

Needs Analysis of Cross-Cultural Understanding-Based English Materials for Senior High School Students: Teachers' Perception

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ABSTRACT

The objective of this study was to examine teachers' perceptions regarding the necessity for Cross-Cultural Understanding (CCU) based English materials for senior high school students in South Sumatra, Indonesia. This needs analysis employed a survey with a descriptive-analytical approach. A purposive sample of 67 teachers was selected, of which only 6 were interviewed. Questionnaires were distributed to all participants via Google Forms through the MGMP WA group, with Google automatically tabulating the response percentages. Semi-structured interviews were conducted with the six selected teachers through both online and offline meetings. The interview data were analyzed using Miles and Huberman's analytical techniques, including data collection, data reduction, data presentation, and conclusion drawing. To ensure the validity of the collected data, a triangulation technique was employed. The findings revealed that the major challenges faced by high school teachers in South Sumatra include students' lack of knowledge about cultural diversity and the inadequacy of CCU-based materials. All teachers (100%) agreed on the necessity of incorporating CCU-based materials in English Language Teaching (ELT); 66.7% of respondents believed that such materials could serve as a medium to promote Indonesian culture to the next generation, while 33.3% thought they could enhance students' reading interest. The study concludes that there is a significant need for new CCU-based materials for senior high schools, as these materials could effectively enhance students' understanding of cultural diversity, boost reading interest, and support the promotion of Indonesian culture.

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1. INTRODUCTION

As an archipelagic nation, Indonesia boasts a rich tapestry of local cultures, earning it the designation of a multicultural country. Unfortunately, Indonesia grapples with issues related to cultural sustainability. According to Agus et al. (2021), Indonesian local cultures suffer from a lack of recognition,

appreciation, and promotion. These deficiencies have led to instances where other countries have easily claimed Indonesian cultural elements. Monica and Vianty (2019) report that 32 Indonesian cultural items, including traditional clothing, dances, and foods, have been claimed by other nations. Notably, Malaysia, Indonesia's neighbor, has claimed several Indonesian cultural expressions such as the Tor-tor dance, Angklung, Pencak Silat, the song "Halo-Halo Bandung," and Rendang (Rahma & Suwandi, 2021). Such claims often become hot topics in Indonesian television news. In response, the Indonesian government has intensified its efforts to protect and promote local culture, including integrating it into education through school teaching materials (Oktaviani, 2018). Schools are deemed effective venues for cultural integration programs, as they directly engage with the nation's youth, who are expected to play a crucial role in preserving local culture (Suyitno, 2012). Consequently, the government issued Ministerial Decrees No. 22 and 23 of 2006, which provide significant opportunities for incorporating local culture into various school subjects at both elementary and secondary education levels (Young, 2019). These regulations underscore the Indonesian government's commitment to cultural promotion. Furthermore, the government encourages Indonesian citizens, including teachers and material developers, to participate in cultural preservation and promotion by creating and utilizing educational materials that highlight local culture.

Cultural preservation is one of the main challenges facing the Indonesian government. Schools are regarded as the appropriate places to achieve the target of cultural preservation (Monica et al., 2023). Schools teach students about morals, values and cultural diversity (Walton et al., 2014). According to Sebayantaka et al. (2015) the government's support for local cultural integration is shown by the launching of government regulation No. 32 concerning national education standards (Azizah et al., 2021). It is supported by Oktarina et al., (2022) who state that in this regulation the government suggests that the curriculum framework in Indonesian educational institutions must be based on preserving local culture and aspects of its potential, it is because every Indonesian citizen, including students, must participate in preserving and promoting Indonesian local culture as stipulated in Government Regulation No. 5 of 2017. Teachers must participate in this Indonesian cultural promotion program. Responding to this Monica et al., (2021) describe that an effort that can be taken by English teachers or material developers to support cultural promotion programs are by developing English language teaching materials on the topic of Indonesian local cultural wisdom. This statement is supported by Monica & Vianty (2019), who found that Indonesia still lacks local content-based reading materials. The teachers tend to use the textbook that were already given by the government that was recognized through book analysis were still dominated by the culture of the target language countries. Hence, teachers were suggested to actively participate in solving this challenges, it is by developing their own reading materials especially containing Indonesian local culture.

