

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research, which are based on the findings and the discussion in the previous chapters. This chapter also presents the suggestion for further research.

5.1. Conclusions

This study is aimed to evaluate cultural content in English textbooks used in primary schools in Indonesia. In particular, the study investigates whose culture the books disseminate and how culture is disseminated in the textbooks. Employing the framework of Culture in Four Sense proposed by Adaskou, Britten, and Fahsi (1990), the examination of the textbooks has revealed two major points; the local cultural content outnumbers non-local ones quantitatively and the culture is primarily disseminated through sociological sense. The initial fact may lead to a point that there should be balanced proportions of local and non local cultural content in the textbooks.

Despite the numbers, this fact however, does not simply confirm that the textbooks mirror the local culture or learners' culture. Qualitatively, the cultural information presented in the textbooks is not an in depth exploration of cultural promotion. The cultural discussion is mainly in surface level. Underlying concepts and value system of local and non-local culture have not been well introduced. Consequently, this might hamper students to understand other cultures and appreciate their own. This fact might raise a call for more efforts to integrate a

deep elaboration of various cultural aspects that may support the local cultural promotion as well as students' intercultural awareness. As a result, this may benefit students in a way that they are able to introduce their culture in English and understand foreign culture at the same time.

Moreover, in terms of cultural dimension, culture in sociological sense is found to be dominant in introducing both local and non-local culture. This finding is consistent with the previous Japanese, Korean, and Malaysian studies. The lack of presence of other cultural dimensions signifies that the concept the textbooks mainly emphasize is the culture as the way of life. In fact, culture has various concepts and definitions. Consequently, the integration of other cultural dimensions -which involve various concepts of culture- needs to be taken into consideration, particularly by the textbooks authors who obviously have the capacity to do so.

Last, in terms of the foreign country mentioned in the textbooks, the USA is found to be the only one exposed. It is obvious that the core of English the textbooks promote is still the country in which English spoken as first language. This traditional view of English has a big possibility to restrict students' horizon of the role of English nowadays as well as the other speakers of English. As a result, this implicates that the exposure to the culture of other speakers of English is indispensable and the portrayal of the culture of international speakers of English needs to be factually depicted in the textbooks.

5.2. Suggestions

There are several points the study wants to suggest. For English material developer, or specifically English textbooks authors, it is crucial that they include the cultural content and provide proper portrayal of both local and non-local culture. The proportion and concept of culture as well as the culture of non-Anglo-Saxon English speakers to include in the textbooks need also to be considered. Additionally, the findings the study presents can, perhaps, provide insight for more similar studies to be carried out, especially for students of Department of English Education at UPI.

Due to some limitations the study has, it is very possible to conduct similar study on the same idea which involves great amount of the English textbooks to evaluate. Another possible tool of analysis might be employed as well for further research. Last, by conducting this kind of evaluation, it is hoped that educational practitioners may include the cultural content analysis in the process of textbook decision making.