



Comparing cultural content between beginner and intermediate level in Korean language textbooks for Indonesian learners

Shavira Amelia Johan^{1*}, Risa Triarisanti¹, Arif Husein Lubis¹

¹Universitas Pendidikan Indonesia, Indonesia

*Corresponding author: E-mail address: shavirakwee@upi.edu

ABSTRACT

Along with the increasing interest in learning the Korean language and culture, textbooks have become important agents in disseminating culture. The cultural value in textbooks plays a crucial role in enhancing learners' cultural awareness. However, there has been limited research specifically examining cultural content in Korean language textbooks for foreigners. Therefore, this study aims to determine the representation of the culture that emerges in the Buku teks Bahasa Korea Terpadu untuk Orang Indonesia at basic and intermediate levels using the categorization of cultural contents from Cortazzi and Jin. This research adopts a qualitative descriptive method by comprehensively analyzing all aspects included, such as vocabulary, grammar, reading, listening, writing, pronunciation, and culture. The findings indicate an uneven distribution of cultural categories. The target culture category dominates with almost three-quarters of the total content, while the source culture category is less represented. The implication is that this study emphasizes the urgency of developing balanced textbooks to enhance equitable cultural awareness among Korean language learners.

© 2024 Kantor Jurnal dan Publikasi UPI

ARTICLE INFO

Article History:

Received 07 Jan 2024

Revised 08 March 2024

Accepted 23 March 2024

Available online 31 March 2024

Keywords:

cultural content;

cultural awareness;

Korean language textbooks

1. INTRODUCTION

Textbooks play a crucial role as agents of cultural dissemination in the current context of globalization, especially in the realm of foreign language learning. They present material logically and systematically about a particular branch of knowledge or field of study (Daryanto, 2011). As one of the primary sources of learning, foreign language textbooks not only provide structured information to support the learning process but also serve as vehicles for disseminating cultural doctrines from one society to another. By incorporating relevant cultural content, textbooks offer learners the opportunity to explore and broaden their understanding of cultural diversity beyond their immediate environment. Through this phenomenon, learners' cultural awareness gradually increases, both consciously and unconsciously. Wunderle (2006) states that cultural awareness is the ability to understand and acknowledge the influence of culture on human values and behaviors. The importance of cultural awareness is emphasized by Kertamuda (2011), who suggests that national character formation relies on an understanding of culture and its influential factors. This underscores the pivotal role of textbooks in cultural dissemination, affirming the close relationship between language learning and cultural understanding. This sentiment aligns with Mulyana's assertion (2015:2) that the connection between language and culture is intrinsic, as language is naturally intertwined with all aspects of culture. This implies that one cannot effectively learn a foreign language without also gaining an understanding of the related culture (Susanto, 2016).

In the era of globalization, cultural dissemination has become increasingly facilitated, including the phenomenon of the "Hallyu wave." This phenomenon reflects the global rise in popularity of various aspects of Korean culture, such as music, drama, film, fashion, and cuisine. This trend is also evident in Indonesia, where the public's interest in learning the Korean language has grown alongside the widespread popularity of Korean culture. This is evidenced by the increasing number of formal and non-formal institutions offering Korean language classes in Indonesia. One prominent Korean language learning center in Indonesia is the King Sejong Institute, which is an institution under the Korean Ministry of Education. In addition to language learning centers, several universities in Indonesia offer Korean language departments, including the University of Indonesia, Gadjah Mada University, the Indonesian University of Education, and the National University. The oldest Korean language department in Indonesia is located at Gadjah Mada University, established in 2003. The competition for admission to these Korean language departments has also intensified due to the growing popularity of the Hallyu wave. According to Kompas.com, the Korean Language and Culture department at the University of Indonesia ranked first among social humanities departments with the most competitive admission rates in 2023. This indicates that Korean language departments have become highly regarded and are considered to have promising job prospects. This is further evidenced by the increasing number of Korean foreign companies expanding their operations in Indonesia, indicating a growing demand for Korean language proficiency in the workforce.