Large numbers of previous research proved that language and culture are two aspects of human life that cannot be separated, even cultural components including knowledge, beliefs, art, morals, laws, customs, and others have an important role in the language learning process (Ismail, 2017). Furthermore, Rohmani and Andriyanti (2022) emphasize that the process of learning English as a foreign language does not only focus on learning its linguistic aspects, but the focus of learning can also be broader, namely by studying the culture of the speakers of the language (Soomro et al., 2015). This is because if you talk about culture in the context of teaching English as a foreign language or TEAFL, it will lead to one big concept called CCU.

CCU is simply defined as the study of various cultures from different countries (Zhang & Li, 2022). Students must have the ability and knowledge of how to correctly communicate, interpret and react to people from different cultures (Busri, et al., 2016). Ayu (2021) point out that various researchers agree that it is very difficult to learn a language without knowing the culture of the native speakers of that language. Learning a new language is tantamount to learning a new culture; an understanding of a language will not be complete without knowing the culture and origin of that language (Brown, 2012). Regarding the previous statements, Sugirin, et al. (2008) analyzed the integration of multicultural aspects in English textbooks used at high schools in Indonesia. The results of this study indicate that

409 elements of Western culture and 739 elements of Indonesian culture are discussed in the English book. Additionally, cultures' diversity that are presented in the textbook has not been accompanied by CCU information. From those finding, it can be interpreted that the quantity or presentage of source culture and target culture content in the English textbook used in Indonesia are not balanced, that are still dominated by the elements of Indonesian national culture. The textbook has also unadequate information about CCU, and if this problem is not professionally handled by the teachers, it will of course, cause chaos and misunderstanding for students. In line with this, most of the English teachers in senior high schools in Indonesia suggest that the CCU information be added to add in English textbook since they ever had unpleasant experiences when teaching students about culture diversity (Monica et al., 2023)

Furthermore, the lack of information on CCU is now a major problem in printed books in Indonesian high schools. Sorongan et al., (2014), in their research showed that readings that are completed by CCU content have very little existence in English reading books in Indonesia, it is only 10.11%. The lack of information on CCU is caused by several factors, one of which is closely related to government policies. According to Zen (2014), the enactment of Law No. 22 of 1999 concerning regional autonomy turns out to make the cross-cultural approach not directly applicable to curriculum development in Indonesia. The policy of regional autonomy makes each teacher focuses more on their own regional cultures, so the percentages of cultural content could not be controlled (Aritonang, 2018). Whereas, both target culture (C2) and source culture (C1) are beneficial in ELT (Akbar, 2019). So though the government highly recommends local culture content integration, ideally, learning English must also include the learning of the target language culture. CCU is the solution for teaching culture in ELT. Sunardi (2019) said CCU materials contain the learning of cultural diversity, in the other words, the learning of source culture and target culture in the same time.

According to Monica et al. (2023), the scarcity of teaching materials incorporating Cross-Cultural Understanding (CCU) has become a significant concern for teachers in Indonesia. Most senior high school English teachers in Indonesia reported that their students still struggle with cross-cultural comprehension due to the absence of texts that adequately cover cultural diversity. Cultural diversity is typically depicted only through pictures, lacking detailed explanations, which often leads to misunderstandings and confusion among students (Monica et al., 2023). Developing new CCU-based English materials is seen as the best solution to address these challenges. However, before properly developing these materials, it is crucial to understand user perspectives on the development plan. Therefore, a needs analysis is essential to ascertain teachers' views on the characteristics of CCU-based English teaching materials most needed by senior high schools in Indonesia. This study seeks to answer three research questions: 1. Are CCU-based English materials necessary for senior high schools in Indonesia? 2. What are the characteristics of CCU-based English materials needed by high school English teachers? The research objectives are to determine whether CCU-based materials are needed in English Language Teaching (ELT) for senior high school students, why they are needed, and what characteristics these materials should have according to teachers' perspectives. The findings will provide valuable guidelines for English teachers and material developers in creating the most appropriate reading materials for English learning in Indonesia.

