



# Cultural Contents in *MyEnglishStep* Digital Learning Materials for Junior High School Students

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## Abstract

*The present research aimed to analyze the cultural contents available in digital learning materials for Junior High School Students called myenglishstep.com. The data were analyzed using qualitative content analysis under two frameworks, particularly the cultural categories framework by Chao (2011) and the framework of the cultural dimensions by Moran (2001). The results revealed 1.472 cultural contents, covering all five cultural categories: Source Culture, Target Culture, International Culture, Intercultural Interaction, and Universality across Cultures. Further, the cultural contents are also represented through Cultural Dimensions, namely Products Dimension, Practices Dimension, Perspectives Dimension, Communities Dimension, and Person Dimension. The cultural contents mainly appeared as much as 1160 times in the Universality across Cultures and were presented through products created and invented by the social communities approximately 623 times. These results, to some extent, show that material developers are aware of the importance of cultural content to cater to diversity in Indonesia.*

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Keywords:

*Cultural Content; Digital Learning Materials; Cultural Categories; Cultural Dimensions.*

## INTRODUCTION

Nowadays, English as the pivotal language worldwide has significantly impacted education, especially in teaching and learning English. UNESCO stipulated that as a lingua franca, English is the continual usage of language aimed to simplify the process of communication among people from diverse mother tongues (UNESCO as cited in Chew, 2013). Consequently, English is being used to interact with people from various backgrounds across the world in which; these days, particular governments from numerous countries include the English language in their curriculum as one of the school subjects. Thus, language learners may comprehend distinct cultures through interaction with the global community using English. Accordingly, to learn the English language better, one shall also



comprehend the cultural elements. In particular foreign language education, the cultural dimensions are included in the learning process beyond operating products utilized by individuals in numerous practices among communities through reflecting their perspectives (Moran, 2001). Further, in the study of cultural contents in ELT learning materials, there are five categories of cultures that language learners must grasp (Chao, 2011), they are:

1. Source culture, which belongs to individuals' native cultures;
2. Target culture, which refers to the cultures of English-speaking countries;
3. International culture, which includes the cultures across the world aside from one's native culture and the culture of English-speaking countries;
4. Intercultural interaction, which refers to the comparison between source culture with target culture or source culture with international culture;
5. Universality across Cultures, which covers general knowledge or content that is unspecific to a particular culture or country.

The culture is represented in five dimensions, which are Products (artifacts, places, institutions, and art forms), Practices as the embodiment of cultural activities, Perspectives that represent an individual's viewpoints as a cultural member of society, Communities as cultural groups in which their members attain cultural practices in specific circumstances, and Person(s) that include an individual member of the culture with a specific identity and life history (Moran, 2001).

As a result, since language and culture are interwoven, cultural contents in EFL learning materials are essential to assist EFL learners. Besides, familiarizing learners with culture may enhance their cultural awareness to cope with culture shock (Giyatmi, 2021). Further, language learning materials with cultural elements may develop an interest in language learning and encourage EFL learners to learn it (McKay, 2002).

Moreover, in this fast-changing and interconnected world that can be considered the Industrial Revolution 4.0 era, advanced technology, namely the internet, has occurred to develop technological inventions in education, resulting in plentiful ways for teaching and learning (Gonzalez-Vera, 2016). Thereby, schools are lately functioning digital media for English as a foreign language teaching-learning activity. Additionally, due to the global pandemic, which is acknowledged as the Coronavirus Disease (COVID-19), the termination of 530,000 schools all over Indonesia has occurred and impacted the teaching and learning process (UNICEF, 2021). Based on the Circular Letter of Indonesia's Ministry of Education and Culture Number 4 of 2020, it is pointed out that teachers shall provide various activities and assignments for distance learning based on students' interests and conditions, including the accessibility of learning facilities from home. Nonetheless, digital materials existing in accordance with the Curriculum 2013 for English language learning at the Junior High School level are still insufficient (Mayuni, Leiliyanti, Palupi, & Agustina, 2021).

