CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The conclusion from "English for Nusantara" textbook using Moran's (2001) framework reveals several insights into Indonesian cultural representation :

1. Cultural Product Representation: The textbook indicated Indonesian culture by featuring traditional clothing, foods such as *ayam rica-rica*, traditional houses such as *Joglo* from Central Java, and national symbols like Bendera *Sang Merah Putih* and *Garuda Pancasila*.

2. Cultural Practice Representation: It provided the commonly daily activities in Indonesian society, including fishing in rivers, greeting one another, *Balinese* traditional dances, *pencak silat*, and the celebration of Indonesia's Independence Day.

3. Cultural Perspective Representation: The values of hospitality, mutual assistance, politeness, and openness are prominently highlighted and reflected in Indonesian cultural perspectives. However, a deeper exploration of other values, such as cultural diversity, could be enhanced.

4. Cultural Community Representation: It focused on the school environment, illustrating interactions among student community and teacher community, which mirrors Indonesian social structures. Nonetheless, there is limited exploration of communities outside the school context.

5. Cultural Person Representation: Characters in this textbook are portrayed with typical Indonesian names and common physical traits, such as skin and hair color. It helps students to identify the Indonesian male and female characters in the textbook.

6. Distribution of Cultural Representation: The textbook showed significant emphasis on cultural products (46,875%.), while other dimensions like practices (25%), perspectives (9,375%), communities (9,375%), and individuals (9,375%) receive less attention. It indicated an imbalance in the overall representation of Indonesian culture.

7. Balance of Representation: Although this textbook provided a good foundation for introducing Indonesian culture, there is still room for improvement in expanding its coverage to include different regions and contemporary cultural issues. There is also room for improvement in expanding the dimensions of perspective in Indonesian culture to instill good values in Indonesian society and improve student behavior, as stated by Celik and Yildiz (2019) that culture is the conscious or unconscious awareness that thoughts and values shared by a broad base are true or false. These findings indicated that "English for Nusantara" incorporates several dimensions of Indonesian culture, though certain areas could be enhanced for a more comprehensive representation.

5.2. Suggestion

After the completion of this research, the researcher must make a few suggestions for certain parties :

1. For the Book Author

The book author should be able to improve Indonesian cultural representation in the "English For Nusantara" textbook for Seventh Graders by adding more examples of the cultures from various regions in Indonesia. The book author should also be able to expand Indonesian cultural representation in the "English For Nusantara" textbook for Seventh Graders by discussing contemporary cultural issues in Indonesia. The book authors should also pay more attention and increase the dimensions of perspective in Indonesian culture to instill good values in Indonesian society and improve student behavior, as stated by Celik and Yildiz (2019) that culture is the conscious or unconscious awareness that thoughts and values shared by a broad base are true or false. In short, culture is the whole of the material and spiritual characteristics that a society produces in its historical process and transfers to other generations, and it is a collective peculiarity that reflects the religion, lifestyle and thinking style of that society.

2. For Teachers and Schools

Teachers and schools should be able to improve in providing learning by paying more attention to Indonesian culture contained in the material in the textbooks used in teaching and learning activities.

3. For Further Researchers

This research can be a useful reference for other studies that raise the topic of content analysis of Indonesian cultural values in textbooks. This research can use different textbooks, use different theories about cultural values, focus on traditional and contemporary Indonesian cultural values, or use cultural values to analyze worksheets in textbooks.