

## ABSTRACT

**Pujianti Anggi, Reg Number 2182121010, Cultural Contents of English Textbook for Junior High School, A Thesis, English and Literature Department, Faculty of language and Arts, State University of Medan, 2022.**

This study aims to discover what cultural contents are released and how the cultural contents are released in the English textbook. This study adopted frameworks from Cortazzi and Jinn's (1999) about the types of cultures and four senses of culture framework from Adaskou, Britten and Fahsi (1990). This study employed a descriptive qualitative design, as well as content analysis, to uncover the cultural contents of English textbook. The results of this study showed the source culture or the teacher's and students' own culture, the culture of Indonesian has the most occurrences in the textbook for 23 times (53 %), followed by the target culture, which appeared 20 times (47 %), and there is no representation of international culture in the textbook. In the aspect of four senses of culture, the cultural contents were predominately presented by sociological sense which appeared 22 times (51 %), pragmatic sense comes second with 14 appearances (32 %), followed by aesthetic sense appeared 5 times (12 %), and the less appearance is semantics sense, which appeared 2 times (5 %). In addition, this study found that the textbook contained all the senses of culture in different percentages and represented source and target culture. Sociological sense appeared most frequently portrayed the source culture, followed by the target culture. Pragmatic sense laid second place primarily represented by target culture, then, source culture. Aesthetics sense as the third dominant sense portrayed the target culture in the form of songs and music by western artist and the media, "Batik" represented the source culture. The last presented in the textbook is semantic sense which only represented the source culture by the picture of Indonesian students' clothes and other information related to fashion of Indonesian people and there also found an unbalanced quantity among presented types of cultures in the textbook because there's no representation of international culture.

**Keywords: Content analysis, Culture, English Textbook**