A Socio-Cultural Value Embedded in English Textbook Seventh Grade Students of Junior High School

Sarli Yanti
sarli.yanti16@gmail.com

Tahrun
Runtah98@yahoo.com

Mulyadi
mulyadi@univpgri-palembang.ac.id

Universitas PGRI Palembang

ABSTRACT

This study aimed to identify the central issues of socio-cultural values, understand how these socio-cultural values are implemented, and determine the dominance of specific socio-cultural values represented in the 7th grade English textbook titled "English for *Nusantara*.". The purpose of this study was to find out whether an English textbook for seventh grade students of junior high school published by Kemendikbudristek fulfilled the sociocultural value. The sociocultural aspects were analyzed based on criteria established by Purwoko (2010), with a particular emphasis on Indonesian sociocultural elements. The researchers used a descriptive qualitative research approach. The data triangulation for a socio-cultural analysis thesis using the English textbook 'English for *Nusantara*' was: documentation, interview, and forum group discussion. The data used in this research was written texts and visual images on the English textbook of seventh grade students of junior high school entitled "English for *Nusantara*." Data were gathered through document analysis of the English textbook "English for *Nusantara*," designed for seventh-grade students and published by Kemendikbudristek. The document analysis was conducted throughout the duration of the study. The researchers followed five steps to analyze the data: selecting the English textbook, identifying socio-cultural values, classifying these values, interpreting the socio-cultural values present in the textbook, and drawing conclusions. The results confirmed that the contents of the textbook fulfilled the socio-cultural values, particularly those relevant to Indonesian culture. The analysis was based on six sociocultural values identified by Purwoko: nomenclature, address terms, cultural information, cultural sites, socio-cultural traditions, and etiquette. Among these, nomenclature emerged as the dominant value represented in the textbook. The author effectively incorporated these socio-cultural elements, ensuring that while the textbook focused on the English language, it also preserved the socio-cultural context of the target learners' country.

Key words: Textbook; English Textbook; Socio-cultural Value

INTRODUCTION

Learning English as a foreign language generally serves to develop students' communication skills and expand their understanding of the connection between language and culture, enabling them to use English in various contexts. Thus, English learning materials should not only include language features that students must master but also incorporate socio-cultural content to help students engage with cultural diversity while using English (Jelita: 2020). The function of learning English should be reflected in English textbooks through the systematic presentation of materials designed to achieve specific learning objectives. Therefore, a good English textbook should address not only linguistic aspects but also issues related to socio-cultural values (Beniario & Emilia, 2019). Language learning is inseparable from culture, and textbooks serve as a bridge to reach the goals of language learning (Afrianti: 2020).

Research on English textbooks has been widely conducted by researchers. However, this research generally focuses on issues related to language problems, such as readability, the learning approach used, and the quality of textbooks based on specified criteria, for example, those set by the National Education Standards Agency. In terms of readability, studies show that textbooks consist of reading texts with diverse readability levels, ranging from quite easy to very difficult (Husna:2016), with the learning approach often being a communicative one (Rahmany & Rizman:2022). Furthermore, regarding the fulfillment of criteria for English textbooks as a foreign language, research indicates that there are some textbooks studied that only fulfill the specified criteria (Meliawati & Hamied, 2020). Issues related to socio-cultural values represented in English textbooks as a foreign language are still insufficiently addressed. On the other hand, learning a foreign language is inseparable from understanding both the culture of the target language speakers and the culture of the source language speakers (Meidani & Pishghadam, 2012). The importance of integrating sociocultural aspects into language learning. Therefore, research related to socio-cultural values in English textbooks as a foreign language is very important.

LITERATURE REVIEW

Previous Related Study

Finding comprehensive and specialized literature on the examination of socio-cultural value in English textbooks "English for *Nusantara*," especially for seventh-grade junior high school pupils, proved to be difficult for the researchers. There aren't many theses or publications that concentrate on the socio-cultural value analysis of English textbooks, according to the researchers. In an attempt to match their research with previously published related literature, the researchers note discovering multiple research titles that are relevant to their study during the literature evaluation.

