culture awareness content presented in two English textbooks is checklist reveals the breadth of the cultural awareness content as well as how it meets the needs of cultural teaching in English language teaching. To begin, the contents analysed are analysed of cultural awareness material in each English textbook as a supporting topic for teaching materials. This step is consistent with (Byram & Morgan, 1994) One of the most well-known researchers on cultural content and intercultural learning in the context of foreign language textbooks proposed nine cultural aspects to broadly categorize schoolbooks, which include social, historical, and geographical factors, as well as the appropriateness of the supporting material contained in English textbooks. The next step is to figure out the differences between the two English textbooks

3. RESULT AND DISCUSSION

According to (McDonough et al., 2013), textbooks carry relevant cultural content in addition to presenting it, whereas linguistic contents primarily display intrinsic ideologies in an EFL context from a specific perspective. Customs, norms, symbols, traditions, and beliefs shared by a community were used to create culture-enhanced learning materials. To illustrate this, (Issa Kavar, 2012) a culture may emerge from a seemingly mundane activity or something that is taking place or has consistently occurred in a small group of people in a specific region.

Aside from serving as the counterpart to teachers' instruction, the textbook also provides valuable inputs in exposing students to cultural diversity and new cultural expressions (Richards, 2001). It can also have an impact on student's attitudes and beliefs about themselves, others, and society. It will have an impact on learners' second/foreign language communication behaviours, perspectives, and preferred language. According to (Otlowski, 2003), the various ways in which people are portrayed in communication may influence learners' perspectives.

(Khusniyah & Khomsiyah, 2019)The incorporation of cultural values into teaching materials necessitates equivalence. One of the standards in material development is the careful consideration of cultural content. As a result, many authors have proposed using both cultures of the local language and target language to address the limitation of only using one of the cultures because learners need to understand their own and others' cultures above all, a proper textbook retains several values of character education as a building process of soft-skill acquisition.

To achieve the objectives of the study, researchers discovered and described cultural awareness contents from the aforementioned two English textbooks. The findings are classified into two categories as follows:

1. The Depiction of Cultural Awareness Contents in Book I Pathway to English Grade X, General Programme
2. The Depiction of Cultural Awareness Contents in Book II Pathway to English Grade X, Elective Programme

From the cultural awareness content analysis presented in English textbooks, the findings can be shortened in the following table:

Table 2. The Summary of Cultural Awareness Content in Book I and Book II

Book	Book I Pathway to English Grade X, General Programme	Book II Pathway to English Grade X, Elective Programme
Percentage	72,80%	70%

As seen in Table. 2, the percentage of cultural awareness content in Book I. Pathway to English Grade X General Program is 72,80% meanwhile the percentage of cultural awareness content in Book II. Pathway to English Grade X Elective Program is 70%. The result shows that the percentages of the two English textbooks are nearly equal, with a difference of only 2,80%.

Book I. Pathway to English Grade X General Program, presented eight chapters containing cultural awareness contents. Can be seen in Unit 1. Introduce Self, the expression commonly used by English people, such as: "What is your name? or Hi, I am Ronald Jefferson, Hello, Mr Jefferson", in English culture when introducing self to others, the first thing commonly do is telling the name, like first name, complete name or family name). In Unit 2. Giving Compliments, English people tend to express compliments more than we do in our culture, for example: "You look pretty in your new dress or I like the colour of your new dress". In Unit 3. Paying Attention, in English culture, when the other person talks about something sad, they show their regret or condolence to make them feel better, for example: "Please accept my condolences", similarly when they are talking about good news, they respond by showing that they are glad to hear it, such as: "I am glad to hear that or I love you new hairdo".

