

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter is divided into two sections of explanation, conclusion and suggestions. The first section explains the findings of this study related to what cultures are represented and how the cultures are represented in an English textbook for eighth grade students of junior high school entitled *When English Rings a Bell*. The second section, which suggestions, offers the suggestion for the future study related to textbook analysis.

#### 3.1 Conclusion

This study was conducted by the writer to find out the culture types and how it represented in an English textbook for eighth grade students of junior high school entitled *When English Rings a Bell*. This textbook contains thirteen chapters. The cultural content is taken from Martin Cortazzi and Lixian Jin (1999) framework, while the second framework is derived from Adaskou, Britten, and Fahsi (1990) in order to analyze how the cultures are represented within this textbook. Based on the findings, the writer would like to give conclusion toward the aspects that had been found after the analysis.

First aspect is the finding of culture types. Culture types are divided into three aspects, they are: Source culture, Target culture, and International culture. Source culture refers to students' own cultures. In this study, source culture refers to Indonesian cultures. Meanwhile, Target culture refers to countries that use target language as their first language. Lastly, International culture refers to the countries which are not included into both Source and Target culture.

The analysis of this textbook entitled *When English Rings a Bell* for grade VIII has revealed some points. First, this textbook dominantly presented Source culture compared than two other culture types, Target culture and International culture. This finding is basically the same with the study conducted by Zulkarnaen (2013); and Silvia (2016). Second, in terms of cultural senses, this textbook mostly presented by Pragmatic sense compared than three other culture senses, Aesthetic sense, Semantic sense, and Sociological sense. This finding is basically in line with Rajabi and Ketabi (2012) findings.

Although this textbook was published by Ministry of National Education in Indonesia (Kemendikbud), the cultural contents in this textbook are significantly different. This textbook tends to promote local culture (Indonesian culture) to all students while they learn English. It is a good factor for raising students' awareness about their own cultures. Unfortunately, this textbook provide least content of international culture. Based on true facts, nowadays English language is used by many non-native speakers all around the world. As a result, the students are not fully aware about the world's cultures.

### 3.2 Suggestions

Concerning the cultural contents in an English textbook for eighth grade junior high school students entitled *When English Rings a Bell*, the writer would like to give some suggestions some point of view that has to be studied later on by future researcher. The further study may use different frameworks and theories to ease the research analysis since there are many frameworks from other experts that can be used to analyze the cultural content within an English textbook.

First, the writer suggested that English textbook authors must include the balance presentation among these three culture types: Source culture, Target culture, and International culture. In this textbook, the International culture is least presented. So, it is highly suggested for the authors to include more international culture rather than the present results. Because it can make students aware of their world cultures. On the other hand, in this era, people use English as the worldwide language to communicate with other person with different cultural backgrounds.

Next, the writer suggested that the cultures must be represented in various type of senses. Besides, this analyzed textbook tend to present the cultures dominantly in pragmatic sense compared to three other senses: Sociological, Aesthetic, Semantic sense. As a result, the students are not familiar with other culture senses.

Lastly, the findings of this current study can be utilized for further research as a basic theory under the same topic. Since it has many limitations, it is possible to conduct other similar study with different amounts, levels, and publishers of English textbook.

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