Several studies related to Korean language textbooks have been conducted, including one by Samsudin, Ansas, and Triarisanti (2021) on cultural representations in basic level 1 textbooks. This study utilized Widodo's (2018) theoretical framework, categorizing culture into four types: (1) showing respect for cultural differences among various ethnic or religious groups, (2) respecting Indigenous cultures, (3) integrating with nature and life, and (4) showing respect for creative products or local cultural outcomes. Another study was conducted by Yu Yeong Kwan (2022), using Hammerly's (1982) theory, which divides culture into three parts: achievement culture, behavioral culture, and informational culture.

The significance of these studies lies in the finding that there have been few specific investigations into cultural content in Korean language textbooks for foreigners in Indonesia. Instead, previous studies have focused on cultural content in other foreign language textbooks such as Mandarin (Amalia, 2020) and English (Dewi, 2019; Dewi et al., 2016; Faris, 2014; Noorfauzi, 2023; Noviani, 2019; Sabrina et al., 2023). However, Korean language textbooks serve as the initial source for learners to understand Korean culture. According to research by Smith & Sheyholislami (2021) in the *Canadian Journal of Applied Linguistics*, there has been no study on Korean language textbooks. While there are quite a few studies on cultural content in Korean language textbooks in Korean-language journals, few have focused on Korean language textbooks for foreigners. This indicates a lack of available references for research. Due to the scarcity of studies on the analysis of cultural content in Korean language textbooks, researchers often rely on studies analyzing cultural content in English language textbooks as previous research.

Research on cultural content in Korean language textbooks for foreigners is highly important and crucial for evaluation purposes in cultural dissemination through textbooks, given the increasing interest in learning Korean. Unlike previous studies, this research focuses on analyzing cultural content based on Cortazzi and Jin's (1999) cultural categories. Cortazzi and Jin's categories include source culture, target culture, international culture, and neutral culture, aiming to support learners' cultural awareness and intercultural awareness (Baker, 2015). Therefore, the aim of this study is to serve as a reference and evaluation material for the development of future Korean language textbooks. The author hopes that the findings of this research will provide a strong foundation for the development of more effective and relevant Korean language textbooks tailored to the needs and preferences of learners in Indonesia.

Based on the described phenomena and urgency, the author has decided to examine this issue with the following research question:

1. What are the representations of cultural categories in the *Buku teks Bahasa Korea Terpadu untuk Orang Indonesia* how do they compare between the basic and intermediate levels?

2. METHOD

In Indonesia, one of the textbooks used in teaching Korean language in both formal and non-formal institutions is the *Buku teks Bahasa Korea Terpadu untuk Orang Indonesia*. This book is authored by several writers from Indonesia and Korea, and it is published by The Korea Foundation. The book consists of 12 volumes, with six textbooks and six exercise books. In this book, learning materials are visualized through writing, symbols, pictures, and illustrations. Each visualization contains cultural content. Cultural content in foreign language learning resources is one of the essential components because language learning would not be complete without cultural content. Cultural content refers to information, values, and aspects of culture included as part of the learning object, which can be presented through various media to support active learning strategies.

This research adopts a qualitative descriptive approach with content analysis method. This decision was made because the research object is the analysis of cultural content, where the collected data are in the form of words or images, thus not emphasizing on numbers, and requiring descriptive explanations of the research findings. This is supported by reviewing previous studies which almost exclusively used qualitative methods. Spradley (1980) cited by Sugiyono (2023, p. 131) stated that analysis in research is a way of thinking. It is related to systematic testing of

Shavira Amelia Johan, Risa Triarisanti, Arif Husein Lubis **Comparing cultural content between beginner and intermediate level in Korean language textbooks for Indonesian learners** | 32
something to determine its parts, relationships between parts, and their connection to the whole. The analysis is conducted to find patterns.

Data and Data Source

The data source for this research is the Buku teks Bahasa Korea Terpadu untuk Orang Indonesia, Level 2 and Level 4, published by The Korea Foundation. The content analyzed in this Buku teks Bahasa Korea Terpadu untuk Orang Indonesia includes cultural content that appears in each chapter. All sections such as vocabulary, grammar, speaking, listening, reading, writing, pronunciation, and culture will be the data examined. The data used consist of text, audio, and visuals that appear in the textbook. This book was first published in 2011 and has been reissued up to the second edition in 2013.