Despite the insufficiency of English language digital materials for junior high school, recently, a digital-based learning platform has been created by English language junior high school teachers and researchers from the State University of Jakarta. This platform was established for junior high school students, the digital materials of which were developed based on the Curriculum 2013 of the English language in Indonesia. The digital learning platform is known as *MyEnglishStep* (hereafter called MES) and can be accessed via the following link: <https://www.myenglishstep.com/>. In addition, MES

may be able to accommodate junior high school students to learn English, considering this digital learning website ensures that English language materials are provided in the form of blended learning with multiple learning activities to assist students in studying individually and collaboratively with or without teachers' guidance. Even though MES offers various English Language learning materials for junior high school students in Indonesia, this digital learning site is a brand-new teaching and learning platform, and the investigation of its English language materials is still scarce in terms of cultural content.

Several prior studies dealt with the cultural contents of English language materials through EFL textbooks, in which the number of consisted cultural elements tends to be unequal. For instance, Masturah (2019) investigated the representation of the cultural content underlying an English textbook at the senior high school level in Indonesia. The findings indicated that the Product dimension frequently emerged in the textbook. Further, Rahmawati (2020) analyzed cultural contents regarding the English language textbook in senior high school. The study illustrated the dominance of the source culture category and the insufficiency of the intercultural interaction category. Besides, Setiadi (2020) identified the cultural contents of a 9<sup>th</sup>-grade Indonesian English textbook which revealed that the textbook contained all elements of cultural contents. Finally, Angelina, Mayuni, & Agustina (2022) examined the cultural contents of authentic digital greeting cards for junior high school students. The findings showed that the cultural contents mostly occurred in the universality across cultures and were represented by the practice dimension by means of activities and language expressions. Hence, the previous studies elucidated above indicated that the cultural content analysis research regarding EFL digital learning materials for junior high school level remained inadequate compared to textbooks as the basis of cultural content analysis study. Meanwhile, present-day digital learning materials are being used in classroom teaching and learning process, precisely throughout the global pandemic.

According to the above explanation, there are two fundamental reasons why the researcher aimed to analyze the cultural contents of *MES* digital materials: firstly, to examine the types of cultural content provided in MES to foster students' cultural awareness, and secondly, to find out its cultural distribution.

## RESEARCH METHOD

The present study used a descriptive qualitative research design, precisely the content analysis of digital learning materials. The present research implemented the content analysis method since it is in line with the notion of content analysis according to Krippendorff (2004), which stated that content analysis is a structural and replicable technique to summarize numerous words into specific types of content based on coding rules. Hence, the approach mentioned above fits the objectives of the present research to examine the representation of cultural categories and the representation of cultural dimensions as part of cultural content on *MES* digital learning materials for junior high school students. As a result, the research design of the present study is considered a qualitative content analysis.

The data source in the present study was the English language digital materials for junior high school students from 7<sup>th</sup> Grade up to 9<sup>th</sup> Grade available on *myenglishstep.com*, which contains words, phrases, sentences, texts, reading passages, dialogues, pictures, audio, videos, or any learning activities. Moreover, the mentioned data were classified as cultural values, namely cultural categories



and cultural dimensions. Further, the instruments of the present study included analysis tables on the cultural categories (Chao, 2011) and cultural dimensions (Moran, 2001). After being downloaded and collected, the data were analyzed in terms of the cultural categories and cultural dimensions, identified through a checklist table, calculated, and finally described.

## RESULTS AND DISCUSSION


### A. Results

Out of 1.472 cultural contents identified on MES digital materials, the categories of cultures occurred in all grades in the form of texts, dialogues, pictures, audio, videos, or activities provided in each chapter in each grade on the MES platform. The Universality across Cultures appeared to be the highest percentage compared to the other categories, with Target Culture, Source Culture, International Culture, and Intercultural Interaction coming in sequence. See the following table for detailed data analysis results underlying every cultural category.


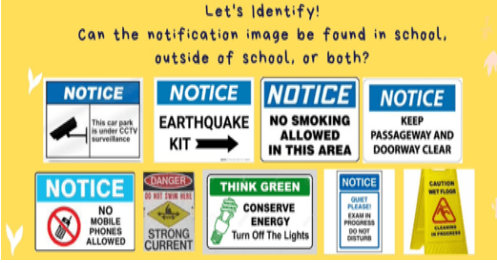

Categories of Culture	Frequency	Percentage (%)
Source Culture	127	8%
Target Culture	128	9%
International Culture	49	3%
Intercultural Interaction	8	1%
Universality across Cultures	1160	79%
Total	1472	100%

Table 1. The Total Distribution and Percentage of Cultural Categories in all Grades

