

CHAPTER IV RESEARCH FINDINGS AND ANALYSIS

A. Research Findings

This section will present the data findings obtained during the research to answer the two research questions. The first and second research questions respectively ask what dominant cultural elements and categories are in the textbook entitled *Bright an English* published by the Erlangga publisher. To answer the two problem formulations above, the researcher conducted a content analysis using two theories. First, using Yuen's cultural elements theory, and secondly, Cortazzi and Jin's theory to find out the cultural categories represented in textbooks.

1. Cultural Elements in *Bright an English* Textbook

Table 4.1: Four 'P' Cultural Elements (Chapter 1)

Chapter	P1	P2	P3	P4
1: Nice To Meet You!	- My favorite food; Spaghetti (Food)	- Students use Indonesian uniforms (daily life)		

In Chapter 1 there are 2 cultural elements, namely the product and practice elements. The product element about food appears in Figure 4.1 (page 18)¹. You can see the biodata of Ray Warren, an American child who mentions Spaghetti as his favorite food. Spaghetti is an Italian noodle dish made from noodles and eggs.²

¹ Nur Zaida, *Bright an English Course for SMP/ Mts Grade VII* (Erlangga Publisher, 2022).

² Georgy Lewis McNamee, "Art & Culture, Spaghetti," n.d., <https://www.britannica.com/topic/spaghetti>.

Figure 4.1: Illustration of an American boy’s Biodata

Name	Ray Warren
Place, Date of Birth	New York, 17 June 2010
Address	219 First Avenue Sunnysvale
School	Summertale Intl. School
Hobby	Football
Favourite Colour	Gray
Favourite Food	Spaghetti

Furthermore, in Figure 4.2 (Page 15)³ the students are illustrated wearing Indonesian junior high school uniforms, more details can be seen from the attribute of the hat with the garuda symbol. This cultural element is categorized as the practice about daily life.

Figure 4.2: Illustration of Students use Indonesian High School Uniform



Table 4.2: Four 'P' Cultural Elements Analysis (Chapter 2)

Chapter	P1	P2	P3	P4
2: It's Judy Spark!	- The scenery, atmosphere, and climate in Cappadocia (Travel) - Prambanan Temple (Travel)	- The habits of French people (Daily life)		- Boys talk about their favorite band (5 Second of Summer) - Gareth Bale, an English

³ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

	<ul style="list-style-type: none"> - Petronas Tower (Travel) - Merion Statue (Travel) - Liberty Statue (Travel) - Fuji Mountain (Travel) - Bread from Paris, Croissant (Food) 			<p>who join the Spanish football team</p>
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Next, in Chapter 2 there are 3 cultural elements, namely product, practice, and person. It appears in the reading passage about "The famous Cappadocia in Turkey" (Page 27)⁴ a tourist spot that originated from volcanic eruptions thousands of years ago on the plains of Anatolia, Turkey. This volcanic vomit is in the form of tufa rocks which are usually called *Fairy Chimneys*. This historic area has even been designated as a UNESCO World Heritage Site.⁵ Visitors usually take a hot air balloon ride at sunrise to see the best view of the *Fairy Chimneys*, as seen in Figure 4.3. This cultural element is classified as product about travel.

⁴ Nur Zaida, *Bright an English Course for SMP/ Mts Grade VII* (Erlangga Publisher, 2022).

⁵ Richard Quest and Joe Minihane, "Inside Turkey's Incredible Underground City," *CNN Travel* (blog), April 18, 2021, <https://edition.cnn.com/travel/article/cappadocia-turkey-cmd/index.html>.

Figure 4.3: The picture of views in Cappadocia

Cappadocia is a favourite destination for traveling in Turkey. It is famous in the world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can see it dry like a dessert in the summer, but we can also see it covered in snow in the winter.



The next cultural element is recorded in the dialogue "...where is Prambanan Temple?" (Page 30).⁶ Prambanan Temple is the largest Hindu temple in Indonesia which was built in the 10th century. Located in Sleman Regency, Yogyakarta, this temple consists of two groups of buildings which include the Roro Jonggrang complex, the Sewu complex, Lumbang, Bubrah, and Asu (Gana).⁷ Prambanan Temple cannot be separated from the legendary story of Roro Jonggrang, which is believed to be the background to the formation of the Prambanan Temple complex. This cultural element is classified as product about travel.

Still, on the same page, the product about travel appears in the "It's Petronas Tower" dialogue. Petronas is the tallest twin tower in the world, whose status has been established since 1996. Located in Kuala Lumpur, Malaysia, this tower rises as high as 451.9 meters with 88 floors.⁸

Figure 4.4: The picture of Petronas Tower

Ade : "What is it?"
 Habib : "It's Petronas Tower."
 Ade : "Where is it from?"
 Habib : "It is from Malaysia.
 The Malaysians are very proud of it."



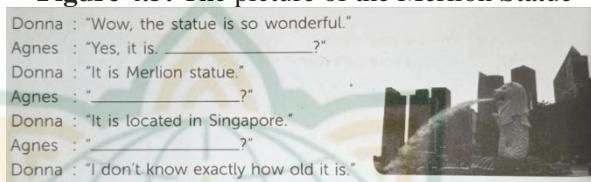
⁶ Nur Zaida, *Bright an English Course for SMP/ Mts Grade VII* (Erlangga Publisher, 2022).

⁷ UNESCO World Heritage Convention, "Prambanan Temple Compounds," n.d., <https://whc.unesco.org/en/list/642>.

⁸ GUINNESS WORLD RECORD, "Tallest Twin Buildings," n.d., <https://www.guinnessworldrecords.com/world-records/tallest-twin-towers>.

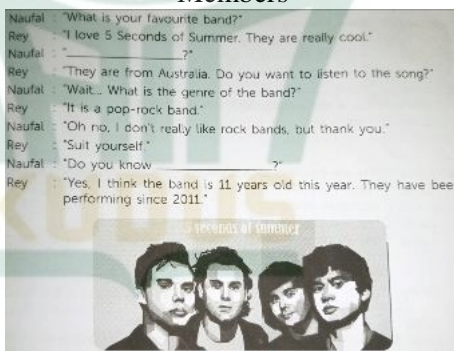
The cultural elements of product about travel on this page appear again in the "It is Merion Statue" dialogue. The Merlion statue is a national icon of Singapore, which is shaped like a half lion and half fish. The merlion's fish-shaped body symbolizes Singapore's origins as a fishing village, and its lion-shaped head symbolizes the original name of the city of Singapura (lion city in Sanskrit).⁹

Figure 4.5: The picture of the Merlion Statue



On the next page, cultural elements are found in the dialogue "I love 5 seconds of Summer..." which is a pop rock band from Australia. This band consists of 5 members and has been working since 2011 (Page 31).¹⁰ This cultural element is categorized as person element.

Figure 4.6: The Illustration of 5 Second of Summer Members



Then on the same page, the dialogue "I love the Liberty statue..." contains the cultural element product about travel. The statue of Liberty is a gift of friendship from France to America as a symbol of freedom, inspiration, and

⁹ VisitSingapore, "MERLION PARK," n.d.


¹⁰ Nur Zaida, *Bright an English Course for SMP/ Mts Grade VII* (Erlangga Publisher, 2022).

hope. The statue was unveiled on October 28, 1886, and has become one of the most recognized symbols of America in the world.¹¹

Figure 4.7: The picture of 5 Liberty Statue

Complete the dialogues using the correct question words and verb "be".


1. Alex : "Hi, I'm Alex. I'm your new classmate. What is your name?"
 Rania : "Hello, Alex, my name is Rania. Where are you from?"
 Alex : "I'm from Texas."
 Rania : "Where is Texas? I don't know."
 Alex : "It's in America."
 Rania : "So, are you an American?"
 Alex : "Yes, but my family is Mexican too. What do you love from America?"
 Rania : "I love the liberty statue, it's so iconic and wonderful."