Research Instrument

The data collection instrument used in this study is all the data found in the Buku teks Bahasa Korea Terpadu untuk Orang Indonesia, Level 2 and Level 4. All cultural content will be categorized using [Cortazzi and Jin's theory \(1999\)](#). [Cortazzi and Jin's theory \(1999\)](#) is employed to address the research problem regarding cultural representations present in the Buku teks Bahasa Korea Terpadu untuk Orang Indonesia, both at the beginner and intermediate levels. The reason for the authors' decision to utilize [Cortazzi and Jin's theory \(1999\)](#) is grounded in previous research.

Data Collection Techniques

In this research, data collection techniques involve Document Study and Note-taking techniques. Document Study technique is one of the qualitative data collection methods that involve gathering and analyzing all documents to be studied, including written documents, images, works, or electronic documents. The collected data are then studied, analyzed, compared, and combined to form a systematic, integrated, and comprehensive study. Furthermore, the Note-taking technique is one of the qualitative data collection methods that involve systematic observation and recording of behavior, events, or situations observed without altering or disrupting the observed conditions.

Data Analysis Techniques

Analysis techniques include in-depth discussion of the content of written or documented information, including data collection, data reduction, data presentation, and drawing conclusions.

1. Data Collection

In this stage, the author gathers all the data available in the textbooks. Subsequently, the author conducts a document study, which involves identifying and determining the sources of data, namely text, audio, and visual elements contained in the textbooks. An example of data is as follows:

Bacalah bacaan tentang tata cara berkunjung di Korea kemudian jawablah pertanyaan di bawahnya.

집을 방문할 때	회사를 방문할 때
<p>한국에서는 다른 사람의 집을 방문할 때 보통 과일, 케이크, 과자를 가져갑니다. 너무 일찍 가지 않습니다. 집에 들어갈 때 신발과 모자를 벗습니다. 집 주인에게 인사하고 선물을 줍니다. 식사할 때 순가락과 젓가락으로 먹습니다. 먹을 때 소리를 많이 내지 않습니다.</p> 	<p>회사를 방문할 때는 정장을 입습니다. 5~10분 일찍 회사에 도착합니다. 코트는 사무실 앞에서 벗습니다. 사무실 앞에서 회사 직원에게 전화하고 기다립니다. 식사 시간에는 회사를 방문하지 않습니다.</p> 

Picture 1. A sample of a reading text in the textbook

2. Data Reduction

In the next stage, the author examines, reads, and understands the data using the Note-taking technique. The author focuses on data at the level of words, phrases, sentences, illustrations, and audio that represent a culture. Then, the author codes the data according to its content type based on the theory explained in the research instrument.

3. Data Presentation

After the data has been reduced, the next step is data presentation. Data presentation is done to facilitate readers in understanding the presented data. The author converts the data into percentages (%). From these percentages, researchers can draw conclusions about which culture appears most frequently and which type of culture appears most frequently.

After discussing the cultural categories and elements that appear at each level and the labeling process, the next step is a comparative study by comparing the cultural content that appears at the beginner and intermediate levels. The comparison is based on the frequency and percentage of cultural content that appears at each level. From this comparison, similarities and differences are identified.

4. Drawing Conclusions

The final step in this research is drawing conclusions. Conclusions serve as a summary of the findings obtained from the analysis and interpretation of data found in the textbooks. Conclusions are presented in descriptive form, describing the results of the analysis and interpretation conducted. The process of drawing conclusions is based on relevant theories related to the research topic, the collected data, comparison with previous research, and validity testing strengthened through triangulation and consulting experts in the relevant field.

5. Triangulation of Raters

When conducting research, authors need to ensure internal validity where they strive to ensure that their research measures or tests what is actually intended. In this research, the author uses the triangulation of raters validity testing technique. Triangulation of raters is an approach in research involving experts to evaluate or measure a phenomenon or data found. Thus, in this research, validity will be tested by the judgment of experts in the field of Korean culture to evaluate and check the data analysis results made by the author. The aim is to determine whether the author has a sufficient understanding of analyzing the research data.