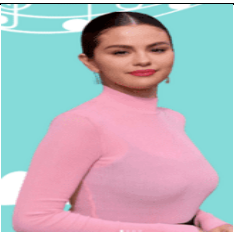
The category of Universality across Cultures is frequently represented in the data through the universal or common cultural contents that are unspecific to particular cultures and countries, such as linguistic knowledge and practice. They appeared in the form of reading passages, pictures, and videos. See the explanation below:

Data	Explanation
 <p>Transcript:</p>	<p>This video discusses common things found in the classroom, which shows that it is a product of Universality across Cultures since the mentioned things are unrelated to particular culture or country.</p>



<p>Hello everybody. Today we're going to talk about <b>things</b> around us. This is a <b>window</b>. This is <b>aboard</b>. This is a <b>clock</b>. These are <b>some books</b>. This is a <b>table</b>. This is a <b>shelf</b>. This is a <b>chair</b>. This is a <b>desk</b>. This is a <b>cupboard</b>.</p>	
	<p>This video explains the Present Progressive Tense, which indicates that it is a product of Universality across Cultures since the mentioned material discusses linguistic knowledge.</p>
	<p>This picture denotes certain notifications that can be found in public places. Therefore, the notifications are part of the product of the Universality across Cultures, which is related to linguistic knowledge.</p>
	<p>This picture shows an activity, which is a birthday party that people across the world often celebrate once a year. Hence, this activity is a part of Universality across Cultures since it is unrelated to one's culture or country.</p>

The category of Target Culture in the data can be found in reading passages and pictures. For instance, people's names, such as *Justin Bieber*, *Jaden Smith*, and *Selena Gomez*. In addition, the beverages brand called *Barsotti* appeared in one of the *MES* digital learning materials. See the examples as follows:

Data	Explanation
<p><b>Justin Bieber:</b> Hi, <b>Jaden</b>. Can we meet this Saturday afternoon to talk about our school project? <b>Jaden Smith:</b> Oh, hi, <b>Justin</b>. I don't think I can. I have lots of things to do this Saturday.</p>	<p>This dialogue consists of the conversation between Canadian and American singers, namely Justin Bieber and Jaden Smith.</p>
	<p>This picture shows an American actress and singer, Selena Gomez.</p>





<thead> <tr> <th colspan="2">Nutrition Facts</th> </tr> <tr> <th colspan="2">8 servings per container</th> </tr> <tr> <th colspan="2">Serving Size 8 Fl. Oz (240mL)</th> </tr> <tr> <th colspan="2">Amount Per Serving</th> </tr> <tr> <td><b>Calories</b></td> <td><b>110</b></td> </tr> <tr> <td colspan="2">% Daily Value*</td> </tr> <tr> <td>Total Fat 1g</td> <td>2%</td> </tr> <tr> <td>Saturated Fat 1g</td> <td>2%</td> </tr> <tr> <td>Trans Fat 0g</td> <td>0%</td> </tr> <tr> <td>Cholesterol 0mg</td> <td>0%</td> </tr> <tr> <td>Sodium 0mg</td> <td>0%</td> </tr> <tr> <td>Total Carbohydrate 28g</td> <td>6%</td> </tr> <tr> <td>Dietary Fiber 0g</td> <td>0%</td> </tr> <tr> <td>Total Sugars 27g</td> <td>54%</td> </tr> <tr> <td>Includes 0g Added Sugars</td> <td>0%</td> </tr> <tr> <td>Protein 0g</td> <td>0%</td> </tr> <tr> <td>Vitamin C 0mg</td> <td>0%</td> </tr> <tr> <td>Vitamin A 0mg</td> <td>0%</td> </tr> <tr> <td>Potassium 0mg</td> <td>0%</td> </tr> </thead>	Nutrition Facts		8 servings per container		Serving Size 8 Fl. Oz (240mL)		Amount Per Serving		<b>Calories</b>	<b>110</b>	% Daily Value*		Total Fat 1g	2%	Saturated Fat 1g	2%	Trans Fat 0g	0%	Cholesterol 0mg	0%	Sodium 0mg	0%	Total Carbohydrate 28g	6%	Dietary Fiber 0g	0%	Total Sugars 27g	54%	Includes 0g Added Sugars	0%	Protein 0g	0%	Vitamin C 0mg	0%	Vitamin A 0mg	0%	Potassium 0mg	0%
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 Barzotti is a juice brand that originated in California, USA. |



The category of Source Culture in the data is represented in dialogues and pictures, particularly people’s names such as *Afgan*, *Iqbaal*, and *B.J. Habibie*. Further, *Batik* and *Tari Piring* as Indonesia’s cultural products also appeared in the data. Below are several examples regarding the categories of Source Culture, which are presented in MES digital learning materials.

