

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented two sub chapters include conclusion and suggestion. In conclusion the researcher systematically describe about the summary of the research representing the answer(s) of the research problem(s) related to what cultures are represented and how the cultures are represented in the textbooks entitled “When English Rings a Bell” for eight grade of junior high school. The suggestion present the limitation of the research, the researcher give suggestion and recommendation to the other people in interested in the topic being analyzed.

A. Conclusion

This study was conducted to analyze the cultural content of an English textbook entitled “When English Rings a Bell” for eight grade students of junior high school. The textbook contains 13 chapters with different content in each chapter. The textbook was analyzed in the terms of what kinds of cultural aspect included in the textbook and how the aspects are represented. Furthermore, there are several reasons why the writer chooses the book. The researcher used the theories of Cortazzi and Jin (1999) to analyze the cultural categories and Adaskou, Britten & Fahsi (1990) to analyze the five dimension of culture. In this chapter, the researcher would like to conclude the analysis result based on the findings of previous discussion.

The first conclusion was the cultural content presented on the English textbook entitled “When English Rings a Bell” for eight grade students of junior high school was dominated by source culture. This result in line with the study conducted by Silvia (2014) entitled “Cultural Content in English Textbook Used at Madrasah Tsanawiyah Negeri DKI Jakarta” which also dominated by the source culture. In this textbook, the amount of target culture and international culture were very limited. The topics of the culture were not even in the deep material discussion. In this case, the enough amount of source culture material was good for the student to appreciate and being aware with their own culture. However, the content of target culture and international culture are also important. When the learners are not exposed to enough cross-cultural understanding by introduce them to the target culture and international culture, they might be misinterpreting other culture and tend to be stereotyping. The textbook needs to provide balance content of target culture, international culture and also source culture.

The second conclusion was the cultural content of this textbook was represented by four sense of culture. It mostly represented by pragmatic sense. The percentage of this sense was about 66,2%, which presented by the existence of grammars, speech act, and text structure materials. The sociological sense has the lower frequency after the pragmatic sense about 20,1% in the textbook. This sense was mostly presented in the form of conversation containing friends, family, and home life interactions. The

semantic sense in the third position appeared about 12,2% . The semantic sense textbook mostly presented cloth and foods. The aesthetic sense has the lowest frequency about 1,4%. It was only appeared twice at chapter 6 and chapter 9. The aesthetic sense represented in the form of songs only. The data revealed that the pragmatic sense was dominating the representation of the cultural content of the textbook.

B. Suggestion

Concerning the cultural contents of English textbook entitled “When English Rings a Bell” for eight grade students of junior high school, the researcher would like to deliver some suggestion. These suggestions can be used by the next researcher, the user of the book and also the author of the book. First, the findings of this study can be used as one of the references or information in conducting further similarly studies under the equal subject matter. However, this study has many limitations so the next researcher can use any other theoretical farm work to conduct their study as long as it is related to this matter. The researcher can also use different levels, amount and title of the textbook to be analyzed based on the topic.

Second, this textbook was dominated by source culture and contained a very limited amount of target culture and international culture. The teacher can use some additional materials to support the learning process so the learners can get enough cultural content material and reach enough cross cultural understanding they need. The teacher can also add some other sense of culture

in presenting the cultural content material to balance the domination of pragmatic sense. Any other supporting materials and learning style variation was highly recommended to be added in learning process as long as the material was related to the topic of the textbook.

Third, the author of the textbook need to consider to add the target culture and international culture material. Both target culture and international culture are also important in learning the target language. The author also needs to add the other sense on the textbook because this textbook was dominated by pragmatic sense. The learners need to learn with the other sense like aesthetic sense, sociological sense and semantic sense since the senses are also important in the process of learners mastering the language. The researcher hopes this study become an input to reconstruct additional standard for textbook evaluation through adding some cultural content to develop more appropriate and culturally suitable content for Indonesian learners.