3. FINDINGS AND DISCUSSION

3.1. Findings

This research utilizes the Buku teks Bahasa Korea Terpadu untuk Orang Indonesia (hereinafter referred to as the BKT) at beginner level 2 and intermediate level 4. It should be noted that the number of cultural contents differs from the number of data. This is because each cultural content may contain more than one type of culture. Therefore, the number of data is greater than the number of cultural contents. After analyzing each page comprehensively, it was found that in the Buku teks Bahasa Korea Terpadu untuk Orang Indonesia at beginner level 2, there were 168 cultural contents with a total of 214 data. Meanwhile, in the Buku teks Bahasa Korea Terpadu untuk Orang Indonesia at intermediate level 4, there were 195 cultural contents with a total of 204 data. Findings and discussions will focus on the number of data.

To answer the research problem regarding the categories of culture that appear in the BKT at beginner and intermediate levels, the author categorizes data based on Cortazzi and Jin's theory (1999). Cortazzi and Jin categorize culture based on its source into three categories: source culture, target culture, and international culture. Additionally, Aliakbari adds a neutral culture. The data on cultural categories at each level will be distributed in respective tables. The following is the distribution of cultural category data in the BKT at beginner level 2 and intermediate level 4.

Table 1

Findings of Cultural Categories in the BKT Beginner Level 2

Cultural Categories Beginner Level 2	Frequency	Percentage
Source culture	35	16,4%
Target culture	152	71%
International culture	13	6,1%
Neutral culture	14	6,5%
Total	214	100%

Table 2

Findings of Cultural Categories in the BKT Intermediate Level 4

Cultural Categories Intermediate Level 4	Frequency	Percentage
Source culture	4	2%
Target culture	152	74,5%
International culture	9	4,4%
Neutral culture	39	19,1%
Total	204	100%

Table 3

Total Findings of Cultural Categories in the BKT Beginner Level 2 and Intermediate Level 4

Cultural Categories	Frequency	Percentage
Source culture	39	9,3%
Target culture	304	72,7%
International culture	22	5,3%
Neutral culture	53	12,6%
Total	418	100%

Based on the table above, it is found that the cultural category that appears most frequently in the BKT at beginner level 2 and intermediate level 4 is the target culture. In the BKT at beginner level 2, there are 152 data, and in the intermediate level 4, there are also 152 data related to the target culture. The target culture, referring to the country whose language is being studied, Korea, accounts for 304 data with a percentage of 72.7%. Meanwhile, other cultural categories have much smaller distributions. After the target culture, the neutral culture is found with 53 data, accounting for 12.6%, followed by the source culture with 39 data, accounting for 9.3%. The category that appears the least is international culture with 22 data, accounting for 5.3%.

Based on the data and explanations above, it is found that the cultural categories in the BKT at beginner level 2 and intermediate level 4 still focus on Korean culture. Meanwhile, Indonesian culture appears more frequently alongside Korean culture. Thus, Indonesian culture is used as a comparison to Korean culture.

Next, the discussion of each cultural category will be explained in detail in the following section.

a. *Source culture*

In this section, the source culture category found in the BKT at beginner level 2 and intermediate level 4 is explained. Source culture refers to the learners' origin, which is Indonesia. As mentioned earlier, there are 39 data classified under the source culture category, accounting for 9.3% of the total in the BKT at beginner level 2 and intermediate level 4. Out of the 39 data, the author found that there are not many instances where Indonesian culture is solely explained; rather, Indonesian culture often appears for comparison with Korean culture. Thus, many cultural contents are found to contain more than two cultures. One example is illustrated below.



Picture 2.

TD2/01/Bab 1/SC, TC/Page 17

The illustration above falls into both the source culture and target culture categories as it depicts the cultural practices of shaking hands and greeting when meeting someone. Upon closer examination, the image on the left depicts the cultural practice of shaking hands in Korea, while the image on the right depicts the cultural practice of shaking hands in Indonesia. In Korea, the practice of shaking hands is not as common as it is in Indonesia; rather, shaking hands is more commonplace. The difference between shaking hands and greeting lies in the context of their usage. Shaking hands is commonly used in social and everyday interaction contexts, while greeting is used in formal or business contexts. In the image on the left, shaking hands is depicted alongside formal attire, indicating that shaking hands in Korea is commonly practiced in formal or business settings. On the other hand, in the image on the right, everyday attire is worn, indicating that greeting in Indonesia is commonly practiced in everyday life.

b. *Target culture*

In this section, the target culture category found in the BKT at beginner level 2 and intermediate level 4 is explained. Target culture refers to the language being learned by the learners, which is Korean. As mentioned earlier, the target culture is the most dominant cultural category compared to other categories. A total of 304 data were found, accounting for 72.7% of the total in the BKT at beginner level 2 and intermediate level 4.