Data	Explanation
<p>Afgan</p> <p>Iqbaal</p> <p>B.J. Habibie</p>	<p>The three people in this part are Indonesia's famous figures. Afgan and Iqbaal are actors and singers. B.J. Habibie was Indonesia’s former president.</p>
	<p><i>Batik</i> is one of Indonesia’s products in the form of fabric. It can be used for making clothes, including school uniforms that students in Indonesia’s public schools often wear.</p>





This is a picture of some people wearing traditional West Sumatra outfits while dancing with particular plates. This traditional dancing is known as *Tari Piring*, and originated in Minangkabau, West Sumatra.

Moreover, the International Culture on MES digital learning materials appeared in the form of pictures and reading passages. For instance, *Taekwondo* clothing, an animal, namely a giraffe in Africa, and a company that is located in Manila. Below is further information regarding the categories of International Culture.

Data	Explanation
	<p>This picture shows a person wearing a <i>Taekwondo</i> suit with a black belt. <i>Taekwondo</i> is a martial art that originated in Korea. Thus, the person in this picture wears a product from Korea.</p>
<p>The <b>giraffe's</b> height also helps it to keep a sharp lookout for predators across <b>the wide expanse of the African savanna</b>.</p>	<p>This sentence shows that the giraffes' habitat is around the African Savanna.</p>
	<p>This picture shows a pamphlet for computer service, which is located in Manila, Philippines.</p>

Finally, Intercultural Interaction became the least to occur on *MES* digital learning materials. There is a picture of the South Korean boy group known as BTS that is wearing Indonesia's wedding suit. In particular, there is a students' exercise that urged students to translate an English greeting card into Bahasa Indonesia, and also an exercise that mentioned ASEAN Games as a sports event. Hence, below are some examples.



Data	Explanation
	<p>The people in these two pictures are the South Korean boy group members called BTS, who wear Indonesian wedding suits, which indicates Intercultural Interaction happened.</p>
	<p>The Intercultural Interaction in 8th Grade occurred in the greeting cards exercise. The students are instructed to translate the English language greeting card into Bahasa Indonesia.</p>
<p>7. The swimmer <input type="text"/> (not/compete) for the ASEAN games 2026.</p>	<p>ASEAN Games 2026 is a sports event in Southeast Asia, including Indonesia. Therefore, the Intercultural Interaction category occurs as Indonesian athletes compete with athletes from several countries in Southeast Asia.</p>

Cultural Dimensions were also covered in the 1.472 cultural contents found in the reading passages, dialogues, pictures, audio, videos, or activities represented in each chapter and each grade on the MES platform. The Products dimension dominated the data among the other dimensions, followed by Practices, Persons, Perspectives, and Communities as the lowest. See the table below for the detailed numbers.

Dimensions of Culture	Frequency	Percentage (%)
Products	623	42%
Practices	438	30%
Perspectives	182	12%
Communities	36	3%
Person	193	13%
Total	1472	100%

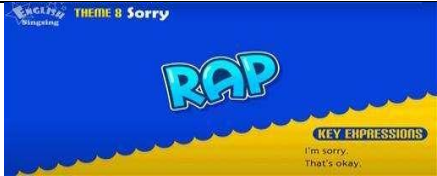



Table 2. The Total Distribution and Percentage of Cultural Dimensions in all Grades

The dimension of Products in the data was represented through videos, reading passages, students' exercises, and games platforms. The mentioned digital learning materials can be found in









learning videos, for example, a song in a rap genre, a game platform to assist learning activities, and an image that depicts a restaurant. Below are the examples.

