

REPRESENTATION OF CULTURE IN ENGLISH TEXTBOOKS FOR HIGH SCHOOLS IN INDONESIA

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ABSTRACT

This study aims to describe three main points, namely: 1) cultural elements displayed in English textbooks for senior high schools (grades X, XI, and XII); 2) the pattern of representation of cultural values ??in high school English textbooks as referred to; and 3) the factors that lead to the construction of cultural values ??in the textbooks.

This research is a qualitative research with the main instrument being the researcher himself and assisted by documentation guidelines. The research data in the form of English texts were analyzed using a qualitative descriptive analysis technique modeled on Miles, Huberman, and Saldana (2014) which included three main points, namely data condensation, data display, and drawing and verifying conclusions.

The results of the analysis on data sources found the following things. First, there are three cultural elements displayed in English textbooks for senior high schools, namely: cultural knowledge/belief, patterns of behavior, and cultural representations. Of these three cultural elements, cultural representation is the most frequently found element in textbooks. Second, there are two representational patterns used, namely implicit and explicit patterns and of the two patterns, the implicit method/pattern is more widely used in presenting cultural aspects. Cultural elements are found in the form of using people's names and place names in texts and also in the form of illustrations in the form of pictures of people and places. Third, some of the reasons behind the existence of cultural content in English textbooks include: 1) the fact that language is the unseparated part of culture; 2) cultural elements are needed to present the context of using the language being studied and to make it easier for students to learn the language; 3) the process of learning a second language or a foreign language can be said to be a process of meeting two cultural systems. From these findings, it can be underlined that the process of learning a second/foreign language is a form of cross-cultural communication process because its existence always involves at least two cultural systems, namely the culture of the learner and the cultural system of the language being studied.

Kata Kunci: *culture, representation, textbooks, English.*