Out of the 304 data, the author found various cultural contents about Korea, ranging from everyday life aspects to more profound discussions such as work and marriage. Additionally, the author found many cultural content in the target culture category implicitly. Here is one example of target culture content that requires further interpretation.



Picture 3

TD2/3/Bab 1/TC/Page 18

The illustration above depicts the culture of seniority and juniority. This illustration is categorized as target culture because the culture of seniority is still prevalent in Korea. This culture creates a gap between seniors and juniors, where juniors are expected to show more respect and maintain decorum when dealing with seniors. In fact, this culture also exists in Indonesia, but it is not as strong as in Korea. In Indonesia, although there is a culture of seniority and juniority, the social and professional hierarchy is not as strict as in Korea. In Indonesia, while there is respect for older or more experienced individuals, interactions between individuals of various ages or experiences tend to be more relaxed and less formal. The hierarchy in the workplace or social environment is often more flexible.

Looking at the illustration above, the facial expressions of the junior are depicted as humble, while the senior is depicted as confident. This reflects the high and strict level of seniority in Korea. Therefore, this content is categorized as target culture.

c. *International culture*

In this section, the international culture category found in the BKT at beginner level 2 and intermediate level 4 is explained. International culture refers to cultures other than the source and target cultures, meaning cultures other than Indonesian and Korean cultures. It can also refer to cultures that have become internationalized. As mentioned earlier, international culture is the least represented cultural category compared to other categories. A total of 22 data were found, accounting for 5.3% of the total in the BKT at beginner level 2 and intermediate level 4. Here is one example of cultural content categorized as international culture.

1 다음을 읽고 내용과 같으면 O, 아니면 X하십시오.

(1) 사회생활을 할 때는 여러 가지 감정을 잘 조절하는 것이 아주 중요합니다. 감정을 숨겨야 할 때도 있고 감정을 표현해야 할 때도 있습니다. 그러니까 다른 사람을 위한다고 생각하면서 자신의 감정을 항상 억누르는 것은 좋지 않습니다.

① 감정을 직절하게 표현하는 것이 중요하다. ()

② 다른 사람을 위해서 감정을 늘 억눌러야 한다. ()

Picture 4

TM4/21/Bab 3/IC/Page 63

The text above is translated by the author as follows:

When living in social life, it is very important to control various emotions well. There are situations when you have to hide feelings and there are also situations when you have to express feelings. Therefore, always suppressing one's own feelings for the sake of others is not a good thing.

The text above illustrates high-context culture, commonly known as the culture of restraint. High-context culture involves communication that is implicit and not solely focused on words, but also on context and non-verbal channels such as facial expressions, pauses, tone of voice, and the situation (Chung, 2013). This culture gives rise to many assumptions and hidden meanings embedded in communication. The text above offers advice regarding the prevalence of high-context culture, suggesting that concealing feelings for the sake of others is not a good practice. More specifically, the text is a part of high-context communication. High-context communication is a component of high-context culture, emphasizing the importance of context, interpersonal relationships, and non-verbal expression in communication. In essence, high-context communication is the specific way people in a particular culture communicate. This culture is prevalent in countries such as Japan, China, Korea, and much of the Middle East. China and Korea consistently demonstrate tendencies toward high-context culture, while America consistently exhibits tendencies toward low-context culture (Kim, Pan, & Park, 1998). Low-context culture focuses on the disclosure of personal information and minimal emotiveness. Although the context here focuses on high-context culture in Korea, this culture also exists in countries other than Korea. Therefore, considering the prevalence of high-context culture in several countries, this content is categorized under international culture.

d. *Neutral culture*

In this section, the neutral culture category found in the BKT at beginner level 2 and intermediate level 4 is explained. Neutral culture refers to behaviors or practices that are not specifically associated with a particular culture but are generally accepted or practiced by various cultures worldwide so that culture is already considered as human behavior. As mentioned earlier, neutral culture is the most abundant cultural category after the target culture. A total of 53 data were found, accounting for 12.6% of the total data in the BKT at beginner level 2 and intermediate level 4. Here is one example of cultural content categorized as neutral culture.