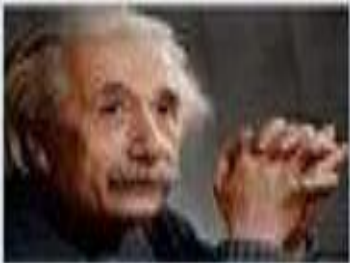
Data	Explanation
 <p>Lyrics:                      Sorry, I'm sorry. Sorry, I'm sorry.                      Sorry, sorry, sorry.                      That's okay. That's okay. That's okay.                      Sorry, I'm sorry. Sorry, I'm sorry.                      Sorry, sorry, sorry.                      That's okay. That's okay. That's okay.</p>	<p>Rap is a song genre that presents an art form in the product dimension.</p>
	<p><i>Kahoot</i> is an application for students' learning activities through interactive games that appeared on one of the digital learning materials on MES. Thus, <i>Kahoot</i> can be categorized as an artifact or tool in the Products dimension.</p>
	<p>This picture shows a dining table with cutleries on it. Hence, the picture represents an artifact in the product dimension.</p>
	<p>This picture shows a Pizzeria or a pizza restaurant, which can be classified as a place in the products' dimension.</p>

Furthermore, the dimension of Practice in the data includes dialogues and pictures. For example, students and a teacher's dialogue and pictures of operating certain things. Below are examples of the Practices dimension in MES digital learning materials.


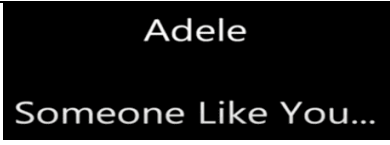


Data	Explanation
 <p>Transcript:                      Kate's classmates escorted her around the school hallway to show each classroom.                      Bomi: This is the music room.                      Kate: Wow! They are good.                      Jiho: That's the school library.                      Kate: Wow! Many books!                      Mr. Kim: Good afternoon, everyone.                      Jiho: Good afternoon, Mr. Kim.                      Kate: My name is Kate. How are you?                      Mr. Kim: I'm great. Nice to meet you, Kate.</p>	<p>The video is a part of acts in the Practice dimension. Further, this video discusses brief responses to certain things at school and greeting someone.</p>
	<p>This picture shows an operation in the Practice dimension as the kids play at the playground.</p>
	<p>This picture shows people at the gym working out using treadmills and a barbell. Thus, the picture can be categorized as an operation in the Practice dimension.</p>
	<p>This picture includes an activity of someone who is playing the piano. Hence, this picture can be classified as an operation in the Practice dimension.</p>


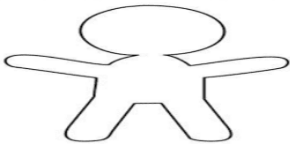
The Person dimension of culture in *MES* digital learning materials was revealed in the form of pictures, videos, and reading passages that include people's names, particularly *Albert Einstein*, *Prof. Dumbledore*, *Angela Smith*, *Charlie Puth*, and *Adele*. See the explanations below.

Data	Explanation
 <p>Albert Einstein</p>	<p>Albert Einstein was a German-born scientist who developed the theory of relativity. Hence, this picture of Einstein presents the Person dimension.</p>




<p><b>Prof Dumbledore</b></p> 	<p>This picture is taken from one of the digital learning videos on the MES platform. It includes a famous fictional character from the Harry Potter movie, Professor Dumbledore.</p>
<p><b>Angela Smith:</b> Hello, everyone! Welcome to the flash interview with me, <b>Angela Smith</b>. Today we have a special guest, <b>Charlie Puth</b>!  <b>Charlie Puth:</b> Hello, Angela! Hello everyone! Nice to meet you.  <b>Angela Smith:</b> Welcome, Charlie. How are you?  <b>Charlie Puth:</b> Great, Thank you</p>	<p>This is a dialogue between an interviewer called Angela Smith and a singer, Charlie Puth.</p>
<p><b>Adele</b> <b>Someone Like You...</b></p> 	<p>This picture shows an English singer called Adele and her hit song, <i>Someone Like You</i>. Thus, it can be classified as a Person's dimension.</p>



Moreover, the Perspectives dimension of culture in *MES* digital learning materials has appeared in the form of videos, pictures, and reading passages. The mentioned materials are represented in the form of perceptions and beliefs. See the examples below for further detailed data results.