2. METHODS

This needs analysis was conducted as the preliminary step of the Research and Development (R&D) project, and the data will be used as the basis for the development of instructional reading materials containing CCU. In this study, a survey with a descriptive-analytical approach was referred to meet the research goals. The perception of the needs was collected through a closed-ended questionnaire and semi-structured interview. A triangulation technique was then used to ensure the validity of the collected data. This study involved 67 high school teachers who were selected through purposive sampling, those are the senior teachers that have experience in teaching English at least 5 years and they are also the active members of Subject teacher conference for English subject or MGMP (Musyawarah

Guru Mata Pelajaran). The questionnaires were distributed to the teachers through Google Forms in MGMP's official Whatsapp group.

A closed-ended questionnaire was used in this study, consisting of some questions that were completed with optional answers (a, b, and c). The respondents were allowed to choose one of the three options that most represented their idea by clicking the chosen options a, b, or c in Google Forms. The questionnaire was written in Indonesia to make the respondents fully comprehend the questions so they could easily give their responses. The percentages of teachers' responses were automatically visualized by Googleform. The items of the questions were formulated by considering the research questions No 1; are CCU-based material needed, why is it needed (highlighting students' affective, conative and cognitive) ?. There are four items in the questionnaire. Those are modified and inspired by Khairi et al., (2022). Moreover, an expert judgment was firstly conducted this study before distributing the instruments, it was done to ensure the validity of the questionnaire's items and the interview questions. The formulated instruments were shown to the expert (a professor of English education). The editing process was done based on what was suggested until the expert said that the instrument was valid or that it could measure what was supposed to be measured (Sugiyono, 2010). The indicators of the questionnaires can be seen in the table below:

Table 1. The Indicators of the Questionnaire

The research questions	The Indicators	The Questions' Items
1. Are English materials that contain cross-cultural understanding needed in ELT?	1. Teacher's attitude toward CCU-based English material. 2. Teacher's reasons why CCU-based material are needed in ELT. (Highlighting students' affective, cognitive and conative).	1. Do you agree with the plan of developing CCU-based materials for senior high schools' students? 2. If you agree of the questios No 1, what is your best reason? Affective target a. It ca be used as media in developing students' reading interest. Cognitive target b. It can be used as media in developing students' reading comprehension. Conative target c. It can be used as media in promoting Indonesian local culture to the young generation. 3. Do you agree if cultural diversity (Indonesian local culture vs western cultures) becomes the topic of English materials? 4. If you agree of the questios No 3, what is your best reason? Conative target a. It can improve students' knowledge so they can be avoided from the culture shock. Afective target b. It can improve students' tolerances of the cultural diversity Cognitive target c. It can improve students comprehension and skill of English

Modified from Khairi et al. (2022)

Additionally, to get more comprehensive data, the semi-structured interviews were done through online (WA video call) and offline meetings (came to teachers' homes and schools). 6 teachers were involved in the interview sessions. The interviews were done twice using Indonesian language to make

the teachers more comfortable in explaining their ideas. Five questions were given and it was done in 15-20 minutes of each participant. The interview sessions were carefully recorded using handphone recorder application both online and offline. Then the conversation were transcribed and translated into English. The indicator of the questions was adapted from Monica et al., (2023) and it can be seen in table 2 below:

Table 2. The Indicators of Interview

Focus of Research Questions	Indicators	Questions
Are English materials that contain cross-cultural understanding needed in ELT?	<ol style="list-style-type: none"> 1. Teacher's attitude toward CCU-based English material. 2. Teacher's reasons why CCU-based material are needed in ELT. 	<ol style="list-style-type: none"> 1. Do you agree with the development plan of new CCU-based English materials for senior high school students? 2. Could you please explain the reasons of why you agree and why you do not.
How are the characteristics of CCU-based English materials that are needed by high school English teachers?	<ol style="list-style-type: none"> 1. Teachers' suggestion toward the topic that will be developed 2. Teachers' suggestion toward the media that will be used 3. Teachers' suggestion toward the target reader of the product. 	<ol style="list-style-type: none"> 3. Do you have suggestions dealing with the content or the topic of the product ? could you please explain it? 4. And how about the media, is there any the suggestion ? please explain it. 5. The last is about the target reader, in your opinion who is the most appropriate reader for the new CCU-based reading material ?

