

CHAPTER V

CONCLUSION & RECOMMENDATION

This chapter is divided into two sections: (i) conclusion and (ii) recommendation. The first part presents the conclusion of the conducted study and the second part points out some suggestions for further research.

5.1 Conclusion

The aim of this study is to analyze the cultural content in two English textbooks for senior high school in Indonesia. The result reveals that the type of culture prominently presented in the textbooks is the target culture. The dominant aspects of the target culture presented in the textbooks could help the learners in understanding the linguistic and cultural aspects of the target language. However, this does not mean that the other cultures are plainly neglected as the textbooks still provide some information related to the source culture and international target culture. In this case, the source culture in the textbook could help the learners to appreciate their own culture, and the presence of the international target culture would make the learners to be aware of the existence of other cultures.

Furthermore, the cultural content in the textbooks are represented through all four senses of culture which are the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic (sociolinguistic) sense. This result proves that the textbooks attempt to perceive culture from several different aspects.

Considering the cultural content represented in the reading passages, the two textbooks are relatively suitable for the first grade of high school students in order to introduce the target culture as well as other cultures without neglecting the students' source culture. Nevertheless, the cultural content in the two textbooks is not thoroughly explored as the discussion of culture is not really given specific attention. The representation of culture in the textbooks is still at the superficial level. Thus, the deeper exploration on cultural content in the

textbooks is needed so that the learners are able not only to understand the source or target culture but also to raise their cultural awareness.

5.2 Recommendation

There are several points of recommendation that this study could suggest. First, for English material developers and textbook authors that it is necessary to consider the proper representation of cultural content integrated in English language materials. It is also important to provide the variation of culture in order for the learners to raise their cultural awareness.

Second, it is hoped that foreign language teachers would consider conducting the process of textbook evaluation especially cultural content analysis before selecting the textbook to be used in their classroom.

Third and lastly, this study could hopefully add more insight especially for those who intend to conduct the research with the same focus. Since this study is a small scale study involving only two English textbooks with only the reading passages to be analyzed, hence it is possible to conduct further investigation involving more textbooks to analyze as well as other aspects of the textbooks.