Ella Oktaviana carried out the initial study in this area in 2023. "The Indonesian Value in English Textbook of *Merdeka Belajar* Curriculum at Junior High School" is the title of the textbook. The purpose of the study is to examine the Indonesian values found in the English textbook used for the *Merdeka Belajar* curriculum. The technique employed is qualitative research methodology, which analyzed data from English textbooks using content analysis as the research design and provided an explanation in descriptive qualitative models. The values presented in the textbook are derived from the profiles of Pancasila pupils. The study's conclusions demonstrate that English-language textbooks are a useful tool for teaching pupils about various aspects of Indonesian culture.

Idris (2023) carried out the second study in this area. The textbook for Nusantara is titled "Analyzing Character Building Value Presented in English." The purpose of the study is to explain how the character development in "English for *Nusantara*" is done. The study examined the textual and visual content in the selected book. The results demonstrated that while the eighteen character buildings from the Ministry of National Education existed in the textbook and were separated into verbal and visual data categories, all of the character buildings appeared in the English book for the *Nusantara* textbook.

Sari conducted the third similar study in 2023. The article is titled "The Merdeka Curriculum's Implementation in English Teaching and Learning at SMPIT Insan Mulia Surakarta's Seventh Grade in the Academic Year 2022/2023." The objective is to provide an overview of the Merdeka Curriculum's application in English teaching and learning, as well as identify any issues that the teachers encountered in doing so at SMPIT Insan Mulia Surakarta's seventh grade during the academic year 2022-2023. The study's findings demonstrate that English instruction has adopted the Merdeka Curriculum. Alur Tujuan Pembelajaran and Modul Ajar are created by the teacher using the Merdeka Curriculum, which is modified to fit the needs of the particular learning unit.

Wardani (2016) conducted the fourth related study, Social and Cultural Values in English Textbook entitled "BAHASA INGGRIS," published by Kementerian Pendidikan and Kebudayaan Republik Indonesia. The study's goal was to analyze an English textbook used by students in the 12th grade. The results indicated that nine chapters met Cunningsworth's (1995) criteria. The textbook's presentation of social and cultural values in Indonesia is one of its strongest points, as it meets the criteria related to social and cultural values.

Afrianti did the most recent study in this area in 2020. This textbook, "Forward: An English Course for Vocational School Students Grade X, Published by Erlangga," is the subject of a content study of sociocultural aspect portrayal. Another goal of this study was to find out how they presented internationally. On the basis of certain values that Purwoko brought, the sociocultural value was examined. The Indonesian sociocultural context limited the sociocultural value. The outcome

demonstrated that the textbook's material satiated sociocultural values, particularly those related to Indonesian sociocultural.

Sociocultural Values

Socio-cultural values encompass everything considered important by society as norms for good social interaction. These values are appreciated by the community for their role in the development of human life and their functional power. From a sociolinguistic perspective, socio-cultural values can be categorized into six main issues: nomenclature, address terms, cultural info, cultural sites, socio-cultural tradition, and etiquette. This research groups socio-cultural values into six central issues based on Purwoko theory. This value can be seen below in the following table.

Table 1. The socio-cultural value to analyze the content in the textbook

No	Socio-cultural Value	Description
1	Nomenclature	The using name and terms for people, cities, and regions
2	Adress term	Greeting and kinship systems in the family
3	Cultural Info	Cultural information of native speakers to know by students
4	Cultural Sites	The places of socio-cultural objects
5	Socio-cultural tradition	Socio-cultural and technological tradition in the language target
6	Etiquette	Social ethnicity and courtesy in the language target

(Adopted from Herudjati Purwoko, *Muatan Sosial-Budaya Dalam Buku Teks Pelajaran Bahasa Asing. (Universitas Diponegoro,* 2010).

