

## Cultural Contents of The Bright an English Textbook For Junior High School

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### Abstrak

Buku teks sering kali gagal menggambarkan budaya sasaran secara akurat. Tujuan penelitian ini adalah untuk mengetahui kategori budaya dan bagaimana representasinya dalam dimensi budaya di buku teks "Bright an English" untuk kelas VII SMP. Penelitian ini menggunakan metode analisis konten dengan pendekatan kualitatif. Data dikumpulkan melalui analisis dokumen dan dianalisis melalui proses penggunaan dan pencatatan data, pengkodean sistematis, pembuatan kategori, dan interpretasi. Penelitian ini menghasilkan dua temuan utama. Pertama, kategori budaya ditemukan secara lengkap dalam buku teks, tetapi dalam proporsi yang tidak seimbang. Hal ini menunjukkan dominasi budaya lokal dan kurangnya representasi budaya internasional. Kedua, representasi kategori budaya dalam dimensi budaya juga bervariasi. Representasi dalam buku teks muncul melalui data tekstual (kata, kalimat, dialog, bacaan) dan data gambar. Lima dimensi budaya (produk, praktik, perspektif, komunitas, dan individu) sepenuhnya terwakili dalam budaya target dan budaya internasional dalam bentuk data tekstual. Sementara itu, dalam data tekstual, budaya lokal tidak menunjukkan dimensi perspektif. Representasi dalam bentuk data gambar sepenuhnya ada dalam budaya lokal. Dalam data gambar, budaya target tidak menunjukkan dimensi perspektif dan komunitas, dan budaya internasional tidak menunjukkan dimensi praktik dan perspektif. Kesimpulannya, adanya potensi ketimpangan dalam representasi budaya internasional yang dapat diatasi untuk meningkatkan keragaman budaya yang disajikan kepada siswa.

**Kata Kunci:** Buku Teks, Kategori Budaya, Dimensi Budaya

### Abstract

Textbooks often need to portray the target culture accurately. This study aims to discover the cultural categories and how they are represented in the cultural dimensions in the "Bright an English" textbook for grade VII of junior high school. This research uses a qualitative content analysis approach. The data were collected through document analysis and analyzed using and recording data, systematic coding, category creation, and interpretation. This study resulted in two main findings. First, cultural categories were found in full in the textbooks but in unbalanced proportions. This shows the dominance of local culture and the lack of representation of international culture. Second, the representation of cultural categories in the cultural dimension also varies. Representations in the textbooks appear through textual data (words, sentences, dialogues, readings) and image data. Five cultural dimensions (products, practices, perspectives, communities, and individuals) are fully represented in the target culture and international culture through textual data. Meanwhile, in the textual data, the local culture does not show the dimension of perspective. Representation in the form of image data is fully present in the local culture. In the image data, the target culture does not show the dimensions of perspective and community, and the international culture does not show the dimensions of practice and perspective. In conclusion, there are potential imbalances in the representation of global culture that can be addressed to increase the cultural diversity presented to students.

**Keywords:** Textbook, Cultural Category, Cultural Dimension

## 1. INTRODUCTION

Learning the culture of a language requires understanding the values, norms, beliefs and practices of that culture embodied in the language (Bacon, 2020; Beaudrie et al., 2021; Dolma, 2020). This includes knowledge of social customs, greetings, gestures, and appropriate behavior in various situations (Issakova et al., 2020; Prieur et al., 2020). For example, in some cultures it is customary to take off one's shoes before entering a house, while in others it is considered rude. Cultural knowledge also helps students interpret and understand the meaning behind language use. Language is deeply intertwined with culture,

#### History:

Received : August 02, 2023

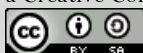
Accepted : November 10, 2023

Published : November 25, 2023

**Publisher:** Undiksha Press

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and certain words, expressions and idioms may have cultural connotations that are not immediately apparent to non-native speakers (Issakova et al., 2020; Prieur et al., 2020). People from different cultures can have different meanings when using the same language. In addition, learning the culture of a language can enhance intercultural competence and encourage effective communication with native speakers (Ariuguzoh, 2022; Gong et al., 2022; Portraits, 2020). This allows learners to develop a deeper appreciation and respect for the cultural diversity of the language they are learning. By understanding cultural nuances, learners can avoid misunderstandings, build rapport, and establish meaningful relationship with their peers (O'Dowd et al., 2020; Singh & Jack, 2022). In the context of English as a foreign language, cultural content is frequently included in instructional materials such as textbooks. A textbook represents the curriculum as well as the writer's understanding of the sociocultural system in terms of cultural values (Mutiar Ayu, 2020; Ton Nu & Murray, 2020).

