

ABSTRACT

Sari, P.M (2021) **“Cultural Content in ELT Textbook of Indonesian Secondary School: an Intercultural Perspective Analysis”**.

Key words: *textbook, content, analysis, culture, types, sense.*

Culture is a vital component in English language teaching. Cultural content included in the language teaching and learning process enables the student to interpret the language of that culture. Thus, cultural content material analysis is critical for selecting the appropriate textbook, developing it, and effectively using it.

This research focuses on the discussion of cultural content on textbook entitled *‘Bahasa Inggris Think Globally Act Locally’* used by grade IX of secondary school in Indonesia, 2018 revised version. The purpose of this study is to analyze the types of culture represented in the textbook, which are classified as source culture, target culture, and international culture (Cortazzi and Jin, 1999), as well as the sense in which culture is represented in the textbook, which is classified as aesthetic sense, sociological sense, semantic sense, and pragmatic sense (Adaskou, et.al, 1990).

This research uses a descriptive qualitative method that falls under the category of content analysis. The data for this research came from textbook entitled *‘Bahasa Inggris Think Globally Act Locally’* used by grade IX of secondary school in Indonesia. The data consists of cultural content is extracted from all reading passages, conversations, activities, and illustrations in the textbook and converted to frequency counts.

Two significant findings are emerged from the analysis of textbooks. To begin, textbook entitled *‘Bahasa Inggris Think Globally Act Locally’* used by grade IX of secondary school in Indonesia discusses more of source Culture compared to target culture and international culture. Second, the textbook

emphasizes semantic sense over aesthetic sense, pragmatic sense, and sociological sense. As a result, it may be stated that there is an imbalance between the quantity of given cultures and their representation in the textbook. The outcomes of this study recommend that the author of the textbook could include more target and international culture, as well as representation in many senses of culture.