Based on this reasoning, the focus of this research is on the socio-cultural values in the 7th grade English textbook titled "English for *Nusantara*." The research problem is formulated as follows: "What socio-cultural values are contained in the 'English for *Nusantara*' textbook, how are these socio-cultural values implemented, and what socio-cultural values are dominantly represented?" Thus, the objective of this research is to identify the central issues of socio-cultural values, understand how these socio-cultural values are implemented, and determine the dominance of specific socio-cultural values represented in the 7th grade English textbook titled "English for *Nusantara*." The indicator is also used in analyzing the socio-cultural value in the English textbook "English for *Nusantara*." The indicators can be seen in the following table.

Table 2. The Indicators Analyzing Socio-cultural Value in the Content of the Textbook, according to Purwoko

No	Socio-cultural Value	Description

1	Nomenclature	Names of people in Indonesia like Budi, Wati, Agus, etc. Name of city in Indonesia, like Jakarta, Surabaya, Medan, etc. Name of region in Indonesia like Bali, Jawa, Bali, etc.
2	Address term	Greeting to people in Indonesia, like saying mbak, abang, mas, etc.
3	Cultural Info	Cultural information of native speakers. The information is about the culture of the native speaker, which the learner needs to know.
4	Cultural Sites	The socio-cultural objects in Indonesia like Borobudur temple, Batu Malin Kundang, and some interesting places like Kuta Beach, Ancol Beach, etc.
5	Socio-cultural tradition	The socio-cultural tradition in Indonesia, like customs tradition, ceremony tradition, religious day celebration (Imlek, Nyepi, etc.),
6	Etiquette	Social etiquette and manners in Indonesia are like the good manners in every culture.

The researchers are concentrating on socio-cultural values within Indonesia, guided by Purwoko's framework. By focusing on specific indicators like names of people, cities, and regions, the analysis aims to provide insights into the socio-cultural dynamics unique to Indonesian learners. This approach helps to contextualize the study within Indonesia's diverse cultural landscape.

The six-value framework proposed by Purwoko offers a targeted approach for textbook analysis that places particular attention on sociocultural and cultural factors. Let's talk about each group in brief.

1. Nomenclature

The first value is concerned with nomenclature, more especially with the titles and technical phrases for individuals, places, and cities that are used in the textbook. The purpose of this analysis is to comprehend how learners' origins—particularly those of Indonesia—affect the sociocultural knowledge that is integrated into the curriculum. Start by recognizing and enumerating the names and technical phrases pertaining to individuals, cities, and locations that are used in the textbook. Examine the names—Budi, Wati, Agus, and so on—that are listed in the textbook. Examine if these names are reflective of Indonesian names and fit for the culture. Examine how often these names and technical words come up in the textbook. Consider whether or not to include names of cities and regions, such as Yogyakarta, Banyuwangi, and Bandung. Examine if a variety of Indonesian locales are included in the textbook. Examine how often these names and technical words come up in the textbook. Evaluate if they are included in different sections in a consistent manner or if there are specific portions where they are presented more strongly. Evaluate if the terminology is accurate in terms of culture. Make sure the

terminology and names chosen appropriately reflect the diversity of the nation and fit within the sociocultural setting of Indonesia.

Address Terms

Address terms, specifically pronominal terms used for individuals, are the subject of the second value. List all of the pronominal address phrases that are used in the textbook, paying particular attention to those that denote formality or respect. Pronouns in both solitary and plural forms are included in this. Look at how pronouns are used throughout the textbook in both solitary and plural forms. Examine the introduction of these pronouns to see if it fits Indonesia's sociocultural setting. Examine whether the address forms contain any honorifics or expressions of respect. Think about whether the textbook uses terms that are culturally specific and communicate respect, such as "nduk" for addressing a younger sister. Examine whether the address terms are suitable for the given culture. Make sure the terms you use appropriately reflect the variety of address conventions in Indonesia and are suitable in your culture.