Data	Explanation
	<p>This picture is taken from one of the digital learning materials videos. This picture shows a character's perception of how he feels at the moment. It seems he is happy as there is a 'love' symbol. Hence, this picture represents a perception in the Perspectives dimension.</p>
<p>Mark: What kind of books do you like to read?                  Nicole: I <b>prefer mysteries, fantasy, and science</b> fiction. I turn off two lines at 10:30.</p>	<p>This dialogue indicates someone's preference towards something, which shows the perception in the Perspectives dimension.</p>
<p>What Do You Like About Yourself?</p> 	<p>This is a picture from students' worksheets to instruct students in writing their opinion about themselves. Hence, this picture reveals perception in the Perspectives dimension.</p>



 <p>2. Which from these two K-pop groups you most prefer and why?</p> <p>3. Describe the most noticeable/eye-catching physical features they are able to identify from these two images.</p>	<p>This picture includes two South Korean groups, such as BTS and BlackPink. Further, students get instructions to give their preference between these two groups and their opinion on the eye-catching physical features of both groups. Thus, these pictures, along with the questions considered as the perception in the Perspectives dimension.</p>
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Lastly, the Communities dimension is the least dimension on *MES* digital learning materials represented in videos and reading passages, namely a school community, a family community, and an occupation community. Below are further detailed examples.

Data	Explanation
	<p>The picture is taken from one of the digital learning materials videos. This picture shows a teacher, and several students in the classroom, which makes this picture represents the communities' dimension.</p>
<p>Hi everyone. My name is Emily. This is my <b>family</b>. He is my dad. His job is as a doctor. She is my mom. Her job is as a teacher. He is my little brother. His name is Jack. He is five years old. This is our living room.</p>	<p>This is a video transcript that explains one's family. Thus, it shows the community dimension.</p>
 <p>We are diverse in race, religion, personality, but we have so many things in common at the same time.</p>	<p>This picture includes students from various nations' backgrounds. Therefore, it can be classified as the community dimension.</p>
<ul style="list-style-type: none"> <li>• Actor. An actor acts in a play.</li> <li>• Artist. An artist makes art.</li> <li>• Astronaut. An astronaut explores space.</li> <li>• Bus driver. A bus driver drives buses.</li> <li>• Taxi driver. A taxi driver drives a taxi.</li> <li>• Businessman. A businessman is good at dealing with business.</li> <li>• Carpenter. A carpenter makes things from wood.</li> <li>• Cashier. A cashier takes in or gives out money.</li> </ul>	<p>This is a list of occupations extracted from one of the digital learning videos on <i>MES</i>. Occupations are part of social communities. Hence, this list presents the Communities dimension.</p>





## B. Discussion

The present results reveal that the digital learning materials from 7<sup>th</sup> Grade up to 9<sup>th</sup> Grade on the *MES* platform provide the complete five Cultural Categories: Source culture, Target culture, International Culture, Intercultural interaction, and Universality across Cultures. In terms of Cultural Dimensions, *MES* digital learning materials from 7<sup>th</sup> Grade up to 9<sup>th</sup> Grade represented the entire five Cultural Dimensions, namely Products, Practices, Perspectives, Communities, and Persons.

The Universality across Cultures as the Cultural category dominates the entire *MES* digital learning materials. In addition, the present study's findings are similar to Rahmawati (2020), where there is a low amount of Intercultural Interaction category. The mentioned findings align with the prior study, which investigated the cultural contents of EFL textbooks (Chao, 2011). In the research on EFL textbooks' cultural contents, Chao (2011) emphasized that the Universality across Cultures in the cultural content has a role in enhancing students' interest in learning and utilizing English, precisely for EFL students from diverse cultural settings and countries. Furthermore, the cultural dimensions in this study reveal that the dimension of Products has the highest occurrences in 7<sup>th</sup> Grade up to 9<sup>th</sup> Grade since *MES* digital learning materials include various kinds of learning activities in the form of digital tools to assist students in distance learning activities. Therefore, the present study has similarities in the result of cultural dimensions with the prior research by Masturah (2019) and Setiadi (2020), which show that the Product dimension has predominantly appeared. On the contrary, the Community dimension is slightly represented. Besides, the present results also have differences in terms of Practices occurrence in the cultural dimensions. Angelina et al. (2022) emphasize that the Practices dimension is primarily represented since the data are digital greeting cards, which can be classified as authentic materials.

In addition, the representation of cultural categories and cultural dimensions on the *MES* platform is also in line with its claim of including Indonesia's 2013 curriculum in the digital learning materials, considering the *MES* platform fulfilled the core competency (*kompetensi inti*) element in curriculum 2013 of Indonesia for English subject in junior high school level, which include factual, conceptual, and procedural notions as a set of knowledge, precisely in terms of arts and cultures related to visible phenomena and events that can be seen from how the five Cultural Categories according to Chao (2011) and Cultural Dimensions proposed by Moran (2001) occurred on *MES* digital learning materials.

