

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter elaborates the conclusion, the limitation of the study, the implication of the study and also the recommendation for further research regarding the findings and discussion that has presented in the previous chapter.

#### 5.1 Conclusion

This study is aimed to investigate and evaluate cultural contents presented in the textbook for elementary school level entitled *Grow with English*. In particular, the study investigates what cultures are represented and how the cultures are represented in the textbook. The theoretical frameworks of this study consist of two major forms; types of cultures proposed by Cortazzi & Jin (1999) and four senses of culture proposed by Adaskou et al., (1990).

The findings reveal that the source culture is predominantly represented in *Grow with English* textbook compared to the target culture and the international culture. This is in line with the authors aim mentioned in the *A Letter from the Authors* which stated that material design is uniquely represented by the diversity of Indonesian contexts. Since the book written by local authors and produced by local publisher, it is accepted if the cultural contents of the source culture outnumber the rest of the cultures.

The way how the cultures are represented, the sociological sense ranks the top in representing the cultural contents of the textbook. Sociological sense as the way of life that categorized into family organization and home life, interpersonal relations, work and leisure, materials conditions, and custom (Adaskou, Britten & Fahsi, 1990) closely relate to the learners' life especially in the primary level. Additionally, the themes and the lessons included in *Grow with English* are mostly represented by those aspects. Hence, the cultural content embodied in the textbook mostly represent the sociological sense.

In regard to both the types and the four senses of culture, the findings significantly dissimilar. The source culture is mainly represented by the sociological sense, the target culture is mainly represented by the pragmatic sense and the international culture contains the same average in all sense without the pragmatic sense.

## **5.2 Limitations of the Study**

This study has limitation in certain aspects. First, the textbook that has been analyzed limited to one textbook only; *Grow with English book 3*. Second, the analysis of cultural content limited to four senses of culture proposed by Adaskou et al., (1990) those are the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense. In addition, the scopes of the culture are also divided into three general types; source culture, target culture and international culture. Deciding more specific framework from another point of view should provide in-depth insights about the study of cultural content.

## **5.3 Implications of the Study**

There are several pedagogical implications for this study. First, the designer of the materials of the textbook should consider balance proportion of cultural contents represented in the textbook. Second, for the teachers, they should elaborate the cultural contents from other sources when the textbook provides a few of it. The teachers also should understand what culture provided by certain content to deliver it to the learners appropriately. Finally, as the English language is considered as international language, the international cultures also should be added to the contents of the textbook in order to broadens the learners' knowledge about the international cultures that exists around the world.

## **5.4 Recommendation and Further Research**

Relevant to the findings, discussion, and the conclusion of this research, there are some points of suggestions proposed. First, for materials developers, especially English textbook authors, it is suggested to include more the target culture and the international culture to the contents of the textbook. Even though it is written by local authors and produced by local publisher, it does not necessarily mean the amount of the target culture and the international culture are few. There

should be a balanced proportion of the source culture, the target culture and the international cultural content in the textbook. An effort should be conducted in order to provide the cultural information in depth exploration of cultural promotion. This can raise the cultural awareness of others' culture as well as the learners' own culture.

Second, this study also proposed suggestion for further research. The result of this study is expected to give more insight for similar research in the future. The present study analyzed the English textbook in one grade of elementary school only, which was *Grow with English*. Due to its limitation, further studies may involve more than one grade of book from several publishers either local or international in order to see the distinction of cultural contents represented by different authors and publishers.