Next in the dialogue "...Your Country is famous for Fuji Mountain, right?" (Page 32).¹² It indicates a product cultural element about travel. Mount Fuji is the highest mountain in Japan. With its snow-covered cones, this mountain has long been a symbol of Japan. Mount Fuji is considered sacred in the Shinto religion, climbing its slopes is considered a pilgrimage for them. In 2013, Mount Fuji was included in the UNESCO World Heritage Site.¹³

Figure 4.8: The Picture of Fuji Mountain Views

Zakya : "Hi, are you new at school?"
 Yuriko : "Yes, I am. I'm one of the exchange students."
 Zakya : "_____?"
 Yuriko : "My name is Yuriko, but you can call me Yuri. What is your name?"
 Zakya : "My name is Zakya. Are you from Korea?"
 Yuriko : "_____ I'm Japanese."
 Zakya : "Aha! Your country is famous for Fuji mountain right?"
 Yuriko : "You're right."



Cultural elements are again found in the dialogue "I love Gareth Bale, he plays really nice..." (Page 32).¹⁴ This dialogue discusses Gareth Bale, a footballer from England

¹¹ Statue of Liberty, "Overview + History the Statue of Liberty," n.d., <https://www.statueofliberty.org/statue-of-liberty/overview-history/>.

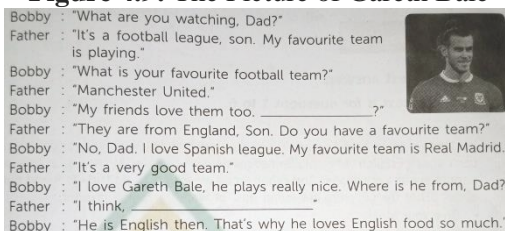
¹² Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

¹³ Mark Cartwright, "Mount Fuji," *World History Encyclopedia* (blog), n.d., https://www.worldhistory.org/Mount_Fuji/.

¹⁴ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

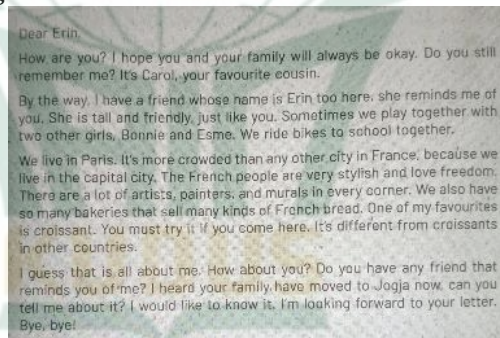
who joined the Real Madrid team. This cultural element is categorized as a person.

Figure 4.9: The Picture of Gareth Bale



Furthermore, cultural elements are found in a reading passage in the form of a letter from Carol, a cousin from France to Erin, a cousin from Indonesia (Page 35).¹⁵ In this text, Carol explains several habits and daily lives of Parisians such as "...French people are very stylish"; about the condition of cities in France: "... a lot of artists, painters, and murals in every corner". This cultural element is categorized as practice about daily life.

Figure 4.10: Letter Illustration from Carol to Erin



Apart from that, the text paragraph also describes the author's favorite food, namely "Croissants" which is an original pastry from France. This bread is made from a dough of wheat flour, butter, eggs, and yeast. The dough is then folded and coated with butter several times to produce a thin, flaky cake layer (lamination technique). In 1920, the French government designated croissants as a French

¹⁵ Zaida.

national product.¹⁶ This cultural element is categorized as a product about food.

Table 4.3: Four 'P' Cultural Elements Analysis (Chapter 3)

Chapter	P1	P2	P3	P4
3: They're a New Band	- Sriracha Tiger Zoo (Travel) - Waffle (Food) - Lariti Beach (Travel) - Favorite song 'Lathi' (Song) - Very popular and loved movie 'Harry Potter' (Entertainment) - Pacific Park (Travel)			- Iqbaal Ramadhan - Pamungkas - Tulus - Tiara Andini - Weird Genius band - J. K. Rowling, the author of the Harry Potter books - Josh, a content creator

In chapter 3 there are 2 cultural elements, namely the product and person elements. The product element appears in the dialogue image (Page 44).¹⁷ There is a dialogue that mentions Iqbaal Ramadhan, an actor, and singer from Indonesia. These cultural elements are categorized as person.

Furthermore, cultural elements appear in Figure 4.5 and Figure 4.6 (Page 45).¹⁸ Figure 4.5 is a picture of the Sriracha Tiger Zoo, which is one of the zoos in Pattaya, Thailand. Uniquely, here we can see tiger cubs and piglets

¹⁶ Marissa Xiong, "A Brief History of the Croissant," *Institute of Culinary Education* (blog), January 30, 2024, <https://www.ice.edu/blog/brief-history-croissant>.

¹⁷ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

¹⁸ Zaida.

living side by side in the same cage. In this zoo, there is also an elephant museum that illustrates the importance of elephants in Thai history.¹⁹ This cultural element is classified as product about travel.

Figure 4.11: Sriracha Tiger Zoo in Thailand

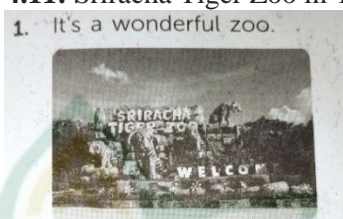
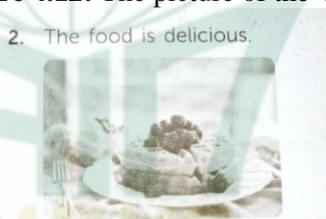


Figure 4.6 is a picture of Waffle, which is a food from Belgium and France. Waffles are made from wheat flour, eggs, milk, butter, sugar, salt and baking powder. The dough is then cooked in a textured pan. Waffles have now spread throughout the world with various variations and recipes.²⁰ This cultural element is classified as product about food.

Figure 4.12: The picture of the Waffle



Elements of person culture, especially singers from Indonesia, are again found in several dialogues. The dialogue (Page 46)²¹ mentions Pamungkas, a singer and songwriter from Indonesia who combines pop, folk, and electronic genres with his unique style.²²

¹⁹ Thailand Tourism, "Sriracha Tiger Zoo," n.d., <https://www.thailand-tourism.net/attractions/pattaya/sriracha-tiger-zoo/>.

²⁰ Gerald Paul, "The History of Waffles - The Perfect Breakfast or Dessert," January 8, 2021, <https://manyyears.com/history-of-waffles/>.

²¹ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

²² Pamungkas Musik, "About Pamungkas," n.d., <https://pamungkasmusic.com/about/>.

On the next page, the cultural element person is found again 2 times in the dialogue (Page 47).²³ In the dialogue, Tulus and Tiara Andini are mentioned. Tulus is a singer and songwriter from Indonesia who started his career in 2011. Almost all the music he releases is his work, under his label.²⁴ Tiara Andini is a beautiful singer and actress from Indonesia who comes from Jember, East Java. She was Runner-Up in the prestigious music event Indonesian Idol season 10, in 2019.²⁵

Next, "Lariti Beach" is mentioned in the dialogue (Page 48).²⁶ Lariti Beach is a beach located on the island of West Nusa Tenggara, Indonesia. This cultural element is categorized as products about travel.²⁷

On the next page, 2 cultural elements of product are found, namely in the reading passage (Page 49).²⁸ This text mentions Weird Genius, which is an Indonesian DJ and record production group based on Pop, EDM, and synth-pop music. This group consists of 3 members, namely Reza Oktavian, Eka Gustiwana, and Gerald Liu. This cultural category is categorized as Persons. Apart from that, this text also mentions "Lathi", which is a Weird Genius song that was very popular in Indonesia in 2020. This cultural element is also included in the cultural element of product about song.

Other cultural elements are also contained in the reading passage about "Film Review: The Harry Potter film series" (Pages 50-51).²⁹ This text of course explains the *Harry Potter movie* which are very famous and very loved by people all over the world. *The Harry Potter Movie* is categorized as a cultural element of product (Entertainment).