Cultural Info

The inclusion of cultural content in the textbook—specifically, details regarding socio-cultural values in different nations—represents the third value. Determine and enumerate the places in the textbook where information regarding sociocultural values in other nations is provided. This could cover subjects like traditions, conventions, social mores, and cultural behaviors. Examine how many different nations are represented in the cultural data. Examine if the textbook provides students with a global viewpoint by covering a variety of nations. Determine whether the cultural material is still relevant for the students. Determine whether the target audience's interests and educational needs are met by the chosen nations and subjects. Check that the sociocultural data that is being presented is accurate. Make sure the information offers trustworthy and current perspectives on the customs of the nations under discussion. Examine how sensitively information about other nations is conveyed in terms of culture. Make sure the material respects other cultural viewpoints and stays clear of prejudices or preconceptions.

Cultural Sites

The textbook's incorporation of cultural sites, with an emphasis on locations with sociocultural relevance, is the fourth value. This feature emphasizes how important it is to introduce students to tourist attractions, landmarks, and culturally significant areas. Determine and enumerate the places in the textbook where cultural locations are introduced or discussed. Maps, descriptions, or details about locations with sociocultural value could be examples of this. Evaluate the variety of cultural locations that the textbook portrays. Examine if the information covers a variety of locations with varying historical and sociocultural significance. Determine whether the cultural locations are relevant to the students. Check to see if the chosen

websites suit the target audience's interests and learning requirements. Check the accuracy of the cultural site information that has been provided. Make sure the information provided in the content is accurate and factual when it comes to the historical, cultural, or social relevance of the locations covered.

Socio-cultural Tradition

Examining socio-cultural traditions in the textbook is the sixth value. This component seeks to educate students about the distinctive customs seen in many different cultures, such as rituals, attire, festivals, and other cultural activities. Determine and enumerate the places in the textbook where socio-cultural traditions are introduced or discussed. This could include explanations of rituals, customs, festivities, and other cultural customs. Evaluate the range of socio-cultural traditions that the textbook portrays. Examine whether a variety of customs from various ethnic backgrounds are covered in the article. Determine whether the learners can benefit from the sociocultural traditions. Determine whether the chosen customs suit the target audience's interests and educational requirements. Check the accuracy of the socio-cultural tradition information that has been provided. Make sure the information provides accurate and dependable information regarding the cultural customs and their importance.

Etiquette

The sixth value is the examination of manners in the textbook, with a particular emphasis on gentlemanly conduct and social graces in the target language. This component seeks to instruct students on the particular behaviors that constitute politeness, subtleties of language, and cultural decorum among Indonesians. Determine and enumerate the places in the textbook where etiquette is introduced or discussed. Examples of polite behavior, etiquette-related language quirks, and cultural standards in social situations could all fall under this category. Examine the extent to which the etiquette covered in the textbook is culturally specific. Make sure the information is appropriate for the target audience's cultural background by thinking about whether it focuses on the manners of Indonesians.

METHOD

Design and Samples

This research was descriptive qualitative research. To begin, the researchers clarified a particular study problem or query. The researchers located and extracted examples of social and cultural values that were incorporated into the textbook using a qualitative research methodology. Following the identification and analysis of the social and cultural values, the researchers gave a thorough account of their conclusions. An extensive synopsis of the nature, variety, and importance of the values included in the textbook should be provided in this summary. The object of this research is an English textbook for grade seven titled "English for *Nusantara*."

The specific edition studied is the 2nd edition, which was published following the implementation of the Independent Curriculum by the Ministry of Education and Culture in 2022.