Based on the above explanations, this study utilized both quantitative and qualitative data. The quantitative data were derived from the results of a close-ended questionnaire, while the qualitative data were obtained from interviews. Frequency distribution was employed to analyze the quantitative data, with the frequencies or percentages of respondents' answers automatically generated by Google Forms. For the qualitative data analysis, the Miles and Huberman model was used. According to Nafi'ah (2019), the Miles and Huberman model involves conducting qualitative data analysis interactively and continuously until data saturation is achieved. The steps in this model include data collection, data reduction, data presentation, and conclusion drawing. The research procedures followed in this study are illustrated in Figure 1 below:

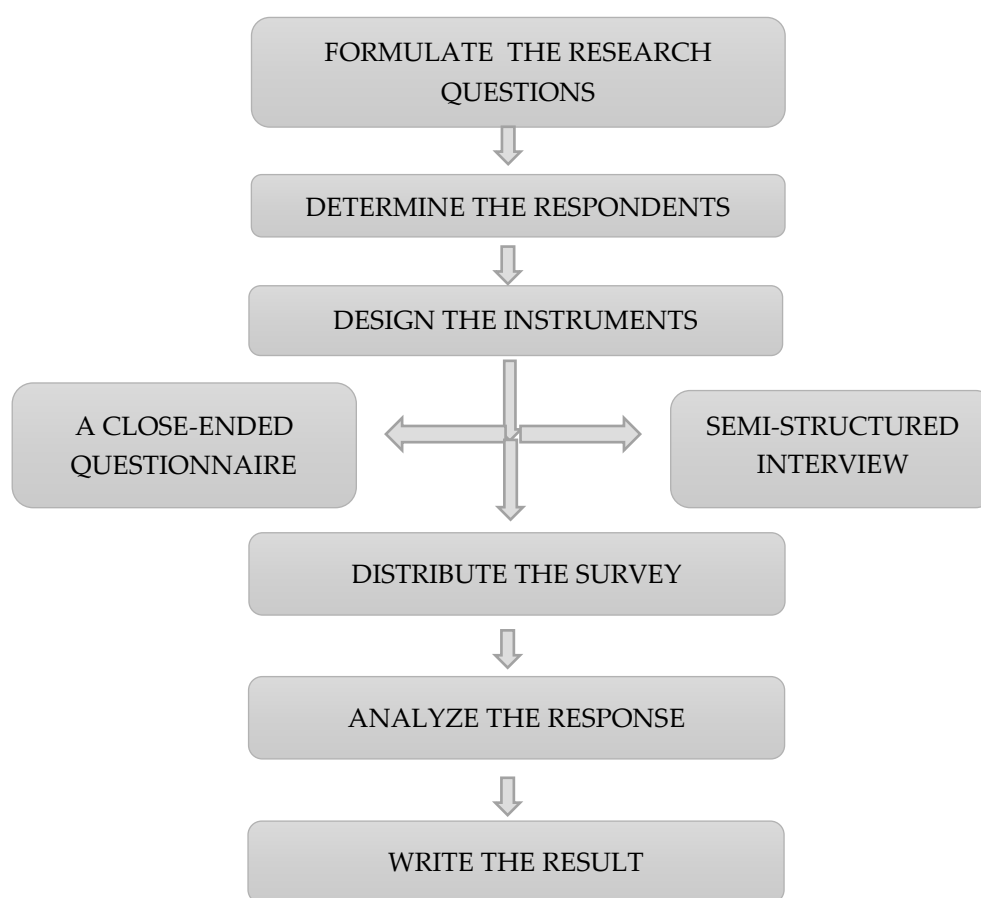


Figure 1. Research Procedure

3. FINDINGS AND DISCUSSION

3.1 *The result of the questionnaire*

The data in this study were obtained through questionnaire and interview. The visualized data of the responses' frequencies in the close-ended questionnaire of the 67 high school teachers were then interpreted descriptively in this study. Those frequencies or percentages were indicated through a figure that were automatically given from the Google form. The data analysis of the result of questionnaire was focused on answering the questions: are CCU-based materials needed for senior high schools students? and why is it needed? While to support the questionnaire's findings, the interviews were focused on gathering the teacher reasons and suggestion for CCU-based material. Then, the triangulation technique was done to analyze the validity of the findings. It was by connecting the questionnaire results to the interview results. The findings of questionnaire was presented below:

3.1.1 Teachers totally supported the product development plan

The first question in the questionnaire was asking about teachers' agreement of the product development plan. For the question of "do you agree with the plan of developing CCU-based materials for senior high schools' students? The questionnaire facilitated two possible responses that are visualized into a figure: a circle with blue for agree response and orange for disagree. The result of the question number 1 can be seen in the Figure 2 below:



Figure 2. The percentages of teachers' agreement toward CCU-based materials development plan

Figure 2 above was the result of teachers' response of the question No 1. Based on the results, it was indicated that all participants in this study agree or support the product development plan. The findings of the questionnaire above were in line with the interview findings. The results of the first question in interview showed that the teachers strongly agree with the product development plan. The examples of teachers' response are presented below:

"Of course I agree, I feel that I need teaching materials like this, continue to develop them." (Teacher 5).

"Agree, yes, an understanding of culture is needed in my opinion, good, good, good luck with the development" (Teacher 2).

3.1.2 The product could support Indonesia's cultural promotion and develop students' intercultural awareness

The second question in the questionnaire asked the teachers to give the reason of their agreement. They were given one question; what is the reason for your agreement? Then, three optional answers were given: 1) CCU-based materials can be used as a medium to develop students' reading interest, 2) CCU-based materials can be used as media in developing students' reading comprehension. 3) CCU-based materials as media in promoting Indonesian local culture to the young generation. The result of teachers' response of question No. 2 were shown on the Figure 3 below:

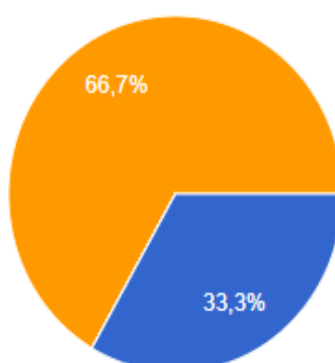


Figure 3. The teachers' reason of supporting CCU-based material development plan

The above finding shows that the majority of respondents agree with the product development because it can be used as media to promote Indonesian culture to the next generation. Some of them believed that it could be used in developing students' reading interest. However, no one believe that it can improve students' reading comprehension. Supporting that finding, in the interview results the

teachers were also recognized agree with the product development plan because of some reasons. The reason reflect on the statements below:

“I totally agree with readings that contain CCU because CCU was still difficult to be found in the textbook we used”. (Teacher 4).

“In my opinion CCU is very important for my students because it could increase tolerance, and students’ sensitivity to foreign cultures then it could also prevent students from culture shock” (Teacher 2).

3.1.3 Teachers thought exploring the cultural diversity of two different cultures becomes an interesting topic and activity in ELT

Next, through the questionnaure the writer also asked teachers’ perceptions toward the design and the topic of the readings that will be developed. That is about the cultural diversity of some countries or presenting the differences and similarities between Indonesian local culture and foreign cultures. The results of the question No 3 can be seen in the Figure 4 below:



Figure 4. The teachers’ agreement toward the topic of the product

Figure 4 above shows that all teachers agree if there would be English materials containing the topic about cultural diversity, or presenting the differences and the similarities between Indonesian local culture and others countries cultures.

