

CHAPTER V CONCLUSIONS

This chapter presents the conclusion of the research based on the findings and discussion in the previous chapters. The suggestions for further research are also presented in this chapter.

5.1 Conclusions

This research is aimed at investigating and evaluating cultural contents represented in the textbook for a senior high school in Cianjur, West Java. In particular, this research investigates what cultures are represented and how the cultures are represented in the textbook. The investigation of the textbook has revealed two major points; the target culture is predominantly represented in the textbook compared to the source culture and the international culture, and the culture in the textbook mostly is represented through the aesthetic sense.

This research has confirmed the findings from previous research on the representation of culture in the textbook conducted by McGrath (2002), Abdullah & Chandran (2009), Xiao (2010) and Hermawan & Noerkhasanah (2012). Despite the limitation of the findings covered, this research has revealed that cultural values exist in textbooks, the target culture was predominant in the textbook, and the cultural contents mostly were represented in the aesthetic sense.

Although the textbook was written by local authors and produced by local publisher, the target culture representation is predominant in the textbook. More than a half of the reading passages contain the target culture contents. The fact that the target culture is predominant in the textbook leads to some possible implications. The strength of local textbook which is the familiarity of the cultural contents to learners is not prioritized in the textbook investigated since the source culture is represented less. Thus, the essence of English as an international language allowing learners to describe their own culture in this language is not optimized. The fact that English nowadays is used by many non-native speakers around the world is represented less as well. The cultural context of English in the textbook still refers to The Inner Circle countries or Anglo-Saxon people

especially American and British. On the other hand, the representation of the target culture in the textbook can raise the awareness of learners toward native speakers' cultural contexts. The target culture contents which are new and challenging can increase learners' motivation if they are handled carefully by teachers.

In term of how cultures are represented in the textbook, the aesthetic sense ranks the top to representing culture in the textbook, followed by the sociological sense, the pragmatic sense, and the semantic sense. It is in line with some investigations, revealing that culture English class mostly refers to the big "C" of culture. In term of how the target culture is represented in the textbook, the aesthetic sense also ranks the top, followed by the sociological sense, the pragmatic sense, and then the semantic sense. The target culture is represented in various contexts of which purposes seem to make learners familiar with the cultural context of the native speakers and be able to have successful communication. On the other hand, the source culture is represented only by two senses of culture; the aesthetic sense and the sociological sense, both are in the same number of occurrences. The source culture mostly is represented by the contents which have been adapted to the target culture context. The traditional or particular ways of life of the source culture are not represented in the textbook. The source culture is also represented in the form of comparison with the target culture. People of the source culture are portrayed to have problems in doing communication with native speakers, thus they have to understand the target language culture. The representation of the source culture in the textbook is insufficient and may make learners less motivated to learn the target culture. In term of treating English as an international language, the textbook has not optimized its role. The aesthetic sense, the sociological sense, and the semantic sense representing the international culture are not explicitly described, making the existence of the international culture contents is difficult to identify. The less representation of the international culture can trigger learners to think that English only belongs to the target culture or The Inner Circle countries.

5.2 Suggestions

Relevant to the findings, discussion, and the conclusion of this research, there are several points of suggestions. First, it is suggested that English materials developers, especially English textbook authors should include more source culture and international culture contents. The use of English should not only be related to The Inner Circle countries or the Anglo-Saxon races. The traditional and particular ways of life of people from the source culture should be represented. By so doing, learners will feel the contents are parts of their daily lives and be more motivated. The representation of characters from Outer Circle and Expanding Circle countries should also be represented in the textbook. Therefore, learners will understand that English nowadays is needed as an international language accommodating the communication between people from various cultural backgrounds.

Second, it is suggested that cultures should be represented in non-judgmental ways where one culture to another is treated equally. The difference between cultures should be handled and explained carefully. Teachers should explain that the code and standard of appropriateness between one culture to another is different and no culture is better than another.

Lastly, the result of the investigation is expected to provide more insights for more similar research to be conducted. Due to some limitations the research has, it is possible to conduct similar research involving more English textbooks from different levels and publishers. The same research with different tool of analysis might be conducted as well in the future. Lastly, by conducting this kind of research, it is expected that educational practitioners give more concern to cultural content analysis in English textbook development processes.