The books accessible to teachers and students greatly influence the direction and content of foreign language education, especially the cultural component (Nataliia, 2020; Ton Nu & Murray, 2020). In addition, integrating cultural components in curricula and textbooks is critical since it helps students comprehend their environment. Because language and culture are intimately intertwined, teaching language curriculum should incorporate cultural competency as well as the structure and functions provided by language abilities (De León & García-Sánchez, 2021; Devine, 2020). The Merdeka Curriculum, the most recent Indonesian curriculum, is currently using in formal education schools. The curriculum includes opportunities for regional authorities to incorporate local material based on their unique traits and wisdom (Fauzan et al., 2023; Muhammad Rafi Zidan & Zaitun Qamariah, 2023; Prakoso et al., 2023). This curriculum education must be grounded in the nation's culture.

This depiction of local wisdom aligns with Pancasila's profile, which highlights global diversity. The purpose is to boost Indonesian locality's international competitiveness. The curriculum includes extensive coverage of cultural and geographical differences. As a result, the textbook based on this curriculum should include Indonesian cultural references (Riadini & Cahyono, 2021; Solikhah & Budiharso, 2020). The Merdeka curriculum's focus on culture aligns with Ki Hajar Dewantara's educational philosophy. The Merdeka curriculum was influenced by a focus on flexibility, independence, context, cooperation, and the development of noble character. Rather of focusing just on cognitive skills, it aims to help learners develop their noble character (Cahyono, 2024; Fauzan et al., 2023). The curriculum policy aims to train Indonesian youth as global learners who uphold Pancasila principles. This is known as the "profile of Pancasila students," and it consists of the following characteristics: global diversity, creativity, cooperation, trust in God Almighty, and critical thinking (Harahap, 2023; Yani & Tirtoni, 2024). That being said, teaching culture goes hand in hand with teaching language. Therefore, textbooks are supposed to incorporate different cultural components, including not only the source culture (Indonesian culture), but also the target culture (English-speaking country culture) and international culture. However, studies have shown that textbooks frequently fail to accurately depict the target culture (Dolma, 2020; Johnston, n.d.; Munandar & Newton, 2021). Instructional materials in nations such as Saudi Arabia and China are generated with little or no reference to cultures originating in English-speaking regions. Nonetheless, textbooks should ideally include cultural components from the English-speaking nation, as English is a globally taught and studied language utilized by individuals from many cultural backgrounds. As a result, increasing cultural sensitivity is critical for success in language learning. Incorporating cultural components into language teaching allows students to perceive the world from a variety of perspectives, preparing them for more informed involvement on both national and international levels (Chand, 2021; Rashid et al., 2021). This strategy can foster more cultural acceptance and understanding, minimize bias,

raise knowledge of many cultures, and allow for successful and courteous communication in numerous circumstances (Chand, 2021; Williams-Duncan, 2020). Nevertheless, there is debate about how many cultures should be included in textbooks. Previous findings suggest that teachers believe it is important to prioritize source culture over target culture (Jenkins et al., 2020; Soto-Molina & Méndez, 2020). Theory of linguistic relativity, everyone experiences the world through their native language, making it easier for learners to acquire the target language using their own sources. On the same hand, emphasize that target culture may have a negative impact on source culture by causing learners to focus on target language culture rather than their own (Danesi, 2021; Rahman, 2020). The inclusion of local cultural content in English Textbooks can enhance the long-term retention of knowledge by boosting students' motivation to learn about subjects that directly relate to their own surroundings (Kadwa & Alshenqeeti, 2020; Yadav & Yadav, 2023).