²³ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

²⁴ Tulus Company, "Profil Tulus: 'Saya Ingin Jadi Bagian Sejarah Baik Musik Di Indonesia Dan Di Dunia,'" n.d., <https://www.situstulus.com/biografi/>.

²⁵ IDN Times, "Dari Jember Hingga Korea, 10 Perjalanan Karier Tiara Andini," n.d., <https://www.idntimes.com/hype/entertainment/danti/dari-jember-hingga-korea-10-perjalanan-karier-tiara-andini>.

²⁶ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

²⁷ AllTrails, "Lariti Beach," n.d., <https://www.alltrails.com/trail/indonesia/west-nusa-tenggara/pantai-lariti>.

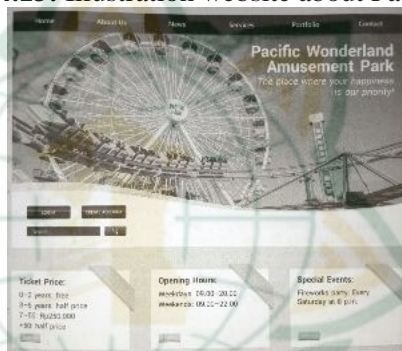
²⁸ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

²⁹ Zaida.

Apart from that, the author of this novel is also mentioned in the text, he is J.K. Rowling. These cultural elements are categorized as person.

Next, in Figure 4.7 (Page 53)³⁰ you can see an image containing information about Pacific Park, which is a playground located in Santa Monica, California. Pacific Park offers 12 thrilling rides, games, seaside specialties, and seaside shopping.³¹ This cultural element is classified as product about travel.

Figure 4.13: Illustration website about Pacific Park



The next product elements are recorded in the reading passage (Page 54).³² This text tells the story of Josh's career journey, as a juggling content creator from America. He has won 9 gold medals at the World Juggling Championships. His YouTube channel, @jugglinjosh now has more than 1 million subscribers.³³ These cultural elements are categorized as person.

³⁰ Zaida.

³¹ Pacific Park on the Santa Monica Pier, "Pacific Park," n.d., <https://pacpark.com/>.

³² Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

³³ Juggle Wiki, "Josh Horton," n.d., https://juggle.fandom.com/wiki/Josh_Horton#cite_note-wjf-1.

Figure 4.14: A Text and Illustration About Juggler

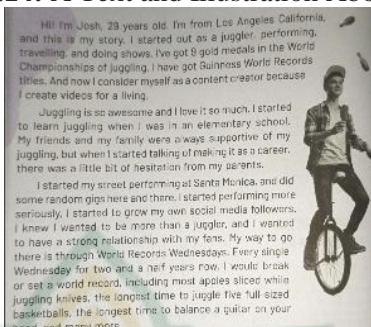


Table 4.4: Four 'P' Cultural Elements Analysis (Chapter 4)

Chapter	P1	P2	P3	P4
4: They are My Family	<ul style="list-style-type: none"> - Batik, from Indonesia (Clothing) - Karimun Jawa Island (Travel) - Pizza (Food) - K-drama Series (Entertainment) - Chicken Satay (Food) - Favorite novel, Percy Jackson (Print) - Beauty and the Beast movie (Entertainment) - The Bling Ring movie (Entertainment) 	<ul style="list-style-type: none"> - An Australian's daily life 		<ul style="list-style-type: none"> - Akeyla Naraya, young Indonesian designer - Ariana Grande - Emma Watson

) - Sponge Bob cartoon (Entertainment)			
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In chapter 4 there are 3 cultural elements, namely product, practices, and person. There is a reading passage that talks about Akeyla Naraya, a young designer from Indonesia who is only 12 years old (Page 60).³⁴ At a young age, Akeyla has already participated in several fashion events abroad, such as in Lebanon and Russia. She designed her batik with the name Ciparage chicken batik. These cultural elements are categorized as person.

Apart from that, the text mentions "... Akeyla also draws her batik motifs..." Batik is a technique for drawing cloth using liquid wax using a painting tool called a canting. Batik motifs are very diverse and different in each region of Indonesia. There are even batik motifs that have a touch of other cultures, such as Arabic calligraphy, flower bouquets from Europe, birds from China, cherry blossoms from Japan, and even peacocks from India.³⁵ This cultural element is categorized as product about clothing.

Figure 4.15: Text About Akeyla Naraya

Akeyla Naraya is 12 years old. She is a young designer from Indonesia. She lives in Bekasi. Her mother owns a convection business, and Akeyla often watches her mother does her job.

Akeyla does not just design. She also emphasizes the motifs and meaning of her clothes. "Inspiration for my design can come from anywhere. From people, bottles, museums, buildings, and landscapes," said Akeyla.

Right now, Akeyla is focusing on the batik patterns, namely Batik Ayam Ciparage. "The most characteristics in my batik are Ciparage chicken batik and natural dye batik. I'm still focusing on making Ciparage chicken batik. I made the motif myself," said Akeyla.

To support her activities in design, Akeyla's parents allow her to take a homeschooling. Akeyla manages her time very well. She does her hobby in designing, work on her school assignments, even runs her own clothing business. Yes, she owns a clothing store, her brand is 'K'.

Akeyla has participated in various fashion events in several countries, such as Lebanon and Russia. She always presents motifs that represent Indonesia in her shows abroad. In 2018, the Indonesian Child Protection Commission (KPAI) granted her as the Inspirational Figures 2018.

³⁴ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

³⁵ Intangible Cultural Heritage, "Indonesian Batik," n.d., <https://ich.unesco.org/en/RL/indonesian-batik-00170>.

Furthermore, there are several cultural elements recorded in the dialogue (Page 63).³⁶ Among them is "...Karimun Jawa Island?" which is included in the cultural elements of product about Travel. Karimun Jawa Island is located opposite the capital city of Semarang. Many coral reefs are spread over an area of 80 km to the coast of Jepara. Karimunjawa island also has several protected species of marine biota such as black coral and organ pipe coral.³⁷

Still on the same page, another dialogue also mentions "Do we have pizza...?" Pizza is flatbread topped with olive oil, oregano, tomatoes, olives, mozzarella, or other types of cheese, then baked in the oven. Pizza is usually served hot. This food originally comes from Italy.³⁸ This cultural element is categorized as product about food.

Next, in the dialogue "...watch K-Drama Series?" K-Drama or Korean drama, is a television series from South Korea. K-drama is very famous almost all over the world, especially in Asia because of the spread of Korean popular culture (Korean Wave).³⁹ They succeeded in attracting the world's attention with their fashion, style, and culture. This cultural element is categorized as product about entertainment.

The next cultural element is recorded in the dialogue "... Ariana sings very melodiously" Ariana Grande is a singer, writer, and actor from the United States. These cultural elements are categorized as person.

Still, on the same page, there are cultural elements in the dialogue "Does Dion like SpongeBob?" SpongeBob is the main character in the Spongebob SquarePants series produced by Nickelodeon Animation Studio and United

³⁶ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

³⁷ Wonderful Indonesia, "Karimun Jawa: Java Sea's Marine Paradise," n.d., <https://www.indonesia.travel/id/en/destinations/java/karimun-jawa>.

³⁸ Kara Rogers, "Art & Culture, Pizza," n.d., <https://www.britannica.com/topic/vaca-frita>.

³⁹ KoreanDrama.org, "What Is Korean Drama?" n.d., <https://www.koreandrama.org/>.

Plankton Pictures, Inc., United States.⁴⁰ These cultural elements are categorized as product (entertainment).

The reading passage (Page 70)⁴¹ talks about the daily lives of Indonesian families. It is said that Daniel likes chicken satay. "...my favorite food is chicken satay." Satay or Sate is an Indonesian dish in the form of meat sliced into small pieces and skewered using bamboo sticks. The types of satays in Indonesia are very diverse, from Madura satay to Balinese satay lilit.⁴² This cultural element is categorized as product about food.

