

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter IV presents the analysis and discussions of the source culture and the target culture in pictures contained in English textbook for junior high school. This chapter will present conclusions and suggestions drawn from the preceding chapter. The conclusions are derived from the findings on the data analysis. Whereas, the suggestions are drawn to offer some inputs for the readers in conducting further studies in this field.

5.1 Conclusions

As stated in Chapter I, the study has one purpose to achieve. It is aimed at investigating the cultural aspects from the source culture and the target culture in pictures contained in English textbook for junior high school. After foregrounding cultural framework developed by Adaskou, Britten, & Fahsi (1990) and visual grammar framework proposed by Kress & van Leeuwen (2006) to analyze the data, some conclusion can be drawn.

First, according to the cultural aspects analysis, the pictures contained in English textbook for junior high school are dominated by the semantic sense and the sociological sense of culture from the students' source culture. It means that the pictures provide abundant amount of Indonesian culture as the learning materials. It can be seen from number of pictures depicting a student in a typical Indonesian junior high school uniform. It is in line with Cortazzi & Jin's (1999) statement which says that the use of the source culture in foreign language learning helps the students' to learn language in their own social context.

The students' source culture in form of sociological sense is depicted in various aspects such as the nature of family, home life, and work and leisure. The representation of the sociological sense can be found in pictures 2, 4 and 9. Hence, the aesthetic sense cannot be found in the pictures. In contrast, the students' target

language culture represented in the pictures is disseminated. It only occurs in the semantic sense of culture which is depicted by types of clothes worn by the represented participants such as blazer and shirt and the pragmatic sense in which the speech portrayed in the picture used English.

Second, based on the visual grammar analysis, the pictures contained in English textbook for junior high school are analyzed using several aspects namely gaze, size of frame and social distance, and color. In relation to gaze, the pictures are mainly functioned to offer information to the students. It is supported by the absence of direct eye- contact between the represented participants and the viewers (Kress & van Leeuwen, 2006, p. 119). Concerning the size of frame and social distance, the pictures are displayed in medium long shot. In visual grammar, medium long shot means that the represented participants characterize a social relationship. The social relationship portrayed in the pictures is considered relevant with Indonesian student- teacher relationship in which teacher is a respected figure. Regarding to the choice of color used in the pictures, white, blue, brown and green are predominating. Those colors represent purity, dynamic mind, strength and freshness (de Bortoli & Maroto, 2001, p. 16 & Nodelman, 1998, p. 63).

5.2 Suggestions

Based on the findings, discussions, and the conclusions of this study, the researcher draws some suggestions for textbook developers, teachers and following researchers. First, it is suggested that the textbook developers should include the balance amount of the students' source culture, the students' target culture and also the students' international culture. The cultural aspects represented in the pictures should vary from the local culture up to the international culture in order to develop students' cultural awareness. The pictures used for learning materials should provide a clear difference between the source culture and another culture to reduce cultural confusion.

Second, it is suggested that foreign language teachers should be more aware in presenting pictures as teaching material since junior high school students are very curious about things and phenomena around them. In addition, the presentation of culture by the textbooks and the teachers can affect students' view toward culture. Teachers should be more creative in delivering the cultural values during the foreign language learning. The use of various pictures from various sources can be a great help in foreign language learning.

Lastly, the finding of the current study is expected to provide more support for further research regarding cultural aspects analysis. However, the study has a limitation as well. The pictures were analyzed by the four senses of culture and visual grammar framework. For further research, it is suggested to analyze the picture contained in English textbook using different tools of analysis for different levels of textbook.