The domination of Universality across Cultures represented through the Products dimension has an enormous impact on the digital learning materials on the *MES* platform, which are filled with universal knowledge that is unrelated to particular culture or country; considering Universality across Cultures may help EFL junior high school students familiarize themselves with basic knowledge of the English language before they start to learn English further at senior high school level. It is in line with the narration of Universality across Cultures, according to Chao (2011), that it can persuade students from distinct cultural backgrounds to comprehend the English language since the fundamental knowledge is more convenient to be grasped by EFL students in junior high school level so that they will not be easily distracted and unmotivated to learn English. On the other hand, the lack of Intercultural Interaction as a cultural category makes students unable to learn comprehensively about the similarities and differences between Indonesia's culture and other cultures aside from



Indonesia. Further, Intercultural Interaction is more complex than Universality across Cultures, which is only suitable for EFL learners who want to learn English professionally through English courses.

Therefore, EFL digital learning materials at the Junior high school level would be corresponding if they contain inclusive cultural contents that are convenient to be comprehended by EFL learners through Indonesia's standard, which is based on the 2013 curriculum. Hence, by having Universality across Cultures as the most appeared cultural category on *MES* digital learning materials, EFL students from diverse cultures are able to utilize the *MES* platform to learn English at the Junior high school level since the materials include various inclusive cultural contents, precisely universal knowledge that can be grasped by EFL learners beyond Indonesia's standard emphasized in 2013 curriculum. Consequently, EFL learners in Indonesia from rural and urban areas can equally access *MES* digital learning materials.

### CONCLUSION AND RECOMMENDATION

The cultural contents in *MES* digital learning materials for junior high school students are represented beyond five cultural categories: Source culture, Target culture, International Culture, Intercultural interaction, and Universality across Cultures. Further, the mentioned digital learning materials are also represented beyond the five cultural dimensions: Products, Practices, Perspectives, Communities, and Person. Based on the cultural analysis of *MES* digital learning materials, the unevenness of cultural categories and cultural dimensions as parts of cultural contents occurred. The disproportion of *MES* digital materials might occur as the materials significantly discussed topics related to general knowledge, precisely linguistics comprehension, and the digital learning materials represented on the *MES* platform tend to be things being produced or adopted by cultural members of the society. Besides, cultural categories and cultural dimensions on the *MES* platform fulfilled the core competency (*kompetensi inti*) in the curriculum 2013 of Indonesia for English subjects at the junior high school level, considering the digital learning materials include factual, conceptual, and procedural notions as a set of knowledge, specifically in terms of art and culture concerned with tangible phenomena and events that can be seen from how the five Cultural Categories constructed by Chao (2011) and Cultural Dimensions conducted by Moran (2001) appeared on *MES* digital learning materials. Thus, the implication of having Universality across Cultures as the most occurred cultural category on *MES* digital learning materials is that EFL students from distinct cultural backgrounds may utilize the *MES* platform to learn English as the materials contain inclusive cultural contents, especially universal knowledge through Indonesia's standard, which is based on 2013 curriculum. Thereupon, EFL learners from rural and urban areas can access *MES* digital learning materials equally. However, based on the present study's findings, Intercultural Interactions as the cultural category have the lowest number of occurrences. The lack of representation of Intercultural Interaction is caused by the other digital learning materials on the *MES* platform that already represent specific categories of culture. Hence, teachers may use and modify the other provided materials, which include particular cultural categories based on the unit intended to be taught to students.

Based on the results of the present study, particular recommendations should be considered: (1) EFL teachers should be aware of the disproportion of cultural content in digital materials. For instance, integrated cultural content with other cultural categories and cultural dimensions is suggested to



develop students' cultural awareness. (2) Materials developers need to study the cultural contents, namely Cultural Categories and Cultural Dimensions in EFL digital learning materials, to investigate how the digital learning materials can assist EFL students in fostering their knowledge of cultural diversity and social phenomena across the world. (3) The study of EFL digital learning materials regarding cultural contents must be investigated further by researchers since EFL digital learning materials from diverse sources might differ slightly, although they are based on the same curriculum.

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