Furthermore, in the same text, Daniel's favorite novel is *Percy Jackson and the Lightning Thief* "... my favorite novel is Percy Jackson and the Lightning Thief". This novel is the work of Rick Riordan, telling the story of Percy Jackson, a 12-year-old boy who was on a mission to catch the thief who had stolen Zeus' weapons.⁴³ This cultural element is categorized as product about Print.

Figure 4.16: Text About Daily life Indonesian Family

Hello, my friends.
My name is Daniel. I am twelve years old. I live at Sudirman's street no.90B. Does anyone live near me? We can go to our school together, because it only takes 15 minutes from my house. My house's colour is grey and white with a lot of plants in front. My mother and sister love gardening, they take care of it. Their plants are various. They also have some flowers in the corner. If you like to ask for some, you can come and visit me. My father works in a hospital downtown. He drives a car to work and takes my sister to her school as well. Meanwhile, I love to ride my bike with my neighbour. My favourite food is chicken satay, and my favourite novel is *Percy Jackson and the Lightning Thief*. I guess that is all about me. I'm looking forward to your introduction. Thank you!

Next, there is a text about James Nelson, a friend of the writer who comes from Australia. Every day, he likes to wear polo shorts, jeans, and sneakers. James also doesn't like eating spicy food. This cultural element is categorized as practice about daily life.

⁴⁰ Encyclopedia SpongeBobia, "SpongeBob SquarePants," n.d., [https://spongebob.fandom.com/wiki/SpongeBob_SquarePants_\(series\)](https://spongebob.fandom.com/wiki/SpongeBob_SquarePants_(series)).

⁴¹ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

⁴² Asti Inten Pratiwi, "Mengulik Sejarah Lahirnya Sate di Indonesia," May 4, 2021, <https://www.kompas.com/tren/read/2021/05/04/203000965/mengulik-sejarah-lahirnya-sate-di-indonesia>.

⁴³ Rick Riordan, "The Lightning Thief," n.d., <https://rickriordan.com/book/the-lightning-thief/>.

Furthermore, several cultural elements are recorded in the reading passage "Emma Watson" (page 73).⁴⁴ This text contains a description of Emma Watson, a model and actress from England. These cultural elements are categorized as person.

The text about Emma Watson also mentions several films she acted in, namely "*Harry Potter, Beauty, and the Beast, and The Bling Ring.*" *Harry Potter* is a film series produced by Warner Bros. Pictures starting from 2001-2011. This film is based on the novel by J.K. Rowling.⁴⁵ *Beauty and the Beast* is a fantasy romance film that is a live-action version of the 1991 Disney animation with the same title. This film was produced by Walt Disney Pictures in 2017.⁴⁶ *The Bling Ring* is a crime film written and directed by Sofia Coppola and released in 2013.⁴⁷ All three are included in the product culture elements (entertainment).

Table 4.5: Four 'P' Cultural Elements Analysis (Chapter 5)

Chapter	P1	P2	P3	P4
5: I Hardly Ever Watch TV	- Nasi Kapau, traditional food from West Sumatra (Food) - Indonesian cuisine, Soto (Food) - Lontong sayur	- People in Invercargill are mostly farmers (Daily life)		- Reza Abdul Jabbar, a successful Indonesian farmer in New Zealand - Mr. Omar, Owner of Indonesian shops in the Netherlands - Alshad

⁴⁴ Zaida, *Bright an English Course for SMP/ Mts Grade VII.*

⁴⁵ Alison Eldridge, "Harry Potter," n.d., <https://www.britannica.com/topic/Harry-Potter>.

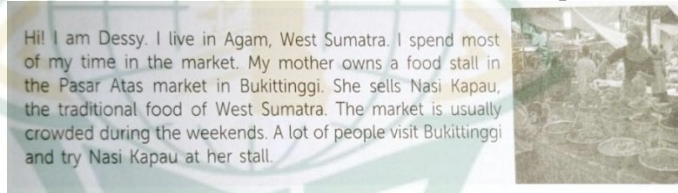
⁴⁶ Disney, "Beauty and The Beast: Disney Movie," n.d., <https://www.disney.id/>.

⁴⁷ Ignatiy Vishnevetsky, "The Bling Ring," n.d., <https://www.rogerebert.com/reviews/the-bling-ring-2013>.

	(Food) - Nasi Kuning (Food) - Satay (Food)			Ahmad, a content creator
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In chapter 5 there are 3 cultural elements, namely product, practice, and person. There is a reading passage talking about Nasi Kapau, a traditional food in the form of rice served with various side dishes from West Sumatra, Indonesia. Some typical side dishes for nasi kapau are gulai tambusu, rendang dak- daka, ikan mas bertelur, balaldo dendeng, and gulai kapau.⁴⁸ This cultural element is included in the product about food.

Figure 4.17: Text and Picture About Nasi Kapau Seller



Next, there is a reading passage about Reza Abdul Jabbar, a successful farmer from Indonesia who has the largest cattle farm in Invercargill, New Zealand (page 92).⁴⁹ These cultural elements are categorized as person.

Apart from that, the text explains that most people in Invercargill work as Farmers, this explains how residents live every day. These cultural elements are categorized as practice (daily life).

⁴⁸ Yuharrani Aisyah, "Apa Itu Nasi Kapau? Sekilas Mirip Nasi Padang," n.d., <https://www.kompas.com/food/read/2021/02/14/180445575/apa-itu-nasi-kapau-sekilas-mirip-nasi-padang>.

⁴⁹ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

Figure 4.18: Text about Reza Abdul Jabbar

Reza Abdul Jabbar is an Indonesian, but he lives in New Zealand with his wife and children. He is a successful farmer. He owns a dairy farm in Invercargill, New Zealand.

Reza was born in Pontianak in 1975. He got his undergraduate and masters degree in New Zealand. Since in elementary school in Pontianak, Reza had wanted to be a farmer.

Reza and his family lead a beautiful life in Invercargill. Their neighbours are mostly farmers, too. Though they come from different nationalities, they help each other.

Reza owns an 850-hectares farming area with about 2500 cows. It is the biggest dairy farm in Invercargill. He has got some people to help him milk the cows. The workers use modern equipment to milk the cows. Reza grows special grass and vegetables for the cows. The field is so large that the workers have to use a helicopter to fertilize the plants. Reza's customers are not only from New Zealand, but from other countries, too.

On the next page, several cultural elements are found in the reading passage "Toko Madjoe " (Page 93).⁵⁰ Toko Madjoe is a shop selling Indonesian Cuisine in Amstelveen, Netherlands. The owner of this shop is Omar from West Java. These cultural elements are categorized as person.

Another cultural element recorded in this text is product about Food, including "Soto, lontong sayur, nasi kuning, and satay". Soto is a traditional Indonesian soup made from broth, meat, and vegetables. There are many types of Soto, different in each region.

Next there is Lontong sayur. One of the Indonesian breakfast menus. Some common components in lontong sayur are lontong (rice cake wrapped in banana leaves and then steamed), eggs, and vegetable lodeh (vegetables cooked with spices and coconut milk).⁵¹

Next, Nasi Kuning is a typical rice dish cooked with coconut milk, turmeric, and other Indonesian spices. Nasi kuning is often served at celebratory events such as independence, birthday parties, and shop openings because it is believed to be a symbol of good luck, prosperity, and dignity.⁵²

⁵⁰ Zaida.

⁵¹ Ryana Aryadita and Yuharrani Aisyah, "Resep Lontong Sayur, Menu Sarapan Tradisional," n.d., <https://www.kompas.com/food/read/2020/11/17/080800575/resep-lontong-sayur-menu-sarapan-tradisional>.

⁵² Henry, "Makna Dan Sejarah Nasi Kuning, Doa Baik Dari Tradisi Jawa," n.d., <https://www.liputan6.com/lifestyle/read/3867138/makna-dan-sejarah-nasi-kuning-doa-baik-dari-tradisi-jawa>.