Last question in the questionnaire focused on teachers’ reason of their agreement of the topic of the product. Those are about cultural diversity or it refers to the differences and the similarities of two different cultures;Indonesia and Western countries. The question was completed of three optional answer: 1) It can improve students’ knowledge so they can be avoided from culture shock (blue color). 2) It can improve students’ tolerance of the cultural diversity (red color). 3) It can improve students comprehension and skill of English (orange color). The results of teachers’ responses can be seen in Figure 5 below:

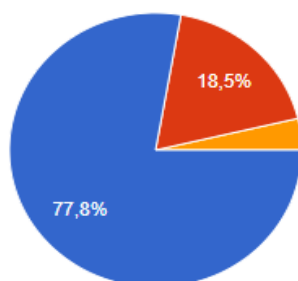


Figure 5. Teachers’ reason of the topic of cultural diversity

The figure 5 above shows that the majority of the respondents agree the product containing the topic about cultural diversity because of it is regarded can add insight to students dealing intercultural competence so it can be used to avoid culture shock and misunderstanding in communication. Some teachers chose the reason that developed product could increase students' tolerance towards cultural differences and only few teachers thought that the topic containing cultural diversity can improve students' English comprehension and fluency.

3.2 The results of the interview

3.2.1 A limited number of teaching materials used by teachers

The researcher began the interview session by asking the teachers about the textbooks or learning resources they had been using in English Language Teaching (ELT). Initially, the teachers were asked to name the textbooks they used. Following this, the researcher inquired about their experiences with these books in the context of ELT. The responses varied, but most teachers indicated that they primarily relied on a single textbook provided by the government as a guideline for their teaching. An example of a teacher's response to the first question is provided below:

"The only book I use is this, sir (showing the book), which is from the Ministry of Education and Culture because the content is in accordance with the curriculum. I was given worksheets in the past but I didn't use them because in my opinion the content was not in accordance with the syllabus" (Teacher 2).

The teacher's answer above shows that in teaching English they only use one teaching material, namely printed books or textbooks provided by the government. As the result of documentation during the interview proses, the writer asked the teachers to show the book they used in teaching, and the cover of the book can be seen in the Picture 1 below:



Figure 6. The cover of the textbook that are used by the teachers

Moreover, the topic of the texts in the textbook used was only talk about one culture and there is no information of CCU or talk about cultural diversity. The learning activities were also regarded less joyful and challenging because only asked the students to recall the information or comprehend the text given. The teachers hoped that in this new reading materials there would be the text talk about cultural diversity of some countries, so the students can be allowed to make comparisons of those cultures and it would be more challenging and interesting.

3.2.2 CCU-based material was urgently needed for some reasons based on teachers' perspective

The main purpose of the interview session is to dig up more comprehensive data about teachers' perspectives on the need for CCU-based materials. Through the interview, the teachers confessed that the CCU-based materials needed to be developed in ELT for some reason. Those reasons can be seen in the teachers' statements below:

"In my opinion, the CCU representation in the textbook we used, was still limited to pictures. and there is no special topic or the activities that allowing the students' to explore the cultural diversity. The existing Indonesian cultural content also referred more to national culture and not to the students' local culture, especially Sumbagsel." (Teacher3).

"As long as I taught my students, I never found the reading texts containing information about CCU or cultural diversity. I totally agree if you develop a new book about CCU; I believe that it would be very interesting." (Teacher 4).

"the existing books had not been specifically designed with a cross-cultural approach, that is, there was no further information about how foreign cultures compared with Indonesian culture" (Teacher 2).

"Lack of cross-cultural information is very risky and can cause conflict and confusion between students". (Teacher 5)

The above findings show the cultural representation in the English textbook used by teacher was dominated by students' source culture or it only focused on Indonesia culture (ideally it is also focused on target culture) and the topic about CCU was still hard to be found. The teachers give their best support for the product development plan, because they think ccu-based materials would create a joyful and attractive learning activities. Moreover, based on the result of the interview, another reason why the CCU-based materials were needed in ELT was that the teachers believed that the CCU-based material could help students avoid culture shock and misunderstanding, especially when they were reading text containing Western countries' culture. Based on teachers' perspectives, a lack of knowledge of CCU will pose a high risk of confusion and chaos in ELT. The teacher also shared that he had an unpleasant experience related to students' lack of CCU that is as follow:

"My student ever showed me one of pictures in a textbook, then she delivered me a very critical question. She said why do the students in America come to school without wearing the uniform (casual look) and also do not wearing a hijab? I then give them the explanation that America and Indonesia have difference cultures, most of them are non muslim that's why they are not wearing hijab in school. Yeah the students will be very critical if they see the pictures in the textbook, so I very suggest that teaching material developers should be more selective in choosing picture" (Teacher 4).