Instrument and Procedure

The seventh-grade Junior High School English textbook, "English for *Nusantara*," served as the research's primary source of data. In 2022, it was released by Kemendikbudristek, the Pendidikan, Kebudayaan, Riset dan Teknologi department. The 264 pages of the textbook are divided into five chapters specifically for the Merdeka Curriculum. The sociocultural values in the textbook were the main topic of this study. The Purwoko's categories served as the foundation for the sociocultural value. The researchers would commence by examining the data in accordance with Purwoko's (2010) definition of sociocultural value. The six components that comprise the value are nomenclature, address terms, cultural info, cultural sites, socio-cultural tradition, and etiquette. The procedures for gathering the data were as follows:
1. Choosing Kemendikbudristek's English textbooks as the source of information.
2. Determining the sociocultural values that are presented in the Merdeka Curriculum English textbook.
3. Grouping the sociocultural value according to viewpoints
4. Interpreting the English textbook of the Merdeka Curriculum in terms of its sociocultural worth.
5. Making recommendations and drawing conclusions regarding the sociocultural significance of English for *Nusantara*

Data Analysis

To achieve the research objectives outlined, this study employs the content analysis method. Content analysis is a research technique used to examine human behavior indirectly through written communication such as textbooks, newspapers, magazines, articles, songs, political speeches, and other textual forms. In these written communications, messages like beliefs, attitudes, values, and perspectives are symbolized and can be quantified to provide a comprehensive understanding of the text's content. Content analysis treats data as symbolic representations that convey meaning and references. Researchers systematically and objectively identify specific characteristics within the text to analyze and interpret these symbols and references. This method allows for a structured examination of how socio-cultural values are represented in the "English for *Nusantara*" textbook, aligning with the research objectives to identify, analyze, and understand these representations. This part discusses the result of the research. In presenting the result of the research, the author must think about the contribution of each finding. So, the author not only states the findings but also explains about the effect or the contribution of each finding. So, the reader is interested in citing or using the paper as the reference for their writing.

In this study, the problems that have been formulated will be addressed based on a sociolinguistic approach, which examines language in relation to society. This approach is suitable because language is inherently social and develops within specific communities. Based on this approach, the content of socio-cultural values in foreign language textbooks can be studied through analytical strategies focusing on six central sociolinguistic issues based on Purwoko: nomenclature, address terms, cultural info, cultural sites, socio-cultural tradition, and etiquette. By examining these six groups, the study aims to identify, analyze, and understand the socio-cultural values represented in the "English for *Nusantara*" textbook.

The researchers collected and analyzed qualitative data on the representation of cultural values in the English for *Nusantara* through data collection techniques and data analysis. Data collection techniques were documentation, interviews, and FGD (Forum Group Discussion). Data analysis was qualitative procedures: Using qualitative analysis techniques to interpret and understand the socio-cultural values extracted from the textbook, interviews, and FGDs. This involves identifying themes, patterns, and nuances in how cultural values are portrayed.

By triangulating data from multiple sources—documentation, interviews, and FGD—we ensure a comprehensive exploration of how cultural values are integrated into the "English for *Nusantara*" textbook. This approach not only validates the findings through multiple perspectives but also enriches the depth of understanding regarding the representation of cultural values in educational materials.

RESULT AND DISCUSSION

Based on Purwoko's (2010) framework, the research findings can be organized around the six socio-cultural values:
1. Nomenclature: Analyzing how names of people, cities, and regions reflect cultural and societal norms within Indonesia.
2. Address Terms: Examining the use of address terms and how they indicate social hierarchy, respect, and cultural norms.
3. Cultural Information: Identifying the types of cultural knowledge and information that are prevalent and significant in Indonesian society.
4. Cultural Sites: Important cultural and historical sites in Indonesia and their roles in preserving cultural heritage.
5. Socio-cultural tradition: exploring traditional practices, customs, and rituals that are integral to Indonesian culture.
6. Etiquette: Looking at social behaviors, manners, and etiquette that define interpersonal interactions in Indonesia.

These themes provide a structured approach to understanding the representation and interpretation of social and cultural elements in the research. In this chapter, the researchers present and discuss the findings from the analysis of the socio-cultural

content in the textbook "English for *Nusantara*." The analysis is based on three data collection methods:

1. Documentation Analysis: A thorough examination of the textbook to identify and categorize socio-cultural content according to Purwoko's framework.
2. Interviews: Conversations with educators, students, and possibly authors to gain insights into how the socio-cultural content is perceived and utilized in educational settings.
3. Forum Group Discussion (FGD): collaborative discussions with a group of participants to gather diverse perspectives and deepen the understanding of the socio-cultural elements in the textbook.