Figure 4.19: Text about Toko Madjoe

Toko Madjoe

Toko Madjoe is one of the shops in Amstelveen, Netherland. This unique shop sells Indonesian cuisine. The owner of the shop is Mr. Omar from West Java. Although this shop has 1-2 small tables to enjoy some of their food on the spot, it actually is a take-out shop for ready-made Indonesian food and ingredients for home-cooking.

Mr. Omar and all the staff of the restaurants are from Indonesia. However, they are able to speak Dutch well. When there are customers who look confused about what to choose, Mr. Omar and the staff will happily give advices. Indonesian people living or studying there often visit Toko Madjoe. Dutch who have been to Indonesia, or those who just want to try Indonesian food also come to this place.

The restaurant is very popular among the locals of the city, and it usually gets very busy around 4-8 p.m. It serves a very large selection of Indonesian dishes to choose from. Customers can enjoy soto, lontong sayur, nasi kuning, and many other dishes, even satay. The taste and quality is very authentic because Mr. Omar only uses fresh ingredients.

Furthermore, the cultural elements of person are found again in the reading passage on the next page (pages 94-95).⁵³ The text is about Alshad Ahmad, an Indonesian content creator who cares for wild animals ranging from tigers to wolves.

Figure 4.20: Text About Alshad Ahmad

Alshad Ahmad owns more than 30 kinds of animals. He even owns two bengal tigers. He keeps some of them in special cages, but he also lets some animals roam his yard. He always makes sure that all the animals are safe, happy, and healthy. He often spends more than 40 million rupiahs monthly to feed the animals properly.

Table 4.6: Four 'P' Cultural Elements Analysis (Chapter 6)

Chapter	P1	P2	P3	P4
6: Where's the Monument?	- Balboa Park (Travel) - USS Midway Museum (Travel) - La Jolla Cove (Travel) - Birch Aquarium (Travel)	- Waterwheels in Mengkang Village (daily life)		

53 Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

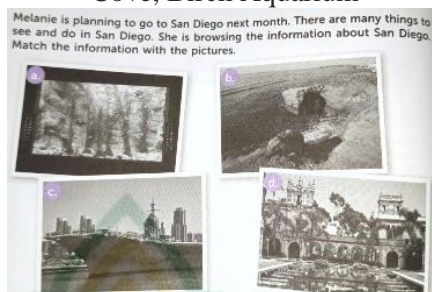
	- Tiger Sky Tower (Travel)			
	- Gili Meno Island (Travel)			
	- Sangalaki Island (Travel)			
	- Maimun Palace Medan (Travel)			

Almost all of the cultural elements recorded in Chapter 6 are product, especially travel. There are 5 Products about Travel and 1 practice about daily life. In Figure 4.8 (Pages 100-101)⁵⁴ you can see pictures and descriptions of several tourist attractions in San Diego, including "Balboa Park, USS Midway Museum, La Jolla Cove, and Birch Aquarium".

Balboa Park is a beautiful city park with walking paths to see the beauty of the rose garden and cactus garden. There are also many food and craft vendors. The USS Museum is a historic aircraft carrier museum in downtown San Diego. Visitors will love hearing stories and information about the ships, planes, and helicopters on board. La Jolla Cove is a spot for snorkeling, scuba diving, kayaking, and other marine activities in San Diego. Birch Aquarium is a public aquarium that exhibits many marine animals such as jellyfish, sea turtles, and sharks.

⁵⁴ Zaida.

Figure 4.21: Balboa Park, USS Midway Museum, La Jolla Cove, Birch Aquarium



The cultural elements of product about travel are further recorded in the dialogue: "...the Maimun Palace when you are in Medan" (Page 105).⁵⁵ Maimun Palace is the Deli Sultanate's royal home and is a tourist attraction in Medan, South Sumatra. This palace was built by the Sultan of Deli in 1888 with touches of Malay, Mogul, and Italian architecture.⁵⁶

Next, the reading passage "Come! You Will Find Something Beautiful!" (Page 108)⁵⁷ is about Tiger Sky Tower, the tallest viewing platform in Singapore. This tower is the tallest viewing platform in Singapore. The height of this tower reaches 131 meters above sea level. This cultural element is classified as product (travel).

Figure 4.22: Text and illustration of Tiger Sky Tower



⁵⁵ Zaida.

⁵⁶ Indonesia Tourism, "Maimoon Palace," n.d., https://www.indonesia-tourism.com/north-sumatra/maimoon_palace.html.

⁵⁷ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

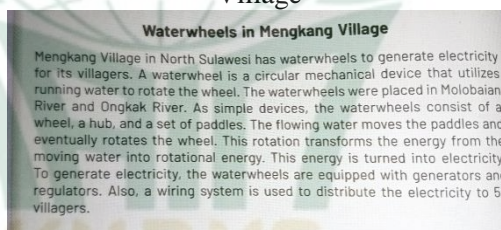
On the next page, there is a reading passage about Gili Meno Island (Page 109).⁵⁸ Meno is the smallest island with the smallest population in Lombok, Indonesia.⁵⁹ This cultural element is classified as product (travel).

Figure 4.23: Text and picture of Gili Meno Island



Apart from that, there is a reading passage "Waterwheels in Mengkang Village" (Pages 110-111).⁶⁰ This text talks about the lives of the residents of Mengkang village, North Sulawesi who had difficulty getting electricity so they worked together to build a water wheel. This cultural element is classified as practice (daily life).

Figure 4.24: Text about Waterwheels in Mengkang Village



Finally, the cultural elements in this chapter are recorded in the reading passage "Sangalaki Island" (Page 111).⁶¹ The text contains a description of Sangalaki Island, an island in East Kalimantan which is the largest green turtle habitat in Southeast Asia. This cultural element is classified as product (travel).

⁵⁸ Zaida.

⁵⁹ Indonesia Travel, "Gili Meno, Gili Islands Indonesia," n.d., <https://www.indonesia.travel/gb/en/destinations/bali-nusa-tenggara/lombok/gili-meno>.

⁶⁰ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

⁶¹ Zaida.

Figure 4.25: Text and picture of Sangalaki Island



Table 4.7: Four 'P' Cultural Elements Analysis (Chapter 7)

Chapter	P1	P2	P3	P4
7: They've Got Thick Eyebrows	- Grace, the humanoid robot (Merchandise) - KwaZulu-Natal Zoo (Travel)			- Amelia Anggraeni, a little girl with unique eyes - Ms. Ninuk, the deaf teacher

In chapter 7 there are 2 cultural elements, namely the product and person. There is a reading passage about Grace, the Humanoid Robot (Page 118).⁶² Grace is a humanoid robot created by a robotics company in Hong Kong that helps doctors diagnose diseases and provide treatment.⁶³ Cultural elements are classified as product about merchandise.

⁶² Zaida.

⁶³ Rebecca Cairns, "Meet Grace, the Ultra-Lifelike Nurse Robot," August 19, 2021, <https://edition.cnn.com/2021/08/19/asia/grace-hanson-robotics-android-nurse-hnk-spc-intl/index.html>.

Figure 4.26: Text about Grace, the Humanoid Robot

Grace is a humanoid robot. She is working as a nurse in a hospital. She can speak and interact with patients. Grace visits patients and brightens their day by greetings and talking to them. She uses artificial intelligence to diagnose a patient. Grace has got a thermal camera in her chest to take your temperature and measure your responsiveness.

Grace has collar-length brown hair. She has big brown eyes and an oval face. She has 48 facial muscles so she can show various expressions when talking to the patients. She can speak English, Mandarin and Cantonese.

Cultural elements product is mentioned again in the reading passage about KwaZulu-Natal's Zoo (page 131).⁶⁴ This zoo is the largest in South Africa. The zoo offers various species of mammals, primates, and birds to view.⁶⁵

Figure 4.27: Text About Animals in KwaZulu-Natal Zoo

Durban - KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121st birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu-Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old.

Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10,000 offsprings with his six female co-habitants.

The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.

Next, there is a reading passage about Amelia Anggraeni, a little girl with unique eyes. Not only black, but his eyes are also blue and gray. It even turns green sometimes (Page 132).⁶⁶ These cultural elements are categorized as person.