In unit 4. Expressing Intention, English people commonly use the following expressions to express their intentions: "What are you going to do when you call him, or when I meet him I want to....". The next is Unit 5. Congratulation Others, congratulating English-speaking might be more expressive, for instance: "I must congratulate you on your achievement or congratulation on the opening of your new branch office". In Unit 6. English as a Foreign Language, in this topic talks about how to express everything in English way, for example: in using tenses, English will use simple past to express something done yesterday, such as: "I went to Semarang yesterday", or "I am going to Semarang now" if English people express events that are happening. Unit 10. Dairy Entry, in this topic, talks about how English country expresses their diary entry, for instance: personal recount, factual recount and historical recount, this unit presents the biography of famous people in English. Unit. 11. Legend, this topic discusses storytelling such as Cinderella and Momotaro in Peach Boy.

In Book II. Pathway to English Grade X Elective Program presented seven chapters containing cultural awareness content. As seen in Unit 1. Form, this topic discusses characteristics of form in English ways, such as less writing, clear instruction, uniformity and simpler task. Unit 2. Advice column, this topic talks about an advice column in a magazine or newspaper written by an advice columnist, this advice is for people who send their problems to the newspaper. Unit 3. What is your zodiac sign, this topic discusses Western astrology, in Western astrology, astrological signs are the twelve 30⁰ sectors of the ecliptic, starting at the vernal equinox, also known as the first point of Aries. Unit 4. What is so unlucky about No.13?, this topic talks about old superstitions in English culture.

Unit 5. A Monolog on Biography, this topic talks about tips on how to write a personal biography in English way, the tips are: introduce the person as if you are meeting a Stanger, immediately state what the person is renowned for, and include your contact information, talk in the third person, get feedback from a friend, and keep it up to date. Unit 6. Expressing someone that is going Beyond a Limit, this topic discusses expressing excessively, in English people use "too" and "very" to express excessively, for example: "This dress is too tight" or "he smokes very much". Unit 7. Advertisement Language, this topic talks about advertisement language in English culture. In advertising, language should be able to arouse, attract, identify, gather together and communicate the message to the audience.

Regarding cultural content, Michael Byram, one of the most renowned researchers on cultural content and intercultural learning in the context of foreign language textbooks, presented 9 cultural aspects to broadly classify textbooks that include social, historical, and geographical factors (Byram & Morgan, 1994). These characteristics became known as Byram's categories, and they include:

- a. Social class, minority and majority ethnic identity, regional identity, professional identity, and an individual's social identity are all examples of social groups and social identities.
- b. a situation or custom used in a specific group of society, including verbal and nonverbal behaviour in social interaction, various degrees of formality, and characters (outlooks, attitudes, values, and perceived issues);
- c. Beliefs and behaviour centred on daily societal routines that involve religious and moral values;
- d. Socio-political institutions in a particular region;
- e. The life cycle and socialization, which includes ceremonies at the family, school, office, and group levels of the organization;
- f. A national history that includes historical as well as current events;
- g. National geography is the study of geographical features associated with a specific group of people and their surroundings.
- h. Artefacts and oddities are examples of national cultural heritage.
- i. National identity and stereotypes, refer to the landmarks of a nation and its people.

The results of the analysis of two English textbooks according to Byram's categories are described in the tables below:

Table 3. The Depiction of Cultural Awareness Contents in Book I Pathway to English Grade X, General Programme

Cultural Aspects	Cultural Awareness	Total Chapter
1. Social identity & social group (Social class, Regional identity, Ethnic minority)	-	-
2. Social interaction (Differing levels of formality, Nonverbal language, Verbal Language, Greeting, Gender)	√	8
3. Belief and behaviour (Moral, religious beliefs, Daily routines)	√	6
4. Social & political institutions (State, Health care, Law and order, Social security, Local government, Community service, Business and industry)	-	-
5. Socialization and life cycle (Family, School, Employment, Media Ceremonies, Art, Food, Relationships, Sport)	√	7
6. National History (Historical events are seen as markers of national identity, Contemporary events are seen as markers of national identity)	-	-
7. National Geography (Geographic factors seen as being significant by members)	-	-
8. National Heritage (Artifacts, oddities)	-	-
9. stereotypes and national identity (What are typical symbols of national identity, famous people, famous, monuments, and famous folktales)	√	1

