

## **CHAPTER VI**

### **CONCLUSION, IMPLICATIONS AND RECOMENDATIONS**

This chapter consists of three parts namely conclusions, implications, and recommendations. The conclusion covers up the points based on the finding and discussion. The implications present some impact for the teacher, students, even a researcher based on the finding and discussion. The recommendations present some suggestions for those who are concerned with this issue and also for future researchers.

#### **A. Conclusions**

An analysis of content in these English books has been conducted to investigate the cultural representation in English books for Senior high school grade X. Two series of English books namely Bahasa Inggris was published by Balitbang, Minister of Culture and Education and Pathway to English was published by Erlangga. This research employed some theories upon culture from other previous studies such as Cortazzi and Jinn (1999), Adaskou et al (1990), Moran (2001), and Dweik and Al-Sayyed (2015). The result showed that Bahasa Inggris and Pathway to English represent culture in the form of source culture, target culture, and International culture. Specifically, Bahasa Inggris represents the source culture for 156 occurrences, the target culture for 29 occurrences, and the international culture for 36 occurrences. Meanwhile, Pathway to English represents the source culture for 86 occurrences, the target culture for 102 occurrences, and the international

culture for 23 occurrences. In other words, culture in the Bahasa Inggris course books is highly represented by the source culture rather than the target culture and international culture. Different from Pathway to English that highly represented by target language than source language.

In addition, in Bahasa Inggris, the source culture appears in almost all cultural categories, except traditional ceremony, beliefs, and values category; while the target culture in Bahasa Inggris is depicted through food and drinks, places, art, and person and the international culture is depicted through places, art, beliefs and values, and person. In the Pathway to English, the source culture and target culture also appears in almost all cultural categories. The source culture appears in food and drinks, places, art, traditional ceremony, social behavior, history, and person. While the target culture appears through food and drinks, places, art, social behaviors, and person and the international culture is represented in food and drinks, places, art, traditional ceremony, history, and person.

The adopted 2013 English syllabus affects the cultural representation in Bahasa Inggris and the source culture is more represented than target culture and international culture in that book. However, the representation of source culture may give the students some chances to build their identity. The identity can help the students in preparation for wider communication with foreigners from different cultures.

In other hands, Bahasa Inggris and Pathway to English also provide opportunities for the students to promote cultural awareness, yet it is in a small size. It does not matter since it can be a start for Senior High School students to develop

their cultural awareness. However, to build that awareness, identity plays a vital role. In conclusion, this study reveals that English coursebooks can be a source of cultural learning. The English coursebooks can build the students' identity and lead the students to achieve intercultural competence and cultural awareness.

## **B. Implications**

The result of this study has some practical implications through the importance of cultural representation in English education. Firstly, the English teacher could transfer local culture by using these books without worrying whether the book appropriates for students or no. It is for sure that the book from Balitbang the minister of culture and education and the book from Erlangga are having similar capacity/number occurrences of cultural representation. Secondly, the teacher needs to create a teaching-learning activity appropriately. So, the teacher needs to enrich cultural knowledge by finding other resources. Thirdly, for the students, it is important to students in Senior high School that they have to understand cultures. Students need to build their own identity and cultural awareness due to complete the goal of education in *Kompetensi Inti*. It also helps the students to open their mind about target culture and international culture to enrich their knowledge about the world. It will help them to break cross-cultural understanding to the foreign country student. The last for the next researcher, this study will be a consideration to show the cultural representation when designing the material in English books if the researcher uses Research and Development study.

### **C. Recommendations**

This study is far from perfect. It may have some weakness. Cultural representations may affect to person that being involved in developing the coursebook. So it can be the reason for the next researcher to interview the authors, editors, and illustrators of the English books. They could be sure about their beliefs in cultural representation in English books. And next researcher may explore more topics related the cultural representation for example focus on cultural awareness or intercultural competence.

Besides, future research can explore the cultural diversity and tolerance since Indonesia has issues about SARA(Suku, Agama, Ras, dan Budaya) that will be explained clearly that Indonesia is a country with so much cultural diversity who famous about the tolerance.