From the teacher's unpleasant story above, it can be concluded that CCU-based materials are urgently needed for senior high school students, because the student still lacks CCU knowledge. The pictures that would be used in the developed product should not only attractive, but it has also to be relevant to the content of the text and linear to the students' ages and levels.

3.2.3 The attractive media and the appropriate topic were highly suggested by the teachers

Furthermore, in interviews, the teachers were also asked to give suggestions or ideas toward the product that would be developed in terms of its content, topics and media. The teachers' suggestions are reflected in the expressions below :

"The design must be interesting, that is, accompanied by attractive pictures or videos. The topics must talk something who students already familiar with.. For example: describing the traditional clothes of South Sumatra or one of interesting place. So only by reading the title or seeing the picture, the students automatically want to read more the whole text" (Teacher 3).

" I suggest that the topic and the picture used on the product, must be adjusted to the age and the level of the students. Please don't be too vulgar when discussing foreign cultures, choose topics that are already familiar, so that children will easily comprehend it" (Teacher 5).

Both teacher 3 and teacher 5 suggest that the product must be equipped with an attractive image. Furthermore, the teachers suggest to the material developer to choose the topics of the texts that are in line with students' age, level and social live. The findings above point out that the topics and the media used in the product becomes the main elements that have to be seriously take into consideration for material developer in developing newly CCU-based learning material.

3.2.4 Senior High School Grade One Students: Ideal Target Audience for CCU-Based Material

Through the interview, the teachers gave suggestions not only in terms of media and the topic, but also about the most appropriate target reader for CCU-based materials. The teachers were asked to give their perceptions on what grade or level are the reading materials with CCU most appropriate to be given to the students and what is the reason of their arguments. Six teachers who participated in this interview give the same answers. The example of teacher's statement is as follows:

"If I may give a suggestion, in my opinion, it is better if the book developed is prepared for grade 1 students, because grade 1 high school students need more guidance and attention. The earlier students know about CCU of course the better comprehension they will get in English learning and teaching" (Teacher 1).

From the results, it can be concluded that the teacher strongly recommends that the integration of local and foreign cultures with a CCU approach must be given at grade 10 or grade 1 of high school students, considering the age of students who are immature and unstable so they need more guidance and attention related to these cultural differences.

Discussion

The results of the needs analysis, derived from both questionnaires and interviews, reveal that high school teachers in South Sumatra require new teaching materials that include topics on Cross-Cultural Understanding (CCU). These materials should encompass the cultural diversity of both Indonesian and foreign countries, particularly native English-speaking countries such as the United States and England. The reasons for their agreement vary, with the majority of teachers believing that CCU-based materials could serve as a medium to promote Indonesian culture to the next generation. Additionally, 33.3% of the teachers believed these materials could help develop students' reading interest. These findings are consistent with research by Monica et al. (2022), which found that integrating local culture into English materials significantly enhances students' cultural knowledge of Indonesia and positively impacts their reading comprehension and interest.