English textbooks should encompass elements of the local culture, as this enables students to connect with the material they are studying and, in turn, mitigates the psychological barriers that often impede language acquisition (Huo, 2021; Yadav & Yadav, 2023). Moreover, integrating local culture into educational materials can assist students in cultivating a strong sense of national identity by fostering their comprehension and connection to their own cultural heritage (Hu & Dai, 2021; Rapanta et al., 2021). In general, the incorporation of local culture into English textbooks serves multiple purposes, such as rendering the content pertinent, genuine, and meaningful, while also fostering cultural comprehension and appreciation among students (Gunawardena & Brown, 2021; Latifatul Isro'iyah & Dwi Ima Herminingsih, 2023). In relation to those issues above, the researcher wants to determine if the textbook's cultural content is balanced, approach for dealing with (1) cultural types. In addition, some other cultural contents that should be analysed are the distribution of (2) cultural dimension, he divides culture into five aspects, that are products, practices, perspectives, persons, and communities. Experts distinguish between three cultural categories (SC, TC, and ITC) when representing culture in English textbooks. This includes addressing people's names, displaying food and drinks, lifestyles, religious ceremonies, beliefs, attitudes, and perspectives. According to the description above, textbooks have a significant role in improving teaching and learning processes and cultural content. A study on assessing EFL textbooks is necessary to understand the cultural content, including cultural categories and dimensions in English textbook, especially for grade 7. This study aims to help educational practitioners incorporate cultural content analysis while selecting textbooks.

## **2. METHOD**

The research approach utilized in this study is qualitative research, particularly, textbook content analysis. Qualitative research is an inquiry form where researchers interpret and make sense what they observe, hear, and understand. This study aimed to found out how the cultural contents are presented in these materials. Content analysis was the chosen method for analyzing the data. In this research, the sources of data were taken from an English textbook published locally for seventh-grade students of Junior High School titled "Bright An English" by Erlangga. This textbook was based on the Merdeka Curriculum and was widely used in most junior high schools in Indonesia. This research focused on analyzing the cultural contents in the textual and image data of the selected English textbook. The researcher analyzed the cultural contents, including reading passages, dialogues, sentences, words, and images presented in the textbooks. The study examined the cultural contents in various chapters and topics included in the textbook. Several steps were involved in collecting the data for this study. First, the researcher obtained the English textbook. Then, the researcher carefully read all the written and visual content in the textbook. Next, the researcher

identified important details of cultural contents from each chapter. After that, the researcher categorized the cultural contents using the cultural dimension framework developed, which included five categories: products, practices, perspectives, communities, and persons. This study used a document sheet to handle the research problem. The stage of data analysis for this study include are first is utilizing and recording data which English textbooks with cultural content were identified from source culture, target culture, and international culture data. All data linked to cultural content was noted and recorded, indicating which data would be analyzed. The data was then filtered to remove any unnecessary information. Second is Creating Categories which the researcher clusters related produces categories depending on each cultural type. By grouping the categories, researchers can acquire a better grasp of the data's patterns and themes. This phase is necessary to organize the data and prepare it for subsequent investigation. Last is interpreting which after collecting the data according to categories, the researcher proceeded to interpret it. This interpretation aimed to deepen the understanding of the collected data's meaning and to uncover any implicit meanings that were not immediately apparent.

### 3. RESULT AND DISCUSSION

#### Result

From the analysis, it was found that there are total of 85 different data that show culture representation in the textbook “Bright An English” by Erlangga for 7th grade of junior high school. These data were obtained from each cultural dimension by Moran: products, practices, perspectives, communities, and persons, in both textual and image data formats. The following are the findings of each cultural types representation data for each type of data.


**Representation of Culture in “Bright an English” Textbook** From the analysis, it was found that there are total of 85 different data that show culture representation in the textbook “Bright An English” by Erlangga for 7th grade of junior high school. These data were obtained from each cultural dimension by Moran: products, practices, perspectives, communities, and persons, in both textual and image data formats. The following are the findings of each cultural types representation data for each type of data:

#### Representation of Source Culture

##### a. Products


**Table 1.** Products of Source Culture

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	3	They’re a New Band	Weird Genius consists of Reza Oktovian, Eka Gustiwana, and Gerald Liu. My favourite song of this group is ‘ <u>Lathi</u> ’. What about you?	The “Lathi” music video also features elements of Indonesian culture. For example, traditional Balinese dancers and a backdrop depicting Indonesia's natural beauty. These visualizations not only add authenticity to the song, but also promote Indonesia's rich culture to the world.