Picture 5
TD2/26/Bab 3/NC/Page 57

The image above represents conventional shopping culture and online shopping culture. In the top left and bottom right images, online shopping culture is represented by the use of gadgets such as laptops. In the top right and bottom left images, conventional shopping culture is represented, which involves shopping directly at stores. In this context, the statement that the content above is categorized as neutral culture refers to the idea that these methods have become part of common human behavioral patterns, unaffected by specific cultures. Consumer culture and technological advancements have made conventional and online shopping widely accessible choices for people from various cultural backgrounds. Therefore, the content above is categorized as neutral culture.

Next, there are findings regarding the comparison of cultural content between beginner and intermediate levels. The books compared are the BKT beginner level 2 and the BKT intermediate level 4. The comparison is based on differences and similarities in cultural categories, which are based on Cortazzi and Jin's theory (1999). Here is the comparison of cultural content based on cultural categories.

Table 4
Comparison Based on Cultural Categories

Type	Frequency		Percentage	
Cultural Categories	Basic Level 2	Intermediate Level 4	Basic Level 2	Intermediate Level 4
Source Culture	35	4	16,4%	2%
Target Culture	152	152	71%	74,5%
International Culture	13	9	6,1%	4,4%
Neutral Culture	14	39	6,5%	19,1%
Total	214	204	100%	100%

Based on the table above, it is found that the number of data between the BKT beginner level 2 and intermediate level 4 books is similar, namely 214 data and 204 data, respectively. The target culture category has the same number of data between the BKT beginner level 2 and intermediate level 4 books, which is 152 data. However, the target culture category has different percentages in each book, namely 71% in the BKT beginner level 2 book and 74.5% in the BKT intermediate

level 4 book. Additionally, the target culture category is also the most abundant cultural category in both books. Meanwhile, the category with the least appearance is the international culture category, with 13 data in the BKT beginner level 2 book and 9 data in the BKT intermediate level 4 book. There is a significant difference found in the source culture category between the BKT beginner level 2 and intermediate level 4 books. In the BKT beginner level 2 book, 35 data in the source culture category were found, accounting for 16.4%, while in the BKT intermediate level 4 book, only 4 data in the source culture category were found, accounting for 2%. Furthermore, there is also a significant difference in the neutral culture category. In the BKT beginner level 2 book, 14 data in the neutral culture category were found, while in the BKT intermediate level 4 book, 39 data in the neutral culture category were found.

It can be concluded that the distribution of cultural categories in the BKT beginner level 2 book and the BKT intermediate level 4 book has almost the same distribution, with target culture being the most prevalent cultural category. However, there is also a difference in the second most prevalent cultural category, with source culture being predominant in the BKT beginner level 2 book, and neutral culture in the BKT intermediate level 4 book. When arranged, the cultural categories from most to least prevalent in the BKT beginner level 2 book are target culture, source culture, neutral culture, and international culture. Meanwhile, the cultural categories from most to least prevalent in the BKT intermediate level 4 book are target culture, neutral culture, international culture, and source culture.

3.2. Discussion

Based on the findings related to the cultural categories that appear in the *Buku teks Bahasa Korea Terpadu untuk Orang Indonesia* at the beginner and intermediate levels, it was found that the most prevalent cultural category in both the beginner level 2 book and the intermediate level 4 book is target culture. The target culture category in both books accounts for 72.7% of the total data. This means that the target culture category almost dominates nearly three-quarters of the total data.

These findings are in line with the statements in previous research conducted by [Baleghizadeh and Shayesteh \(2020\)](#), which suggest that every foreign language textbook tends to prioritize the cultural norms and values of the native speaker's country. With the finding that the target culture category predominates in the *Buku teks Bahasa Korea Terpadu untuk Orang Indonesia*, it indicates a hidden agenda in the creation of the textbook to prioritize Korean culture. This statement is supported by the results of this research, showing that almost all cultural content falls under the target culture category. Furthermore, these research findings are consistent with several previous studies conducted by [Nurjanah and Umaemah \(2019\)](#), [Saraswati \(2022\)](#), and [Astiandani and Purwati \(2021\)](#), which also found that the most prevalent cultural category is target culture.

