

ABSTRACT

Sina, Maria Wisendy. (2020). *An Analysis on the Cultural Content Represented in EFL Textbooks for the Tenth-Grade Senior High School Students*. Yogyakarta: English Language Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University.

Language and culture are inseparable and related to each other; therefore, teaching language will include teaching its culture. Teaching learners about cultural aspects may be applied through textbooks because textbooks contain not only the list of communicative function, grammar and language skills but also cultural content on its materials. This is because learners are also expected to acquire intercultural communicative competence (ICC), along with the mastery of grammar, vocabulary and language skills.

This study aims to investigate elements of culture and types of culture represented in the textbooks for the tenth-grade senior high school students. Three research question guiding in this study are; 1) How is surface culture represented in the English textbooks "*Bahasa Inggris 2017 Revised edition*" and "*Pathway to English*" for the tenth-grade senior high school students? 2) How is deep culture represented in the English textbooks "*Bahasa Inggris 2017 Revised edition*" and "*Pathway to English*" for the tenth-grade senior high school students? 3) What types of culture are represented through the surface and deep cultures provided in the English textbooks "*Bahasa Inggris 2017 Revised edition*" and "*Pathway to English*" for the tenth-grade senior high school students?

This study used content analysis to analyse the textbooks. The data were collected from two English textbooks for the tenth-grade senior high school students; *Bahasa Inggris 2017 Revised edition* and *Pathway to English*. This study employed two frameworks from Hinkel (2001) about elements of culture and Cortazzi and Jin (1999) about types of culture.

The results from data analysis have revealed; firstly, *Bahasa Inggris 2017 Revised edition* only presented topics of surface culture in its materials. On the other hand, *Pathway to English* presented both topics of surface culture and deep culture and dominantly presented topics of surface culture in its materials. Secondly, *Bahasa Inggris 2017 Revised edition* dominantly presented source culture. On the other hand, *Pathway to English* dominantly presented target culture. Thirdly, the types of culture that dominantly presented in topics of surface culture in *Bahasa Inggris 2017 Revised edition* is source culture. On the other hand, the types of culture that dominantly presented in topics of surface culture and deep culture in *Pathway to English* is international culture.

Keywords: *content analysis, textbooks, elements of culture, types of culture*

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Bahasa dan budaya tidak dapat dipisahkan dan saling berkaitan satu sama lain; oleh karena itu pengajaran bahasa akan mengikutsertakan pengajaran tentang budaya. Mengajarkan murid tentang aspek-aspek budaya bisa dilakukan melalui buku pelajaran, hal ini dikarenakan buku pelajaran tidak hanya berisi daftar fungsi kebahasaan, tata bahasa dan kemampuan-kemampuan berbahasa tetapi juga berisi konten-konten kebudayaan dalam setiap bahan ajar. Hal ini karena murid diharapkan mampu menguasai kompetensi komunikatif lintas budaya (ICC), yang sejalan dengan penguasaan tata bahasa, kosa kata dan kemampuan berbahasa.

Penelitian ini bertujuan untuk meneliti elemen-elemen kebudayaan dan jenis-jenis kebudayaan yang terdapat dalam buku pelajaran untuk siswa kelas 10 SMA. Tiga pertanyaan dalam penelitian ini adalah; 1) Bagaimana surface culture disajikan di dalam buku bahasa Inggris berjudul "*Bahasa Inggris 2017 Revised edition*" dan "*Pathway to English*" untuk siswa kelas 10 SMA? 2) Bagaimana deep culture disajikan di dalam buku bahasa Inggris berjudul "*Bahasa Inggris 2017 Revised edition*" dan "*Pathway to English*" untuk siswa kelas 10 SMA? 3) Apa saja jenis-jenis budaya yang di tampilkan dalam surface and deep culture dalam buku bahasa Inggris berjudul "*Bahasa Inggris 2017 Revised edition*" dan "*Pathway to English*" untuk siswa kelas 10 SMA?

Penelitian ini menggunakan konten analisis untuk menganalisa buku pelajaran. Data yang dikumpulkan berasal dari dua buku untuk siswa kelas 10 SMA; *Bahasa Inggris 2017 Revised edition* dan *Pathway to English*. Penelitian ini menggunakan dua kerangka pikiran dari Hinkel (2001) mengenai elemen-elemen kebudayaan dan Cortazzi & Jin (1999) mengenai tipe-tipe kebudayaan.

Hasil dari analisa data menunjukkan; pertama *Bahasa Inggris 2017 Revised edition* hanya menyajikan topik surface culture. Sedangkan, *Pathway to English* menyajikan surface dan deep culture namun lebih banyak menyajikan surface culture. Kedua, *Bahasa Inggris 2017 Revised edition* lebih banyak menyajikan budaya asal (SC). Sementara *Pathway to English* lebih banyak menyajikan budaya sasaran (TC). Ketiga, tipe kebudayaan yang lebih banyak disajikan dalam topik-topik surface culture di *Bahasa Inggris 2017 Revised edition* adalah budaya asal (SC). sedangkan *Pathway to English* adalah budaya internasional (IC).

Kata Kunci: konten analisis, buku, elemen kebudayaan, tipe kebudayaan.