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
2	8	It is Delicious!		Sate lilit is one of the Indonesian food made from minced meat (usually fish, chicken, or beef) mixed with traditional Indonesian spices sate lilit' not only represents the local culture in general, but also reinforces the cultural identity of the region where the dish originated. The dish has also become a popular tourist attraction in Bali, strengthening Bali's cultural identity in the eyes of both domestic and international tourists.

**b. Practices**

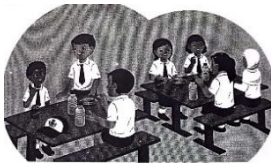
**Table 2. Practices of Sources Culture**

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	5	I Hardly Ever Watch TV	Katy: Good morning, Nabila! You at school earlier today. Nabila: Yes, I go to school earlier. What's the time, please? Katy: It's a quarter past six. Nabila: You're right. It's still early	Many schools in Indonesia have relatively the same departure time, which is around 6:30 to 7:00 am. This is considered an ideal time to start teaching and learning activities, as it is still early in the morning and not too hot in most parts of Indonesia. It also reflects certain values upheld in Indonesian culture, such as the values of discipline and punctuality.
2	1	Nice to Meet You!		The act of covering both hands in front of the chest can represent Indonesian local culture in the aspect of practices because it reflects cultural values such as manners, respect, religion, and traditional artistic expressions



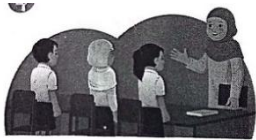
**c. Perspectives**

**Table 3. Perspectives of Sources Culture**

Sample	Unit	Theme	Image Data	Interpretation
1	1	Nice to Meet You!		Eating together at recess reflects the importance of social interaction and togetherness in Indonesian culture. It shows that students value their break time not only as a time to eat, but also as an opportunity to interact, share stories and strengthen social relationships with classmates.

**d. Communities**


**Table 4. Communities of Source Culture**

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	4	They are My Family	Hello, my name is Udin. I live with ___ big family in a big house downtown.	In Indonesia, living with big family is still common. Homes shared by parents, children, grandchildren, siblings, and sometimes more distant relatives are the norm in many Indonesian families. This reflects a sense of togetherness, solidarity, and support between family members
2	1	Nice to Meet You!		Teacher and student are wearing Jilbab. In Indonesia, the majority of the population is Muslim, and the jilbab has become an integral part of Muslim culture and identity in the country. Therefore, people who wear the jilbab are directly connected to the Indonesian Muslim community.

**e. Persons**

**Table 5. Persons of Source Culture**

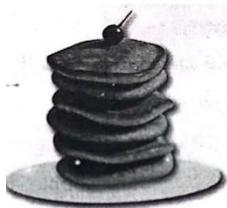
Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	3	They're a New Band	Is Iqbaal Ramadhan popular in Malaysia?	Iqbaal Ramadhan is an Indonesian artist and musician who was born and raised in Indonesia. Iqbaal uses Indonesian in his daily communication and also in his works, both in song lyrics,

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
2	1	Nice To Meet You!		<p>interviews, and social media. He often conveys messages that reflect Indonesian cultural values.</p> <p>Three people with different looks that portrays the ethnic diversity in Indonesia. Thus, the three of them can be the representation of persons of source culture.</p>

### Representation of Target Culture


#### a. Products

**Table 6.** products of Target Culture

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	2	It's Judy Spark!	<p>Rania: "So, are you an American?"</p> <p>Alex: "Yes, but my family is Mexican too. What do you love from America?"</p> <p>Rania: "I love the liberty statue. It's so iconic and wonderful."</p>	<p>The Statue of Liberty is one of the most famous symbols of the United States. The Statue of Liberty is a symbol of national pride for the United States, It symbolizes the beliefs and values upheld by the American people.</p> <p>Therefore, in the given dialogue, liberty statue represents target culture in the aspect of products.</p>
2	3	They're a New Band		<p>Pancakes are a common breakfast dish in several western countries such as the UK, USA and Canada. Pancakes are also often associated with cultural traditions and celebrations in western countries. This tradition shows how pancakes are part of the cultural heritage and an important celebration in the cultural calendar in western countries.</p>

**b. Practices**

**Table 7. Practices of Target Culture**

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	4	They are My Family	Yes, we eat pizza again this morning.	Eating heavy food such as pizza in the morning for breakfast is a common practice for most people in western countries such as the United States and the United Kingdom, and others.
2	3	They're a New Band		Juggling is an art that involves throwing and catching objects, usually balls, sticks, or other objects in a continuous sequence with the hands or other body parts. The practice reflects the way people in English-speaking countries engage in arts and entertainment activities, and how jonglirs are an integral part of cultural identity in a variety of contexts.