The findings are organized according to the six sociocultural values proposed by Purwoko (2010): nomenclature, address terms, cultural information, cultural sites, socio-cultural tradition, and etiquette. This structured approach ensures a comprehensive overview of how social and cultural elements are represented and interpreted in the context of the study.

1) Documentation Analysis

To analyze the socio-cultural content within the textbook "English for *Nusantara*," the researchers will focus on the following areas: Nomenclature, Address Terms, Cultural Information, Cultural Sites, Socio-Cultural Traditions and Etiquette Before delving into the results, it's essential to acknowledge that the analysis aligns well with both the reading texts and visual illustrations present in the material by Ika Lestari Damayanti et al., published in 2022. The textbook comprises five chapters, with each chapter containing numerous units of elaborated material.

2) Interview

In this way, the researchers used interview analysis to gather in-depth insights from teachers and students about their experiences with the socio-cultural content in the textbook. The purpose of this approach was to understand how the socio-cultural elements of the "English for *Nusantara*" textbook are perceived and utilized in educational settings. The researchers conducted a study involving English teachers at school to evaluate the textbook based on the six socio-cultural values. This method provided valuable insights into how the socio-cultural content is integrated into the textbook and its impact on both teaching and learning experiences.

3) Forum group discussion

In this way, the researchers used forum group discussion (FGD) to facilitate deeper discussions among teachers and students regarding the socio-cultural aspects of the "English for *Nusantara*" textbook. During these discussions, students expressed positive feedback, noting that the textbook provides a diverse and rich representation of Indonesian culture. They appreciated the inclusion of various regional traditions and practices, which they found engaging and informative.

Additionally, participants in the FGD provided constructive suggestions for improvement. One prominent suggestion was to incorporate more contemporary cultural practices and events into the textbook. This feedback indicates a desire for a more dynamic and up-to-date portrayal of Indonesian culture, which could enhance the relevance and engagement of the educational material. Based on the data presented, this section discusses the representation and interrelation of six socio-cultural values within English textbooks, specifically focusing on how these values are depicted and their educational and cultural significance. This analysis provides insights into how these socio-cultural values are integrated into English textbooks, focusing their educational value on promoting cultural understanding and awareness among students. It also examines the interrelationships between these values, showcasing how they collectively contribute to a comprehensive portrayal of socio-cultural aspects within educational materials. In the "English for *Nusantara*" textbook for seventh grade, the nomenclature section focuses on Indonesian terms including names of people, cities, Indonesian foods and snacks, household items, school activities, and extracurricular activities. These terms are presented in Indonesian, aiming not only to enrich students' language learning experiences but also to foster a stronger connection to their cultural heritage and roots. This approach helps students not only learn English but also understand and appreciate the cultural context in which these terms are used. It supports cultural identity and encourages students to value their linguistic and cultural heritage. In terms of address terms, the seventh-grade textbook "English for *Nusantara*" effectively utilizes dialogues to teach students the significance of pronouns, greetings, and respectful language across different contexts. This approach helps students understand how language use can vary depending on the social setting and relationships between speakers. It not only enhances their language skills but also promotes cultural sensitivity and appropriate communication practices. The use of dialogues in teaching address terms allows students to see these concepts in practical use, making the learning experience more interactive and engaging. This method supports students in developing both linguistic proficiency and cultural awareness, aligning with the broader educational goals of the textbook.

In terms of cultural information, the "English for *Nusantara*" textbook includes a footnote at the end of every chapter that offers valuable cultural and historical context. This feature enhances students' learning experiences by providing essential background information relevant to the topics covered in each chapter. By incorporating such cultural insights, the textbook makes language learning more meaningful and comprehensive for students, connecting language skills with broader cultural understanding. This approach not only enriches students' knowledge but also fosters an appreciation for diverse cultural perspectives. It encourages students to engage critically with cultural contexts and enhances their ability to communicate effectively across cultural boundaries.