Presented in Table 3, a book contains eleven units, and eight of them present cultural awareness elements. It means that more than half of the cultural awareness contents are discussed in the first book (it's about 72,80%). And all seven units that incorporate cultural awareness contents are interconnected to the topic. Here

is describing of book I; The topic of unit 1 is “All about me” And the cultural awareness presented about “introduce self”. It is correlated, where students learn about how to introduce themselves in English culture. Next, unit 2 talked about compliments, in learning this topic cultural awareness was presented about how to give compliments in English, so students learned the way to give compliments in English culture. Another topic is topics 4, 5, 6, and 10, they are talking about intending to be an excellent student, congratulation, English as a foreign language and recounting text (it can be seen in Table. 3 clearly). In this case, all cultural awareness is related to the topic. As a result, all of the students learn about those topics based on their target culture to get the most out of their English learning. It's easier for them to learn English if they first learn about its culture.

In the cultural awareness topic in book I, four aspects of culture are used. Social interaction, belief and behaviour, socialization and the life cycle, and stereotypes and national identity are some of them. It can be seen that social interaction aspects are more dominant in this book; out of the 8 topics used for cultural awareness, 8 chapters of the topics presented social group interaction, namely topic 1. Introduce Self on page 6, topic 2. Giving a Compliment, topic on page 37. 3 Paying attention to the topic on page 58. 4 Aspiring to Be an Excellent Student on page 78, topic 5 Congratulatory expressions on page 96, topic 6. English as a Foreign Language on page 113, topic 10 is writing a recount on page 196, and the last topic 11 is storytelling on page 226. The second aspect is socialization and the life cycle, which accounts for approximately 7 chapters of the total. The next aspect is Belief and behaviour, which accounts for 6 chapters of the total. Finally, about 1 chapter of the population is concerned with stereotypes and national identity.

Table 4. The Depiction of Cultural Awareness Contents in Book II
Pathway to English Grade X Elective Programme

Cultural Aspects	Cultural Awareness	Total Chapter
1. Social identity & social group (Social class, Regional identity, Ethnic minority)	-	-
2. Social interaction (Differing levels of formality, Nonverbal language, Verbal Language, Greeting, Gender)	√	7
3. Belief and behaviour (Moral, religious beliefs, Daily routines)	√	5
4. Social & political institutions (State, Health care, Law and order, Social security, Local government, Community service, Business and industry)	√	1
5. Socialization and life cycle (Family, School, Employment, Media Ceremonies, Art, Food, Relationships, Sport)	√	6
6. National History (Historical events are seen as markers of national identity, Contemporary events are seen as markers of national identity)	√	1
7. National Geography (Geographic factors seen as being significant by members)	-	-
8. National Heritage (Artifacts, oddities)	√	2
9. stereotypes and national identity (What are typical symbols of national identity, famous people, famous, monuments, and famous folktales)	√	3
Total	7 Aspects	70%

As shown in Table 4, book II has ten units, with seven of them presenting cultural awareness content, as did the previous book. It means that 70% of the cultural elements discussed in the second book have been addressed. Furthermore, all seven units that incorporate cultural elements into the material are linked. For example, in unit, I, the topic forms, and the students learn how target cultures create a form in their culture.