However, the findings of this study are not consistent with some previous studies, namely the research conducted by [Ayu \(2020\)](#), [Akbar, Erwin, Akib, and Burhanuddin \(2020\)](#), and [Wahid, Qalyubi, and Qamariah \(2023\)](#). In those previous studies, it was found that the source culture category was the most prevalent. This is contrary to the results of this study because in this research, the source culture category was found to account for only 9.3% of the total data in both books.

The source culture category in the beginner level 2 book indeed shows a higher percentage, with 35 data or 16.4%, while in the intermediate level 4 book, only 4 data were found, accounting for just 2%. This disparity occurred because the cultural content in the beginner level 2 book still

consists of common Korean culture or what is referred to as "small 'c' culture," such as greeting customs, food culture, holidays, festivals, and so on. Therefore, much of this common Korean cultural content is compared with Indonesian culture. In contrast, in the intermediate level 4 book, the cultural content is more complex or what is referred to as "big 'C' culture." Thus, the cultural content in the intermediate level 4 book is more focused on Korean culture and does not compare it with Indonesian culture to avoid complicating the material at that level.

This finding raises interesting questions about the motives and interests behind the differing emphasis on cultural content in foreign language textbooks. Is the predominant use of target culture in the *Buku teks Bahasa Korea Terpadu untuk Orang Indonesia* a deliberate strategy to enhance and strengthen Korean cultural identity among learners? Or are there other factors that also influence the curriculum design decisions? Further analysis of the implications of this finding could make a significant contribution to the curriculum development of Korean language learning in the future.

4. CONCLUSION

The conclusion of the analysis of the *Buku teks Bahasa Korea Terpadu untuk Orang Indonesia* at Basic 2 and Intermediate 4 levels reveals an imbalance in cultural representation. Findings indicate that the majority of cultural content in these books emphasizes Korean target culture, with a significantly lower proportion for Indonesian, international, and neutral cultures. This signifies that while these teaching materials provide rich insights into Korean culture, the development of holistic cultural awareness towards other cultures remains minimal. Additionally, the comparison between the basic and intermediate levels shows an interesting pattern in the presentation of cultural content. Although the dominant cultural category is target culture in both levels, there are significant differences in the distribution of other cultural categories. The basic level tends to highlight aspects of "small c" culture like products, while the intermediate level tends to present "big C" culture such as perspectives. This indicates an evolution in the understanding and selection of cultural materials as the learning level progresses.

The implication is that instructors need to balance the curriculum with additional sources that broaden the scope of presented cultures, ensuring a more diverse learning experience for students. As for recommendations for future textbooks, there is a need for the development and improvement of cultural learning materials by reviewing the presented cultural content to achieve a more balanced distribution of cultural content. Thus, the book can help learners understand the differences and similarities in each culture and enhance cultural awareness of both their own culture and external cultures.

5. REFERENCES

- Akbar, A. H., Akib, E., & Burhanuddin, W. (2020). Cultural content analysis of English textbook at SMK Laniang Makassar. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP)*, 7(1), 1-12.
- Amalia, A. (2020). *Analisis unsur budaya dan interkultural pada buku ajar Fazhan Hanyu Chuji Kouyu 1 (Developing Chinese Elementary Speaking Course 1)*. [Sarjana, Universitas Negeri Semarang].
- Astiandani, F., Purwati, O. (2021). A content analysis of cultural representation in high school English textbook in 2013 education curriculum. *Pedagogy: Journal of English Language Teaching*, 9(1), 38-46. <https://doi.org/10.32332/joelt.v9i1.2994>