**c. Perspectives**

**Table 8. Perspectives of Target Culture**

Sample	Unit	Theme	Textual Data	Interpretation
1	2	It's Judy Spark!	Renzy: "How helpful are they?" Naufal: "We got lost finding a halal restaurant downtown, they helped us find one" Renzy: "Interesting. It must be nice" Naufal: "Yes, I miss America, especially the Americans."	The dialogue is included in the perspectives aspect because it reflects Naufal's view of Americans as friendly people, and is classified as a target culture because of its focus on experiences in an English-speaking country (America) in their conversation. Although Naufal and Renzy are Indonesians, their views and experiences in the dialog are still related to the target culture.




**d. Communities**

**Table 9. Communities of Target Culture**

Sample	Unit	Theme	Textual Data	Interpretation
1	2	It's Judy Spark!	Bobby: "What is your favourite football team?" Father: "Manchester United" Bobby: "My friends love them too."	Manchester United can be categorized as a cultural representation of the target community due to. The club reflects the values, traditions and spirit of English football. The club's presence and activity in the global media also reinforces its position as a key representation of British culture on the international stage.

**e. Persons**

**Table 10. Persons of Target Culture**


Sample	Unit	Theme	Textual Data	Interpretation
1	2	It's Judy Spark!	Bobby: "I love <u>Gareth</u> Bale, he plays really nice. Where is he from, Dad?"	Gareth Bale is a Welsh former professional footballer who played as a wide midfielder. As a prominent British athlete, Bale reflects British sporting values and culture, such as competitive spirit, dedication, and excellence. His success in achieving high achievements in his football career reflects the target culture that England aspires to in sport.
2	2	It's Judy Spark!		

**Representation of International Culture**

**a. Products**

**Table 11. Products of International Cultures**

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	2	It's Judy Spark!	Cappadocia is a favourite destination for traveling in Turkey	Cappadocia has become a globally renowned tourist destination. Its main product is the unique tourist experience offered by its bizarre landscape, including limestone formations called "fairy chimneys", inhabited

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
2	6	Where's the Monument?		<p>caves and spectacular hot air balloon views.</p> <p>Japanese school uniforms can represent international culture in the aspect of products because of their role as global icons in popular culture, symbolization of a respected education system, influence in global fashion trends, appeal to tourists and culture enthusiasts, and adaptation in an international context.</p>

**b. Practices**

**Table 12. Practices of International Cultures**

Sample	Unit	Theme	Textual Data	Interpretation
1	8	It is Delicious!	<p>Marge Kaplan, the school lunch director said that the children are making a big effort to think in a sensible way about the food they put on their plates.</p>	<p>School lunch programs are a widespread practice in countries around the world, not limited to one particular region or culture. This shows that the program is internationally recognized and adopted by many countries in different parts of the world.</p>

**c. Perspectives**


**Table 13. Perspectives of International Cultures**

Sample	Unit	Theme	Textual Data	Interpretation
1	6	Where's the Monument?	<p>I always adore gigantic buildings and wonder how smart the people are who build such interesting buildings.</p>	<p>The statement reflects the individual's perspective on giant buildings such as skyscrapers or hotels with 35 floors. By saying that he has "always admired" large buildings and wondered about the intelligence of the people who build them, the individual is showing an attitude of awe and</p>

Sample	Unit	Theme	Textual Data	Interpretation
				wonder towards the technological advancements and expertise of people in the construction field.