Figure 4.28: Text About Amelia Anggraeni

Amelia Anggraeni is a four-year old kid from Bandung. Amel is so popular because she has got a pair of unique eyes.

Most of Indonesian people normally have got black eyes, but Amel is different. She has not only got black, but also blue and grey eyes. Sometimes she has got green eyes. According to her parents' description, during the day Amel normally has got blue, grey, or green eyes. At night, they will change into black. This condition is unique because her parents believe that they are originally from Indonesia.

Doctors who take care of Amel's health claim that Amel is in good condition and that there is nothing wrong with her eyes. According to the doctors, the phenomena is probably caused by iris hypopigmentation. It means Amel's irises lack pigmentation is why they have got a lighter colour. Another possibility is that Amelia has got European ancestors.

⁶⁴ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

⁶⁵ natalzoo, "Natal Zoo - Zoological Gardens," n.d., <https://natalzoo.co.za/>.

⁶⁶ Wisma Putra, "Pesona Bola Mata Tiga Warna Amelia Anggraeni Dari Bandung," July 24, 2023, <https://www.detik.com/jabar/berita/d-6837683/pesona-bola-mata-tiga-warna-amelia-anggraeni-dari-bandung>.

Still, on the same page, there is a reading passage about Ms. Ninuk Dwi Wuryani, a deaf teacher. (Pages 132-133).⁶⁷ Mrs. Ninuk teaches at a Special School which accepts deaf students. Apart from teaching academic subjects, Mrs. Ninuk also teaches non-academic subjects such as Fashion Design⁶⁸. These cultural elements are also categorized as person.

Figure 4.29: Text about Ms. Ninuk, a deaf teacher

Ms. Ninuk is a teacher. She teaches at a school for the deaf in Southern Jakarta. Ms. Ninuk has been deaf since she was born, but she never gives up. She went to college to learn how to be a designer, but then she decided to be a teacher. She wants her students to have skills so they can survive in the future. She is an energetic person, no wonder a lot of people like her, including her students. Her students say that she is a good teacher. She can explain things well.

Table 4.8: Four 'P' Cultural Elements Analysis (Chapter 8)

Chapter	P1	P2	P3	P4
8: It is Delicious!	<ul style="list-style-type: none"> - Garang Asem (Food) - Sate lilit (Food) - Coto Makasar (Food) - Baubar Patin (Food) - Dorayaki (Food) - Guacamole Salad (Food) - Bakwan (Food) - Hortimart's overview 	<ul style="list-style-type: none"> - Students use Indonesian uniforms (daily life) 		

⁶⁷ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

⁶⁸ Rengga Sancaya, "Ikhtiar Bu Guru Mengangkat Derajat Tunarungu," January 16, 2022, <https://news.detik.com/foto-news/d-5898902/ikhtiar-bu-guru-mengangkat-derajat-tunarungu>.

	(Travel) - Weird food around the world, Haggis (Food) - Brain sandwiches (Food) Insects and tarantula (Food) - Hakari (Food) - Sannakji (Food) - Casu Marzu (Food)			
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In chapter 8 there are 2 cultural elements, namely the product and practice. It contains 10 product and 1 practice. The cultural elements of product about food are in the reading passage (Page 138).⁶⁹ The text is about some local food with an explanation and also the picture, as seen in Figure 4.9. The text is about Garang asem, Sate lilit, Coto Makassar, and baubar Patin.

Garang asem is a special food from Central Java. The main ingredient is chicken. Garang Asem soup has a sour taste that comes from belimbing wuluh (a type of starfruit) and tomatoes. Sate lilit is a typical Balinese food. Made from minced pork, fish, chicken, or beef. The minced meat is mixed with grated coconut, coconut milk, lemon juice, pepper, and shallots. Coto Makassar is made from beef offal mixed with special spices and cooked for a long time. This food is a legendary culinary delight from Makassar. Baubar patin is a food from the city of Banjar, Kalimantan.

⁶⁹ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

This food is made from seasoned catfish and baked using coconut shells to produce an extraordinary taste and aroma.

Figure 4.30: Garang Asem, Sate Lilit, Coto Makassar, dan Baubar Patin



Next, there is picture 4.9 (Page 142)⁷⁰ which shows a picture of Dorayaki, a traditional Japanese food. Dorayaki is a round pancake stacked with red bean paste filling inside. The main ingredients in this food are eggs, sugar, honey, mirin, flour, and baking soda.⁷¹ This cultural element is categorized as product about food.

Figure 4.31: Dorayaki, Japanese Traditional Food

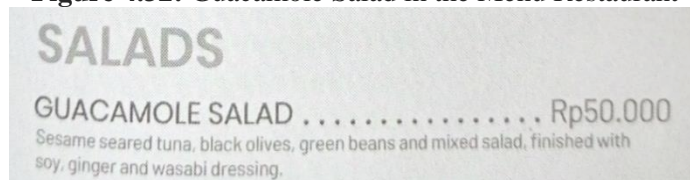


The next page, namely in Figure 4.10 (Page 143)⁷² shows the restaurant menu which consists of various foods. One of them is Guacamole Salad, which comes from Mexico. These cultural elements are categorized as product.

⁷⁰ Zaida.

⁷¹ Yumiko, "Dorayaki (Sweet Red Bean Pancake)," November 24, 2020, <https://japan.recipetineats.com/dorayaki-sweet-red-bean-pancake/>.

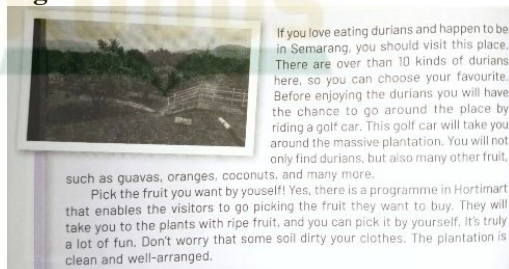
⁷² Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

Figure 4.32: Guacamole Salad in the Menu Restaurant

Next, in the dialogue "...what is bakwan?" (Page 144).⁷³ Some kids are talking about the ingredients of bakwan. Bakwan is a famous street snack in Indonesia. The main composition of bakwan is flour, water, and vegetables such as carrots, cabbage, and bean sprouts which are mixed and then fried.⁷⁴ This cultural element is categorized as product about food.

The next cultural element appears in the reading passage (Page 147).⁷⁵ This text takes the form of a letter from Jolanda and Smith to Tegar. According to the letter, Tegar will go to Newcastle next month. Jolanda and Smith also explained to Tegar that it was winter in Newcastle, so Tegar was advised to bring thick clothes. These cultural elements are categorized as practice (daily life).

Next, read the passage about Hortimart's overview (Page 148).⁷⁶ Hortimart is an agrotourism in Semarang, Indonesia. There we can walk around and pick fruit from the plantation that we want to buy. This cultural element is categorized as product about travel.

Figure 4.33: Text and Picture of Hortimart

⁷³ Zaida.

⁷⁴ tasteatlas, "Bakwan," n.d., <https://www.tasteatlas.com/bakwan>.

⁷⁵ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

⁷⁶ Zaida.

Furthermore, cultural elements of the product are also found in the reading passage "Weird Food around the World" (Page 150).⁷⁷ This text contains explanations about various unusual foods in various parts of the world, such as "Haggis, Brain sandwiches, Insects and tarantulas, Hakari, Sannakji, and Casu Marzu".