- Ayu, M. (2020). Evaluation cultural content on English textbook used by EFL students in Indonesia. *JET (Journal of English Teaching)*, 6(3), 183-192. <https://doi.org/10.33541/jet.v6i3.1925>
- Baker, W. (2015). Research into practice: Cultural and intercultural awareness. *Language Teaching*, 48(1), 130 - 141. <https://doi.org/10.1017/S0261444814000287>
- Baleghizadeh, S., Shayesteh, L. (2020). A content analysis of the cultural representations of three ESL grammar textbooks. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1844849>
- Chung, L. C. (2013). High-Context Cultures. *The Encyclopedia of Cross-Cultural Psychology*, 2, 657-658.
- Cortazzi, M. & Jin, L. (1999). *Cultural mirrors: Materials and methods in the EFL classroom*, in Hinkel, e. *culture in second language teaching and learning*. Cambridge University Press, Cambridge, 196-219.
- Dewi, K. C., Asib, A., & Drajadi, N. A. (2016). *Cultural contents in an English language teaching (ELT) textbook: a case of Indonesia* [Disertasi Doktoral, Universitas Sebelas Maret].
- Dewi, L. (2019). A cultural portrait of “Little c” themes in an English textbook used by Indonesian junior high school students: a content analysis. *AKSARA Jurnal Bahasa dan Sastra*, 20(2), 88-100 <http://dx.doi.org/10.23960/aksara/v20i2.pp88-100>
- Faris, I. (2014). Cultural content analysis of an English textbook for senior high school grade three in Cianjur, West Java. *Journal of English and Education 2014*, 2(2), 14-25
- Kertamuda, F. (2011). Konselor dan kesadaran budaya (*cultural awareness*). *Jurnal Universitas Paramadina*, 6(1), 11-27.
- Kim, D., Pan, Y., & Park, H. (1998). High-versus low-context culture: A comparison of Chinese, Korean, and American cultures. *Psychology & Marketing. Psychology & Marketing*, 15(6), 507-521. <https://doi.org/10.1002/%28SICI%291520-6793%28199809%2915%3A6%3C507%3A%3AAID-MAR2%3E3.0.CO%3B2-A>
- Noorfauzi, A. (2023). *The representation of culture in English textbook for senior high school students (a content analysis in textbook “English for Change” for 11th grade students)*. [Sarjana, Universitas Islam Negeri Syarif Hidayatullah Jakarta]
- Noviani, M.A. (2019). *Cultural analysis in English textbook entitled “Bahasa Inggris” for the first year students of senior high school*. [Disertasi Doktoral, Universitas Brawijaya].
- Nurjanah, I., & Umaemah, A. (2019). An analysis of cultural content in the textbook “Pathway to English” for second grade in senior high school. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 4(1), 83-92. <https://doi.org/10.24235/eltecho.v4i1.4536>
- Rosyadah, A. (2020) *Dampak penanaman budaya religius pada peserta didik (studi kasus di SMA Negeri 1 Purwoasri Kab. Kediri)*. [Sarjana, IAIN KEDIRI].
- Sabrina, F., Nurtaat, L., Apgrianto, K., Soepriyanti, H. (2023). Cultural contents in the textbook “English in Mind” in relation to Sasak Lombok culture. *Jurnal Ilmiah Profesi Pendidikan*, 8(2), 1162-1169. <https://doi.org/10.29303/jipp.v8i2.1446>
- Samsudin, D., Ansas, V., Triarisanti, R. (2021). The representation of cultural values in Korean as a Foreign Language (KFL) textbook. *Indonesian Journal of Applied Linguistics*, 10(3), 628-638. <https://doi.org/10.17509/ijal.v10i3.31749>
- Saraswati, P. (2022). *Muatan budaya dalam buku Bahasa Korea Terpadu untuk Orang Indonesia Tingkat Madya*. [Sarjana, Universitas Pendidikan Indonesia].

- Shavira Amelia Johan, Risa Triarisanti, Arif Husein Lubis* **Comparing cultural content between beginner and intermediate level in Korean language textbooks for Indonesian learners** | 42
- Smith, C., Sheyholislami, J. (2022). Current trends in critical discourse studies of textbooks: A look at selected literature. *Canadian Journal of Applied Linguistics*, 25(1), 47-63.
<https://doi.org/10.37213/cjal.2022.31515>
- Susanto, H. (2016). Hubungan bahasa dengan kebudayaan. *Bagawanabiyasa.wordpress.com*.
<https://doi.org/10.31004/joe.v6i1.4411>
- Wahid, M., Qalyubi, I., Qamariah, Z. (2023). An analysis of cultural contents in EFL textbook: “Bahasa Inggris untuk SMP/MTs Kelas VII”. *Journal on Education*, 6(1), 9119-9129.
<https://doi.org/10.31004/joe.v6i1.4411>