In terms of cultural sites, the "English for *Nusantara*" textbook for seventh graders effectively integrates socio-cultural and historical characteristics of Indonesia into its chapters. This integration likely includes references to significant cultural and

historical sites throughout Indonesia, illustrating their importance and role in Indonesian society. By incorporating these elements, the textbook not only enriches students' understanding of Indonesian culture but also connects language learning with broader socio-cultural contexts. This approach helps students appreciate the historical significance of cultural sites and their impact on contemporary Indonesian society. It enhances their learning experience by providing a holistic view of Indonesian culture, beyond just language acquisition.

In terms of socio-cultural traditions, the "English for *Nusantara*" textbook for seventh-grade students is specifically designed to integrate socio-cultural traditions of Indonesia into language learning. This integration likely includes teaching traditional practices, customs, rituals, and other cultural elements that are significant in Indonesian society. By incorporating these traditions, the textbook aims to deepen students' understanding of Indonesian culture while simultaneously enhancing their language skills. This approach not only enriches students' cultural knowledge but also fosters a sense of cultural appreciation and identity. It allows students to learn language in a context that reflects the socio-cultural realities of the Indonesian community, making their learning experience more relevant and engaging.

In terms of etiquette, the "English for *Nusantara*" textbook incorporates elements of Indonesian culture to teach students about polite and socially acceptable behavior. This likely includes discussions and examples related to greetings, manners, interpersonal interactions, and other aspects of etiquette that are culturally relevant in Indonesia. By integrating these elements, the textbook not only helps students develop language skills but also cultivates an understanding of cultural norms and social expectations within Indonesian society. This approach supports students in navigating cultural contexts effectively and respectfully, both in language use and in their interactions with others. It enhances their overall communication skills while promoting cultural sensitivity and awareness.

The interviews conducted with teachers and students reveal that both groups highly value the socio-cultural content present in the "English for *Nusantara*" textbook. Teachers are actively employing various strategies to enrich the cultural learning experience, which enhances students' understanding and appreciation of Indonesian culture. Students, in turn, recognize the relevance of this content to their own lives, finding it meaningful and engaging. However, feedback from the interviews also indicates a desire among students for more interactive and contemporary content. They seek materials that not only reflect traditional aspects of Indonesian culture but also incorporate modern elements that resonate with their daily lives and experiences. This feedback highlights the importance of balancing traditional cultural education with contemporary relevance to maintain student interest and engagement.

The forum group discussion (FGD) explained several strengths of the "English for *Nusantara*" textbook, including its representation of diverse cultures and its ability

to engage students through interactive and personal connections. Students appreciate the comprehensive coverage of cultural content, finding it informative and enriching to their learning experiences. However, the FGD also revealed suggestions for improvement. Students expressed a desire for more contemporary content that reflects current societal trends and student-contributed content that allows them to see themselves represented in the learning materials. These suggestions aim to enhance relatability and engagement, ensuring that the textbook remains relevant and resonates with the experiences of today's students. This feedback underscores the importance of balancing traditional cultural education with contemporary relevance to maintain student interest and relevance in educational materials.

The summary of the discovery of socio-cultural values in the "English for *Nusantara*" textbook indicates alignment with findings from other researchers. The textbook's inclusion of cultural values is considered balanced and comprehensive, reflecting core principles such as tolerance, cooperation, discipline, solidarity, responsibility, equality, love of the motherland, and belief intended for students. This integration encompasses socio-cultural aspects of indigenous Indonesian culture, contributing to a holistic educational approach.