Figure 4.34: Text and Pictures of Weird Food Around the World



Based on the table above, the frequency of cultural elements is known with the following explanation, the number of cultural contents found in the text is 75. The frequency of cultural elements for product is displayed 53

⁷⁷ Zaida.

times, with details of 23 food themes, 21 travel themes, 5 entertainment themes, 2 merchandise themes, 1 print theme, and 1 song theme. The practice cultural element appears 5 times with the same theme, namely daily life. Perspective cultural elements do not appear at all from the 75 cultural contents in this textbook. Then the person cultural element was displayed 17 times, with details of 12 Famous people and 5 Unknown people. The following is a percentage of the results of the analysis of cultural elements displayed in the form of a pie chart:

Chart 4.1: Elements of Cultures

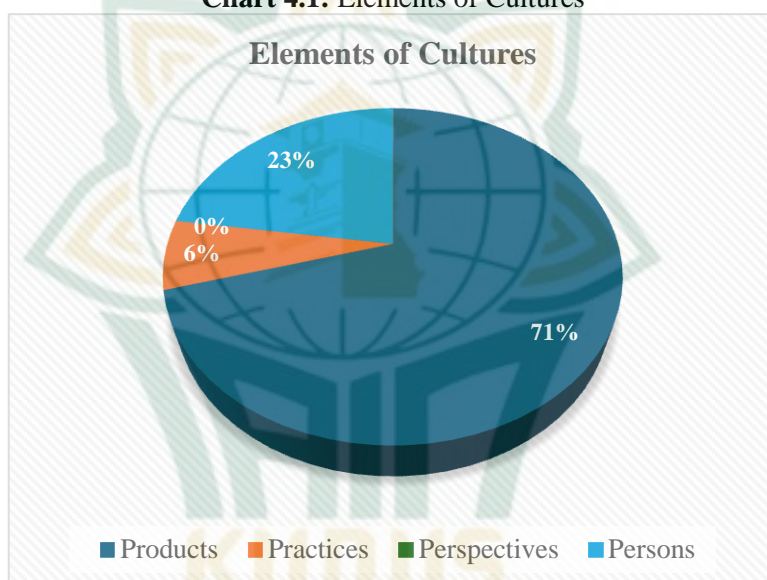


Chart 4.1 above shows the percentage of cultural elements displayed in textbooks with details of 71% Products, 23% Persons, 6% Practice, and 0% Perspective.

2. Cultural Categories in *Bright an English* Textbook

Table 4.9: Categories of Culture

No.	Unit	Page	Referenced countries/ regions	Categories of Culture
1.	Chapter 1 (Nice to Meet You!)	15	Indonesia	Source Culture
		18	Italy	International Culture
2.	Chapter 2 (It's Judy Spark!)	27	Turkey	International Culture
		30	Indonesia	Source Culture
		30	Malaysia	International Culture
		30	Singapore	International Culture
		31	Australia	Target Culture
		31	USA	Target Culture
		32	Japan	International Culture
		33	UK	Target Culture
		35	France	International Culture
		35	France	International Culture
3.	Chapter 3 (They're a New Band)	44	Indonesia	Source Culture
		45	Thailand	International Culture
		45	Belgium, France	International Culture
		46	Indonesia	Source Culture
		47	Indonesia	Source Culture
		47	Indonesia	Source Culture
		48	Indonesia	Source Culture
		49	Indonesia	Source Culture
		49	Indonesia	Source Culture
		50-51	UK	Target Culture
		50-51	UK	Target Culture

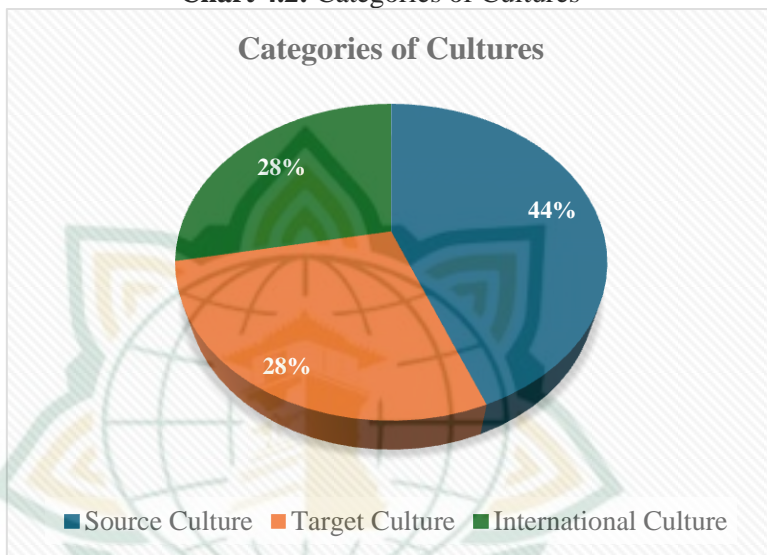
		53	USA	Target Culture
		54	USA	Target Culture
4.	Chapter 4 (They Are My Family)	60	Indonesia	Source Culture
		60	Indonesia	Source Culture
		63	Indonesia	Source Culture
		63	Italy	International Culture
		63	South Korea	International Culture
		63	USA	Target Culture
		63	USA	Target Culture
		70	Indonesia	Source Culture
		70	USA	Target Culture
		73	UK	Target Culture
		73	USA	Target Culture
		73	USA	Target Culture
		73	USA	Target Culture
		5.	Chapter 5 (I Hardly Ever Watch TV)	80
92	Indonesia			Source Culture
92	New Zealand			Target Culture
93	Indonesia			Source Culture
93	Indonesia			Source Culture
93	Indonesia			Source Culture
93	Indonesia			Source Culture
93	Indonesia			Source Culture
94-95	Indonesia			Source Culture
6.	Chapter 6 (Where's The Monument?)	100	USA	Target Culture
		100	USA	Target Culture
		101	USA	Target Culture
		101	USA	Target Culture
		105	Indonesia	Source Culture
		108	Singapore	International Culture
		109	Indonesia	Source Culture
		110-111	Indonesia	Source Culture

		111	Indonesia	Source Culture
7.	Chapter 7 (They've Got Thick Eyebrow)	118	Hong Kong	International Culture
		131	South Africa	International Culture
		132	Indonesia	Source Culture
		132-133	Indonesia	Source Culture
8.	Chapter 8 (It is Delicious!)	138	Indonesia	Source Culture
		138	Indonesia	Source Culture
		138	Indonesia	Source Culture
		138	Indonesia	Source Culture
		142	Japan	International Culture
		143	Mexico	International Culture
		144	Indonesia	Source Culture
		147	USA	Target Culture
		148	Indonesia	Source Culture
		150	Scotland	International Culture
		150	USA	Target Culture
		150	Asia, Africa, and South, America	International Culture
		151	Iceland	International Culture
		152	Korea	International Culture
152	Italy	International Culture		

Furthermore, the results of processing data on 75 cultural contents in the textbook, the cultural categories are as follows: 1) The source culture category appears 33 times, 2) The target culture category appears 21 times, and 3) The international culture category appears 21 times. The cultural categories represented in textbooks are dominated by the source Culture category, followed by target culture and

international with the same amount. The following is the percentage of cultural category analysis results displayed in pie chart form:

Chart 4.2: Categories of Cultures



The chart above shows the percentage of cultural categories represented in textbooks. Here are the details, 44% source culture, 28% target culture, and 28% international culture.

Table 4.10: The Four cultural elements and the cultural categories

	Cultural Categories		
	Source Culture	Target Culture	International Culture
Products	20	13	20
Practices	2	2	1
Perspectives	-	-	-
Persons	11	6	-
Total	33	21	21
		75	

From the table, it can be concluded that the cultural categories which include source culture, target culture, and

international culture are mostly represented in the form of cultural elements in the form of product.

