

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two sub-chapters which include conclusions and suggestions. In conclusion, the researcher systematically describes a research summary that represents the answer to the research problem related to what culture is represented and how that culture is represented in a textbook entitled "When English Rings a Bell" for eight people. middle school class. Suggestions present the limitations of the research, researchers provide suggestions and recommendations to other people who are interested in the topic being analyzed.

A. CONCLUSION

This research was conducted to analyze data from an English textbook entitled "When English Rings a Bell" for eighth grade students of junior high school. This textbook contains 13 chapters with different content in each chapter. The textbook is explained in terms of what cultural aspects are contained in the textbook and how these aspects are represented. Apart from that, there are several reasons the author chose this book. Researchers used the theory of Cortazzi and Jin (1999) to analyze cultural categories and Adaskou, Britten & Fahsi (1990) to analyze five cultural dimensions. In this chapter, the researcher wants to conclude the results of the analysis based on the findings of the previous

discussion. This textbook contains 13 chapters with different content in each chapter. The textbook is explained in terms of what cultural aspects are contained in the textbook and how these aspects are represented. Apart from that, there are several reasons the author chose this book. Researchers used the theory of Cortazzi and Jin (1999) to analyze cultural categories and Adaskou, Britten & Fahsi (1990) to analyze five cultural dimensions. In this chapter, the researcher wants to conclude the results of the analysis based on the findings of the previous discussion.

The first conclusion is that the cultural content presented in the English textbook entitled "When English Rings a Bell" for class VIII SMP students is dominated by the source culture. These results are in line with research conducted by Silvia (2014) entitled "Cultural Content in English Textbook Used at Madrasah Tsanawiyah Negeri DKI Jakarta" which was also dominated by cultural sources. In this textbook, the number of target cultures and international cultures is very limited. Cultural topics are not included in the in-depth discussion of the material. In this case, sufficient cultural material sources will be good for students to appreciate and be aware of their own culture. However, the content of the target culture and international culture is also important. When learners are not provided with sufficient cross-cultural understanding by introducing them to target cultures and international

cultures, they may misinterpret other cultures and tend to stereotype. Textbooks need to provide a balance of content from target culture, international culture, and also source culture.

The second conclusion is that the cultural content of this textbook is limited by four cultural definitions. This is largely described by the pragmatic sense. The percentage of understanding was 66.2% which was imitated by the presence of grammar material, speech acts and text structure. Sociological understanding has a lower frequency after pragmatic understanding at around 20.1% in textbooks. These feelings are often presented in the form of conversations containing interactions with friends, family and domestic life. Semantic meaning in the third position appears around 12.2%. Semantic understanding textbooks mostly present clothing and food. Aesthetic taste has the lowest frequency, namely 1.4%. It only appears twice, namely in chapters 6 and chapter 9. Its aesthetic sense is represented only in the form of songs. The data show that pragmatic understanding dominates the representation of cultural content of textbook.

B. SUGGESTION

Regarding the cultural content of the English textbook entitled "When English Rings a Bell" for eighth grade junior high school students, the researcher would like to make several suggestions. These

suggestions can be used by future researchers, book users and book authors. Firstly, the findings of this research can be used as a reference or information in conducting further similar research on the same subject matter. However, this research has many limitations so that future researchers can use other agricultural theories to conduct research as long as they are related to this matter. Researchers can also use different levels, numbers and titles of textbooks to analyze by topic.

Second, this textbook is dominated by source culture and contains only a small amount of target culture and international culture. Teachers can use additional materials to support the learning process so that students can obtain sufficient cultural content material and achieve sufficient cross-cultural understanding according to their needs. Teachers can also add several other cultural understandings in presenting cultural content material to balance the dominance of pragmatic understanding. Supporting materials and other variations of learning styles are highly recommended to be added to the learning process as long as the material is related to the textbook topic.

Third, textbook authors need to consider adding target material and international culture. Both the target culture and international culture are also important in learning the target language. The author also needs to add other meanings to the textbook because this textbook

is dominated by pragmatic understanding. Learners need to learn with other senses such as the aesthetic sense, sociological sense, and semantic sense because the senses are also important in the process of language mastery by learners. Researchers hope that this research will become input for reconstructing additional standards for book evaluation texts by adding some cultural content to develop content that is more appropriate and culturally appropriate for Indonesian learners.