CONCLUSION

The analysis revealed that the "English for *Nusantara*" textbook effectively integrates and meets Purwoko's (2010) criteria based on Indonesian cultural values across various categories: nomenclature, address terms, cultural information, cultural sites, socio-cultural traditions, and etiquette. This integration enriches educational content by embedding cultural values that promote a deeper understanding and appreciation of Indonesian culture among seventh-grade students. The textbook's use of both visual and textual elements supports its educational goals, ensuring that cultural values are thoroughly embedded in the curriculum. This comprehensive approach not only enhances the learning experience but also instills pride in Indonesia's cultural heritage among students.

REFERENCES

Aflianti, A. (2020). *A content analysis of sociocultural aspect representation on a textbook entitled: Forward an English course for vocational school students grade X published by Erlangga*. Raden Intan State Islamic University.

Beniario. (2016). Socio-cultural values in foreign language textbooks. *Journal of Language and Literature, 9*(56), 10–19.

Meidani, E. N., & Pishghadam, R. (2012). Analysis of English language textbooks in the light of English as an international language (EIL): A comparative study. *International Journal of Research Studies in Language Learning, 2*(2). https://doi.org/10.5861/ijrsll.2012.163

Purwoko, H. (n.d.). Muatan sosial budaya dalam buku pelajaran bahasa asing. *Jurnal Universitas Sarjanawiyata*

Tamansiswa. https://www.jurnal.ustjogja.ac.id/index.php/semnas2020/articl e/view/7382

Husna. (2016). Correlation between the level of text readability, reading habits, and reading achievement of eighth grade students of MTs Al-Qur'an Harsallakum Bengkulu. *Journal of English Language Literacy Education: Teaching and Learning English as a Foreign Language, 3*(1), 50–60.

Idris, M. I. (2023). *Analyzing character building values presented in "English for Nusantara" textbook*. UIN Sunan Ampel.

Kementerian Pendidikan dan Kebudayaan (Kemendikbud). (2019a). Mendikbud tetapkan empat pokok kebijakan pendidikan "merdeka belajar." https://www.kemdikbud.go.id/main/blog/2019/12/mendikbud-tetapkanempat-pokok-kebijakan-pendidikan-merdeka-belajar

Kementerian Pendidikan dan Kebudayaan (Kemendikbud). (2019b). Mengenal konsep merdeka belajar dan guru penggerak. https://gtk.kemdikbud.go.id/read-news/mengenal-konseo-merdeka-belajardan-guru-penggerak

Kementerian Pendidikan dan Kebudayaan (Kemendikbud). (2021). Merdeka mengajar. https://guru.kemdikbud.go.id/

Kementerian Pendidikan dan Kebudayaan (Kemendikbud). (2022a). Kurikulum merdeka jadi jawaban untuk atasi krisis pembelajaran. https://www.kemdikbud.go.id/main/blog/2022/02/kurikulum merdeka-jadi-jawaban-untuk-atasi-krisis-pembelajaran

Kementerian Pendidikan dan Kebudayaan (Kemendikbud). (2022b). *Panduan pembelajaran dan asesmen*. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Meliawati, M., & Hamied, F. (2020). Content analysis on English textbooks for class X title English for high school. *Journal of Educational Research, 20*(1), 83–90.

Parole. (2010). *Parole Journal of Linguistics and Education, 1*(1), 97–118.

Emiliasari, R. N. (2019). The importance of the application of cultural values in English language learning. In *Proceedings of the National Seminar on Education* (pp. 998–1008). FKIP UNMA.

Rahmany, A. B., & Khan, M. R. (2022). Evaluation of secondary school English textbooks: *English for Afghanistan* based on McDonough and Shaw (2003) model. *International Journal of Applied Linguistics & English Literature, 11*(2), 72–78. https://doi.org/10.7575/aiac.ijalel.v.11n.2p.72

Jelita, T. C. (2020). Integration of cultural values in English learning for elementary school students. In *Proceedings of the National Seminar on Education* (pp. 119–128). Postgraduate Education Universitas Sarjanawiyata Tamansiswa.

Wardani, A. T. (2016). Social and cultural values in English textbook entitled *Bahasa Inggris* published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia. *Universitas Brawijaya*.