**d. Communities**

**Table 14. Communities of International Cultures**

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	2	It's Judy Spark!	Father: "They are from England, Son. Do you have a favourite team?" Bobby: "No, Dad. I love Spanish league. My favourite team is <u>Real Madrid</u> " Father: "It's a very good team"	Real Madrid can be categorized as an international cultural representation in terms of communities due to its global fan base, international supporters club, diversity of players, and involvement in international matches. Real Madrid helps build cultural bridges between different countries and communities, showing how soccer can be a unifying force that transcends geographical and cultural boundaries.
2.	5	I Hardly Ever Watch TV		Cycling together is an activity undertaken collectively by a group of people, reflecting how individuals come together to share common interests and activities. This creates strong social bonds and forms a community.

**e. Persons**

**Table 15. Persons of International Cultures**

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
1	2	It's Judy Spark!	Naufal: "What is your favourite band?" Rey: "I love 5 Seconds of Summer. They are really cool."	The members of 5 Seconds of Summer hail from Australia, but their popularity has transcended national borders and reached the global market. The members of 5SOS have a great influence among

Sample	Unit	Theme	Textual Data/Image Data	Interpretation
				teenagers and young adults in many countries, whether in terms of their dressing style, hairstyle, or even the values they teach through their songs and interviews. Their influence reflects an international pop culture that is recognized by many people in different parts of the world. Therefore, in the given dialogue, 5 Seconds of Summer represent international culture in the aspect of persons.

### Discussion

The representation of source culture in the English textbook 'Bright an English' for grade VII covers all of the five dimensions of culture proposed by Moran, namely products, practices, communities and people. The representation of source culture from the 'Bright an English' textbook mostly focuses on the product aspect. These include the names of regions in Indonesia (Rote Island, Karimun Jawa Island, Kepulauan Seribu, Bukittinggi, Pontianak, Semarang, etc.); Indonesian local cuisines (soto, satay, nasi kuning, nasi kapau, lontong sayur, etc.); historical buildings (Prambanan Temple); Indonesian-made products (batik ayam ciparage, lagu lathi, etc.); images of local Indonesian food (garang asem, coto makassar, sate lilit, baubar patin); buildings and/or economy (market). That products can be represented through food, travel, accommodation, prints, merchandise, clothing, and equipment. Then, representations of the practice aspect in English textbooks include common activities and habits (leaving school at 6:15 am, carrying a shopping bag, covering their hands in front of their chest as a sign of respect); and common events (flag ceremony).

Who classify issues such as cultural habits and norms as cultural practices. Then, representations of perspective aspects in English textbooks include values and beliefs such as eating together. Furthermore, the aspect of local communities in English textbooks include family (living with extended families which include grandparents, fathers, mothers, children, uncles, aunts, and cousins); and religion (women wearing hijab) because it refers to Muslim women who wear hijab as part of their religious practice (Little, 2020; The & Force, 2002). They form social groups that interact with each other and often share common experiences, values and beliefs. Finally, the aspect of local people in English textbooks is represented by the names of Indonesian artists (Tulus, Tiara Andhini, Iqbaal Ramadhan, Weird Genius, and others); and the names of unknown individuals from a particular community (a boy and his father from eastern Indonesia, a female teacher wearing a hijab). The findings of the results from the representation of communities and persons aspects. Who also classified social groups into communities and famous individuals into persons aspects. Furthermore, states that one aspect of culture can be shown through unknown individuals. This refers to ordinary people who are not widely known, yet have an important role in shaping and sustaining culture (Mac Ginty, 2021; Norris, 2021; Shrivastava et al., 2020).

Futhermore, the representations of the target cultures in the textbooks cover all five cultural dimensions proposed by Moran, namely products, practices, perspectives,

communities, and people. The representation of the target culture in the 'Bright an English' English textbook also focuses mostly on the product aspect. This includes the names of cities (Santa Monica, London, Newcastle, etc.); food (sandwiches); movies (Harry Potter and the Philosopher's Stone, Beauty and the Beast, The Bling Ring, etc.); language (English); and architecture (statue of liberty); buildings (statue of liberty, hogwarts school in harry potter series, etc.); foods (pancakes, brain sandwiches, haggis); and money (dollar).

