

ABSTRACT

Kamila, Bunga Edria (2025). The Representation of Indonesian Cultural Dimensions in *English Textbook for 10th Grade Senior High School Students*.

Teaching materials should authentically reflect Indonesia's diverse cultural heritage, making it essential to examine how cultural content is represented in textbooks to raise awareness of its importance in language learning. For this reason, this study aimed to analyze how Indonesian cultural dimensions were represented in Bumi Aksara's *English textbook for 10th-grade senior high school students* and to identify the most prominent cultural aspect in the textbook.

This study employed a qualitative approach with content analysis. The analysis was conducted using the four cultural dimensions proposed by Adaskou, Britten, and Fahsi (1990) and followed Krippendorff's (2018) procedures, which included unitizing, sampling, coding, reducing, inferring, and narrating.

Findings revealed that all four cultural dimensions were represented in the textbook, though in varying proportions. Aesthetic Sense appeared most frequently (48%), mainly conveyed through cultural landscapes, traditional and modern songs, and folklore, emphasizing the artistic and expressive side of Indonesian culture. Sociological Sense followed (26%), represented through depictions of social institutions, historical figures, and interpersonal relations in texts such as reading passages and dialogues. Semantic Sense accounted for 16% of the data, typically identified in culture-specific vocabulary and figurative language that reflected deeply embedded Indonesian cultural references, such as national heroes, historical events, and local food items. Pragmatic Sense was the least represented dimension (10%), and appeared mainly in grammar-related activities and dialogue texts, focusing on expressions of politeness, agreement, disagreement, and other communicative skills. This imbalance highlights the stronger emphasis on aesthetic and sociological elements over pragmatic and semantic ones.

In conclusion, this study highlighted the textbook's intense effort to showcase Indonesian Culture, particularly through its Aesthetic elements, which predominantly represented the Indonesian cultural landscape. Nevertheless, the result indicated the need for more balanced integration of all dimensions in English textbooks to promote comprehensive and contextual learning. The implication for ELT is that future textbook development should adopt a more holistic approach to ensure that all cultural dimensions are adequately represented.

Keywords: Culture Representation, Content Analysis, English Textbook