The next unit 2 topic is about what should I do. And cultural awareness is talking about advice, and how English culture advises in English. Unit 3 talking about whatever will be? and the cultural awareness in this topic is about How English culture looks at the zodiac in their own culture. So, students can learn about the zodiac perspective in Western culture. The next one is topic 4 talking about what is so unlucky about the number 13, where the students learn about the unlucky number, because in some parts of the world number 13 is considered an unlucky number, and what about our country? Here the topic of conjunction (either ...or.... / neither..... nor...../ both....and.....) it's related to each other. Topic 5 is talking about famous people, and cultural awareness talks about how English people show monologues about biography in English, talk about 6 tips on how to write a personal biography. Topic 6, it is talking about the way in English to express something or someone that is going beyond a limit, such as the use of 'too' and 'very'. Of course, this is related to the topic because the topic is "Too hot and Too cold". The last one is topic 7 talking about the calendar of events, and here the students will learn about advertisement language in English culture, and how advertisement language is used in native culture. In this book, we can conclude that almost all of the chapters presented cultural awareness in it.

Table. 4 shows seven cultural aspects that are used in the cultural awareness topic in book II. Social interaction, belief and behaviour, social and political institutions, socialization and life cycle, national history, national heritage and stereotypes, and national identity are some of them. It can be seen that as in Book I, social interaction aspects are more dominant in this book; from 7 topics cultural awareness is used, and 7 chapters of the topics presented are social group interaction, namely topic 1. Character Form on page 3, topic 2. Advice Column on page 29, topic.3 What is your zodiac sign? On page 47, the topic.4 What is so unlucky about the number 13? On page 63, the topic. 5 A monologue on biography on page 96, topic. 6 Expressing someone that is going beyond a limit on page 107, topic. And topic. 7 Advertisement Language page 131. The second aspect is socialization and the life cycle, which accounts for approximately 6 chapters of the total. The next most important aspect is belief and behaviour, which accounts for about 5 chapters of the total. Then there's the belief and behaviour aspect, which accounts for about 5 chapters, stereotypes and national identity, which accounts for 3 chapters, national heritage, which accounts for 2 chapters, and national history, which accounts for 1 chapter.

As a result, it is shown in the table above, that all two high school English textbooks have provided sources of cultural awareness content in these English textbooks. Although not in their entirety, all existing cultural materials are adequate for presenting the cultural needs in English textbooks as a foreign language, and all of the cultural awareness material represented in the English textbook is related to each topic. This is expected to make it easier for students to understand English as a foreign language studied at school.

Table.5 will demonstrate this more clearly. The distinctions between two English textbooks. We can see that the percentage of cultural awareness content presented in each English textbook used as EFL in senior high school is 72,80 per cent for Book I and 70 per cent for Book II.

Table 5. The Differences in Cultural awareness Contents between General Program and Elective Program English Textbook

Cultural Aspects	English Text Book	
	Book I	Book II
	<i>Cultural awareness</i>	<i>Cultural awareness</i>
1. Social identity & social group (Social class, Regional identity, Ethnic minority)	0	0
2. Social interaction (Differing levels of formality, Nonverbal language, Verbal Language, Greeting, Gender)	8	7
3. Belief and behaviour (Moral, religious beliefs, Daily routines)	6	7
4. Social & political institution (State, Health care, Law and order, Social security, Local government, Community service, Business and industry)	0	7

5. Socialization and life cycle (Family, School, Employment, Media, Ceremonies, Art, Food, Relationship, Sport)	7	6
6. National history (Historical events are seen as markers of national identity, Contemporary events are seen as markers of national identity)	0	1
7. National geography (Geographic factors seen as being significant by members)	0	0
8. National heritage (Artifacts, oddities)	0	2
9. Stereotypes and national identity (What are typical symbols of national identity, famous people, famous, monuments, and famous folktales)	1	1
Total of Cultural Aspects	4 aspects	7 aspects
Percentage	72,80%	70%

We can see the differences between these books; in Book I, there is 72,80 per cent of cultural awareness presented in this book; in this book, only four aspects of cultural content are implemented: social interaction, belief and behaviour, socialization and life cycle, and stereotypes and national identity. Meanwhile, in Book II, there is 70 per cent of cultural awareness presented in this book, and there are seven aspects of cultural content implemented in this book: social interaction, belief and behaviour, social and political institutions, socialization and life cycle, national history, national heritage and stereotypes, and national identity. The following distinction is, that three cultural aspects are not covered in the book I but are covered in book II, namely: social and political institution, national history and national heritage. This indicates that the two English textbooks do not cover all of the cultural aspects as classified by Byram's categories, and it is our responsibility as teachers to fill the gap for future material improvement. The teacher must provide balanced cultural material in learning the language so that it is easily understood by students learning English as a foreign language.

