

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of data regarding cultural representation in the English textbook "Bright an English" for seventh grade of junior high school, it can be concluded that the textbook provides a diverse range of cultures. The textbook includes source culture, target culture, international culture, intercultural interaction, and Islamic culture. However, there is an imbalance in the presentation of these cultural categories. The data shows that the most prominent cultural aspect is the source culture, while intercultural interaction and Islamic culture are relatively low. The source culture has the highest presentation with 40%. The second highest is the target culture with 34%, followed by the international culture with 14%. Notably, intercultural interaction and Islamic culture have the smallest proportions, only 1% and 5% respectively. In terms of the proportion of cultural types, the textbook focuses more on promoting the source culture or Indonesian culture, while the target culture, international culture, intercultural interaction, and Islamic culture are used as complements.

Furthermore, the learning materials in the "Bright an English" textbook cover all dimensions of the project to strengthen of the Pancasila student profile, such as having faith and fear of God Almighty, possessing noble character, being self-reliant, promoting mutual assistance, embracing global diversity, and cultivating critical thinking and creativity. Each dimension in the Pancasila student profile is related to cultural aspects. The textbook integrates the aspects of source culture, target culture, international culture, intercultural interaction, and Islamic culture into the dimensions of the Pancasila student profile. Furthermore, the English textbook, "Bright an English," goes beyond cultural content and incorporates the essential 21st-century skills including life and career skills, learning and innovation skills, and information, media, and technology skills. As a result, this textbook not only offers a rich cultural diversity but also aligns with the goals and characteristics of Merdeka curriculum, specifically the strengthening of the Pancasila student profile, and covers the necessary competencies for the 21st century. Therefore, this textbook can help students in developing relevant competencies for their future while fostering an understanding of Indonesian culture and values.

B. Suggestion

Based on the conclusion of the research above, the researcher formulated some suggestions that will be useful for students, lecturer and future researcher. The suggestions in this research as follows:

1. For the author of textbook

The suggestion for textbook author is to maintain a balanced proportion of each cultural category. The textbook should strive to present cultural content in a balanced manner, without displaying significant disparities in the representation of cultural categories. The goal is to provide students with a well-rounded understanding of intercultural awareness. Additionally, it is recommended to include more content related to Islamic culture in the textbook, considering the majority of the Indonesian population is Muslim. Alongside incorporating Islamic cultural context, authors are also advised to add more materials related to intercultural interaction. Intercultural interaction is an important aspect of English language learning as it helps students develop cross-cultural communication skills, broaden their perspectives, and become more tolerant and open-minded towards differences.

2. For the teachers

Teachers should be selective and choose the appropriate English textbooks for the students' needs before distributing them. They have a responsibility to carefully select and analyze the textbooks, especially in terms of cultural representation. They should check whether the textbooks contain relevant cultural content that aligns with the learning objectives in the curriculum and competencies for the 21st century. Ensure that the textbooks provide a balanced representation or depict various cultural aspects.

3. For the future researcher

This study specifically examines the cultural content within the English textbook "Bright an English" and its relevance to the objectives of the Merdeka curriculum, particularly the strengthening of the Pancasila student profile project. For future research, it is recommended to continue this study by exploring students' perceptions and responses to the cultural content presented in the textbook. By doing so, researchers can gain a deeper understanding of the effects and effectiveness of the cultural content.