

ABSTRACT

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Advisor (1) Dr Irmayani, SS, M.Pd, Advisor (2) Daniar Sofeny, M.Pd.

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This study was conducted to analyze the cultural content in the English textbook "Bahasa Inggris Life Today" for twelfth-grade students, using Cortazzi and Jin's categories and Yuen's cultural dimensions. The first objective of the study was to identify the dominant cultural categories in the textbook, including source culture, target culture, and international culture. The second objective was to determine the dominant cultural dimensions represented, namely products, practices, perspectives, and persons.

The study specifically adopted a qualitative research approach, utilizing qualitative content analysis techniques. Data were drawn from units 1-4 of the "Bahasa Inggris Life Today" textbook. The researcher collected data by systematically examining the textbook using a deductively constructed category system based on Cortazzi and Jin's categories and Yuen's cultural dimensions. The analysis process included developing questions and procedures, collecting data, evaluating the data inductively, and interpreting the findings. Content analysis was employed to identify and categorize cultural content, ensuring a comprehensive understanding of the material.

The findings indicated that the textbook featured a dominant emphasis on source culture (55.26%), followed by target culture (28.95%) and international culture (15.79%). Among the cultural dimensions, products were the most represented (34.67%), while perspectives (32%), practices (24%), and persons (9.33%) were less emphasized. These results highlighted a strong focus on familiarizing students with their own culture through tangible products, while international cultures and the person dimension were less prominent. The researcher suggested that future studies should employ a variety of theoretical frameworks and examine a broader range of textbooks to gain a more comprehensive understanding of cultural representation. Additionally, publishers were encouraged to strive for a more balanced depiction of cultural aspects to enhance students' intercultural competence and learning experiences.