B. Research Analysis

1. The Analysis of Cultural Elements in *Bright an English* Textbook

Based on data found by the researcher from a seventh-grade textbook entitled *Bright an English*, there were 75 cultural contents found in pictures, reading passages, dialogues, or exercises. Chart 4.1 above shows the four cultural elements from Yuen's perspective. There are products, practices, perspectives, and persons. There appears to be quite a large gap between the four cultural elements. The most prominent cultural element in the textbook is products which appears 53 times (71%). This is in line with research conducted by Jackie F. K. Lee & Xianghong Li which also found that products dominate EFL textbooks.⁷⁸ product elements include food which appears 23, travel appears 21, followed by 5 entertainments, 2 merchandise, 1 print, and 1 song. As Yuen explains, it is very common for a “tourist perspective” to be applied in textbooks.⁷⁹ This perspective is considered interesting for students because they are positioned as tourists who are invited to tour various countries. This makes it easier for students to adjust cultural themes to their daily lives, making it easier to understand. product such as food, tourist attractions, and entertainment are the most obvious cultural symbols when tourists visit a country, explained Liddicoat in Jismulatif. Therefore, it makes sense that the food and travel themes in textbooks appear more often than other themes.⁸⁰

The second most frequently appearing element in textbooks is persons, with 17 (23%). According to Yuen, person refer to famous individuals (such as Tulus, Emma Watson, and Gareth Bale) as well as people who are unknown but real (not fictional characters).⁸¹ 12 of the 17

⁷⁸ Lee and Li, “Cultural Representation in English Language Textbooks.”

⁷⁹ Yuen, “The Representation of Foreign Cultures in English Textbooks.”

⁸⁰ Jismulatif et al., “The Representation of Foreign and Indonesian Cultures in English Text Books for Junior High School in Indonesia.”

⁸¹ Yuen, “The Representation of Foreign Cultures in English Textbooks.”

Persons in the textbook are famous people such as actresses, singers, bands, book authors, and athletes who come from the source culture and target culture. The rest are unknown people, from source culture.

Adolescence is a time when someone is looking for who they are. Xie said that idolizing someone is included in the process of searching for identity in teenagers.⁸² Having an idol at that age is very common for teenagers. Therefore, the author includes several figures who can have a good impact and be an inspiration for students. "That's because teenagers tend to think that an idol is a successful and extraordinary person who inspires them to be as successful as their idol" explained Wong et al. in Rohmawati.⁸³

The third cultural element is practice, which only appears 5 times (6%). Yuen explained that elements of practice include customs, daily life, and society.⁸⁴ In this textbook, all practice elements appear with the same theme, namely daily life. This textbook seems to focus on daily life, the reason may be because students are positioned as tourists, and daily life is identical to "travel". For example, reading a passage about a Parisian live report. Through this text, students are invited to see the atmosphere of the city of Paris, the habits of the people, and the state of the city. This is certainly very interesting for middle school students. Winterfest & McVeigh explain that students must have an understanding of daily life, lifestyle, and customs to realize effective cross-cultural communication.⁸⁵ The textbook lacks depth in terms of customs and society. However, themes such as Thanksgiving, Kartini Day celebrations, and Halloween can also attract students' curiosity about their

⁸² Siqin Xie, "The Relationship between Peer Influence and Teenagers' Celebrity Worship Phenomenon," *Frontiers in Educational Research* 4, no. 12 (2021), <https://doi.org/10.25236/FER.2021.041219>.

⁸³ Nina Rizka Rohmawati, "THE RELATIONSHIP BETWEEN CELEBRITY WORSHIP TO STREET TEENAGERS' SELF-IDENTITY IN MALANG CITY," *Nurse and Health: Jurnal Keperawatan* 12, no. 1 (June 10, 2023): 1–6, <https://doi.org/10.36720/nhjk.v12i1.445>.

⁸⁴ Yuen, "The Representation of Foreign Cultures in English Textbooks."

⁸⁵ Ann C. Wintergerst and Joseph G. McVeigh, "Tips for Teaching Culture: Practical Approaches to Intercultural Communication," 2010, <https://api.semanticscholar.org/CorpusID:141955653>.

customs and the customs of other people who may interact with them in the future.

The final cultural element is perspective. Perspective are inspiration (such as 'equality' and Aesop's Fables), myth, and worldview.⁸⁶ This cultural element does not appear at all from the 75 cultural contents in this textbook. The reason is that topics such as gender equality may be too difficult for middle school children. These results are also supported by Sadeghi & Sepahi's findings, that junior high school students will feel more suited to themes such as food and daily life because they are expected to understand and link the themes they learn in everyday life.⁸⁷

From the explanation above, the researcher concludes that the dominant cultural element in *Bright an English* textbook is Products. This textbook represents all cultural dimensions except Perspectives. This shows that there is an imbalance in cultural representation in textbooks, where one element shows a lot of representation, while other elements do not appear at all.

2. The Analysis of Cultural Categories in *Bright an English* Textbook

Based on chart image 4.2, it can be seen that there is an imbalance in the division of cultural categories in textbooks. The source culture category appears more frequently than the other two. The source culture category was found in 33 (44%). Source culture here refers to local culture, aka Indonesian culture. This finding is in line with the statement by Bryam, Gribovka, & Starkey in Böcü & Razi, that local cultural materials play an important role in fostering students' intercultural awareness, especially their own culture.⁸⁸

⁸⁶ Yuen, "The Representation of Foreign Cultures in English Textbooks."

⁸⁷ Karim Sadeghi and Zhila Sepahi, "Cultural Content of Three EFL Textbooks: Teachers' and Learners' Cultural Preferences and Cultural Themes of Textbooks," *Pedagogies: An International Journal* 13, no. 3 (July 3, 2018): 222–45, <https://doi.org/10.1080/1554480X.2017.1417128>.

⁸⁸ Ayça Berna Böcü and Salim Raz, "Evaluation of Textbook Series 'Life' in Terms of Cultural Components," n.d.

Furthermore, the target culture and international culture categories were found with the same numbers. Both appeared equally 21 (28%). These results show that textbook authors include all cultural elements, although source culture still dominates. According to Saville & Troike in Yuen, the number of cultural elements presented in textbooks depends on the social context in which, at what time, and for what purpose the language is applied.⁸⁹ International culture should be included in lessons because diversity around the world helps to develop students' positive attitudes towards other cultures.⁹⁰

The reference for the Bright an English textbook is from the Ministry of Education and Culture's decision Number 56/M/22 concerning the implementation of the independent curriculum. The aim of learning Middle School English is to develop the character of Pancasila students: critical thinking, creativity, independence, cooperation, global diversity, faith, and devotion to God Almighty and noble character, as an effort to support the government's vision and mission to create a developed Indonesia sovereign.⁹¹

The aim of learning general English in the national curriculum is to open students' insight regarding themselves, social relations, culture, and global job opportunities. By learning English, students have the opportunity to gain access to the outside and understand different ways of thinking.⁹² This will help students understand a wider foreign culture and its interaction with local culture, students develop a deep understanding of Indonesian culture, strengthen their identity, and be able to appreciate differences.

⁸⁹ Yuen, "The Representation of Foreign Cultures in English Textbooks."

⁹⁰ Alptekin, "Towards Intercultural Communicative Competence in ELT."

⁹¹ Zaida, *Bright an English Course for SMP/ Mts Grade VII*.

⁹² BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN et al., *Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A - Fase F: Kurikulum Merdeka 2022*, n.d.

3. The Relevance of Cultural Content in *Bright an English textbook* with Merdeka curriculum

As formulated by the Ministry of Education and Culture, the aim of the Merdeka curriculum is to develop the soft skills and character profiles of Pancasila students, namely: 1) Faith, and devoted to God Almighty, and have noble character; 2) Global diversity; 3) Cooperation; 4) Independent; 5) Critical thinking; 6) Creative.⁹³ This can be the key, that students' intercultural understanding can be realized by implementing Merdeka curriculum continuously.

Based on the results of the analysis, the *Bright an English* textbook is relevant to the learning objectives of English according to the Merdeka curriculum. The relevance is that this textbook contains local and foreign cultural content, which is a form of promoting “global diversity”. In addition, the cultural content in this textbook already contains 3 of the 4 cultural elements, namely product, practice, and person, although it does not include sufficient cultural perspective elements in the textbook. This is relevant to one of the objectives of English language learning in the Merdeka curriculum, namely that students are expected to be able to develop intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.⁹⁴

⁹³ Ministry of Education, Culture, Research, and Technology, “Kurikulum Merdeka.”

⁹⁴ BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN et al., *Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A - Fase F: Kurikulum Merdeka 2022*.