Additionally, the teachers suggested that CCU-based materials should be as attractive and appropriate as possible, focusing on elements such as pictures, topics, layout, and exercises. The topics on local culture included in the materials should be familiar to students, ideally originating from regional or local cultures, to ensure relevance to their daily lives. These suggestions align with Malone (2013), who emphasized that the topics and media used in learning materials must be appropriate and suitable for students' age, level, and social context. Furthermore, the results of this needs analysis indicate that high school teachers in South Sumatra understand the characteristics of ideal English teaching materials. These materials should encompass both target and origin cultures and include content relevant to students' lives, commonly referred to as authentic materials (Tomlinson, 2011). The teachers acknowledged a high demand for teaching materials that incorporate both local and foreign

cultural content in English learning, likely due to the lack of CCU information in high school textbooks. This finding is supported by previous research (Sugirin, 2008; Setyono & Widodo, 2019), which reported that the multicultural representations in Indonesian English textbooks often lack CCU content, leading to confusion among students during the reading or learning process. Moreover, integration of local cultures is still challenging to find, while most topics and pictures predominantly feature cultures from inner-circle countries such as the United States and England.

Furthermore, Sorogan et al. (2014) in their research, concluded that reading with local cultural content complemented by CCU especially about the cultural diversity of target language and source language still has very little existence in English reading books in Indonesia. The majority of English teachers in Indonesia were only used one English material that was provided by the government. Ideally the teachers had to modify, inovate and even develop their own materials, that are more relevant to their stduents characterists, needs, and wants (Monica, 2016). Additionanally, the printed books used by the students in high schools were developed based on the 2013 curriculum. In the 2013 curriculum, the cultural integration that exists is only in the form of pictures and even then it is dominated by national culture, in other words the content of CCU in the contents of printed books is not the main focus of development (Ayu, 2020).

The teacher realized that this was a deficiency in existing printed books and was an 'urgent' problem that had to be resolved immediately. Teachers' dissatisfaction with printed books in Indonesia supports the findings of previous research, namely Meliawati and Hamied (2020) who conducted content analysis on English textbooks. The research results showed that the majority of printed books in Indonesia did not meet the criteria for good EFL textbooks. The results of this needs analysis are also in line with the results of the needs analysis conducted by Monica and Vianty (2019), that students in Lubuklinggau (one of the areas in South Sumatra) really need English teaching materials with cultural content that they usually encounter in their daily lives. This finding is also supported by research conducted by Inderawati et al. (2022), which involved samples from high school students in South Sumatra, Palembang. The result of that study shows that the majority of teachers expect reading materials that contain local culture from South Sumatra to be more relevant to their daily lives. Those findings bring to the conclusion that most students truely expected that they could learn something that is related or already familiar in an English learning classroom. The use of CCU-based material becomes the best solution, because it can bring the students to the experience of learning English is not only about something that are related to their lives (source culture), but also something that are totally different to their lives (target cultures).

The importance and need for CCU materials, as outlined above, contrast sharply with the material development skills and awareness of Indonesian teachers. According to Ulfah (2019), most teachers in Indonesia seldom create their own teaching materials and learning media. This is largely because teachers face difficulties in expressing ideas and constructing exercises. Mardiana found that teachers perceive the process of developing teaching materials as very complicated, involving needs analysis, validation, and implementation, which require time and specialized skills. Consequently, many teachers find it challenging to develop their own materials. Additionally, the English learning materials provided by the government often fail to meet students' needs (Monica et al., 2021). This issue cannot be entirely attributed to teachers. As researchers and developers of teaching materials, there is an obligation to contribute, underscoring the necessity of this research and the development of new teaching materials. This forms the primary rationale for the product development in this study.

4. CONCLUSION

Culture and language are inseparable in language learning and teaching, with culture playing a crucial role in English Language Teaching (ELT). In this context, culture comprises the students' source culture (C1) and the target culture (C2), including Indonesian national and local cultures, and the cultures of English-speaking countries. Cross-Cultural Understanding (CCU) involves exploring the

differences between these cultures. This study aimed to determine the need for CCU-based materials in senior high schools and identify the desired characteristics of such materials. Findings from questionnaires and interviews indicated strong teacher support for CCU-based materials, citing their potential to promote Indonesian culture, enhance reading interest, and improve comprehension. However, the study faced limitations, particularly the short research duration, which restricted the ability to conduct comprehensive textbook analysis, design, and evaluation. Future research should address these limitations by including a larger participant pool and employing diverse data collection methods. The findings provide valuable insights for developing culturally relevant materials for Indonesian senior high schools, especially in South Sumatra.

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