Language and culture, as can be seen, are inextricably linked in human life, including education. The need for cultural understanding is to determine the extent to which culture influences the learning of a foreign language, in this case, English. A person who learns a language but does not understand the culture has the potential to become an illiterate fluent speaker. The learner's intercultural competence is critical in attracting the attention of teachers. Understanding the cultural influences of the language he is learning has proven to be critical in determining message delivery success and the establishment of smooth communication between the speaker and the interlocutor. Intercultural competence is frequently heralded as an ideal goal that must be met in language learning, particularly in second or foreign languages. If the teacher has a strong philosophical foundation in this area, the teacher will be able to have a direction in the implementation of learning, which will then be able to stimulate the development of language and culture, as well as its influence. Understanding the role of culture in foreign language learning, especially English, will benefit both the teacher and the learner. Understanding the relationship between language and culture will make it much easier for teachers and students to achieve the goal of teaching and learning. As a result, the role of culture in foreign language learning and teaching is critical.

The teacher, as a role model, can teach students about the benefits of cultural recognition by presenting various cultural values. Teachers must also preserve local knowledge through the use of educational materials. As a result, character education has emerged as a critical issue in the educational domain, as it is clear that our current educational system does not adequately support students' proper moral and character development. Despite the fervour for character-building, which has undoubtedly been embedded in the national education curriculum and clearly stated within the national education objective, as well as widespread acceptance that students' moral development is one of the primary goals of formal education, the character-building issue has only recently gathered various public concerns (Setiawan, 2019). The high level of concern about character development is largely due to Indonesia's ineffective character development implementation. It is distinguished by the regarded unruly characters that can be found throughout the country today, manifesting themselves in a

variety of wrongdoings such as corruption, intolerance, adultery, and violence (Nadhip, 2017). As a result, moral and cultural values must be included in textbook content to mitigate the impact of acculturation, which may alter students' lifestyles and instil a moral crisis in the next generation.

4. CONCLUSION

According to the findings above, each material provided in each chapter of the two high school English textbooks has interesting and interrelated cultural awareness contents. In conclusion, the two English textbooks are appropriate for tenth graders in Senior High School as EFL textbooks. However, based on the findings from two English textbooks, no book has been found that includes cultural awareness values 100 per cent. These books only include cultural awareness elements in the range of 60-70 per cent of their materials. Furthermore, in terms of the cultural category, it has not met all of the criteria set forth by Byram's categories. Thus, based on the study's findings, discussion, and conclusions, the authors would like to: make some recommendations for those involved in English textbooks evaluation and the field of education.

The first recommendation is for teachers. Today's teacher is more of a facilitator than an instructor. The teacher, as a facilitator, must assist his students by providing good material. Teachers, in particular, must bridge the gap by providing material about the culture that is not available but must be taught because it is related to the material so that students can understand English as an ESL. As a result, teachers must be more critical and creative to overcome the limitations of the textbooks used by creating teacher-made handouts containing additional cultural material. Teacher-created handouts will not only meet the material needs of students but will also help to develop teaching skills. The next suggestion is for authors, the authors should use several different types of cultural awareness aspects in their English textbook as EFL to make English easy to be understood in the teaching-learning process.

The final suggestion is for future researchers. Future textbook evaluation researchers are expected to improve upon previous schoolbook assessment research. Several criteria for a good EFL schoolbook from various experts are provided and easily accessible. As a result, the enhancement could be based on a careful adaptation of several criteria of a good EFL schoolbook that should be filtered according to the Indonesian context.

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