Furthermore, the representation of the target culture in the practice aspect includes common events (sweet 16th birthday); common activities and habits (eating pizza as breakfast); and tradition (juggling) because juggling can be part of tradition, for example in circuses or festivals, juggling is often part of performances that have cultural values and long traditions. Furthermore, in the aspect of perspective, the target culture is represented through the thoughts of individuals in a culture understanding and interpreting the world (views of Americans). Then, the textual representation of the target culture in the aspect of communities includes different social clubs (Manchester United football club) (Bonnell & Hunt, 2023; Khalid & Chowdhury, 2019). Finally, the representation of the target culture in terms of persons includes the names of famous individuals (Ariana Grande, J. K. Rowling, Gareth Bale, and others). Being aware of the target culture is critical for successful second language learning. According to the National Standards for Foreign Language Education initiative, students cannot attain genuine competency in a new language unless they have also earned mastery in the cultural context in which the new language is used. Incorporating target cultural information into textbooks can expose students to "new" experiences and demonstrate how people from various cultural backgrounds conduct their lives (Davidson & Liu, 2020; Keles & Yazan, 2023).

Lastly, representation of international culture in the 'Bright an English' English textbook mostly focuses on the product aspect. International culture represented in the product aspect includes food (spaghetti and pizza); place of destinations (Cappadocia and Mount Fuji); languages (mandarin and cantonese); architecture (merlion statue); and buildings (petronas tower); and foods (hakarl from Iceland, sannakji from South Korea, cazu marzu from Italy). Furthermore, the representation of international culture in the practice aspect includes the daily way of life such as the school lunch program. Furthermore, in the perspective aspect, international culture is represented through values (how people think skyscrapers can reflect the values embraced in their culture). Then, the textual representation of international culture in the aspect of communities includes different social clubs (Real Madrid soccer club); social groups (playing bicycle together). Finally, the representation of international culture in the aspect of people includes the names of famous music groups (5 Seconds of Summer). Introducing learners to international cultures seeks to raise global awareness, educate social norms, foster respect and tolerance, stimulate reflection, and enhance true intercultural conversation. This is especially crucial for adolescents studying English since they need to comprehend the cultural backdrop. Learners are supposed to achieve cultural knowledge through the language they learn as a result of their exposure to various cultures. This is consistent with Chlopek's theory that individuals can become effective intercultural communicators by honing their ability to critically compare their own culture to other cultures, as well as interpret the results of these comparisons through verbal or nonverbal communication (Baugh et al., 2020; Furley, 2021; Keles & Yazan, 2023).

Based on the analysis in this study, the most dominant cultural category appearing in the textbooks is local culture. Local culture is illustrated in various ways that reflect Indonesian culture, such as names of people, names of places, local food, as well as in text, dialog, and images. Most representations of local culture are found in the product and person dimensions. The perspective, practice and community dimensions are also included in the local culture category, but not as much as the others. The second category found is target

culture. The target culture is presented in the form of text, dialog, names of people, names of places, and pictures. This shows that the target culture in the textbook includes the dimensions of products, practices, perspectives, communities, and people. Given that the language students learn is part of the target culture, increasing the frequency of presenting the target culture will help students better understand and realize the culture of the language they learn. Finally, international culture ranks last in the presentation of cultural categories in textbooks. All cultural dimensions are featured in this category. International culture is represented through names of places, foods, and very few names of people. International cultures are only introduced from some Asian countries and one data from Australia. To broaden students' knowledge of cultures beyond the source and target cultures, international cultures need to be introduced more widely.

#### 4. CONCLUSION

Based on the research findings of the textbook "Bright an English" for Grade VII Junior High School students, three main types of cultures are identified: source culture, target culture, and international culture. Source culture is dominant, comprising 41.17% of the content, emphasizing a strong focus on local cultural contexts in the learning materials. Target culture follows with 31.76%, providing students with an understanding of cultures that serve as the target or context of the language being studied. Meanwhile, international culture is represented to a lesser extent, at 27.05%, indicating a potential imbalance in the representation of international cultures that could be addressed to enhance cultural diversity presented to students. Additionally, cultural content is represented through several primary cultural dimensions: products, practices, perspectives, communities, and individuals. The dimension that predominates across all types of cultures (source, target, and international) is products. This suggests that the textbook focuses on introducing students to cultural products such as food, clothing, or other cultural artifacts from various contexts. However, the dimension that is least represented in this textbook is perspectives, implying opportunities to deepen students' understanding of different cultural viewpoints. The forms of representation found in the textbooks consist of textual and image. Textual forms of cultural representation found in the form of sentences, reading texts, words, and dialog.

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