CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter contains the research conclusions and suggestions based on previous chapter's research findings and discussions.

5.1 Conclusions

Based on the findings and discussion, the following conclusions can be drawn from the research:

1. The presences of cultural types (source culture, target culture, international culture) in the textbook are quite imbalanced. Source culture is the more dominant among the three types, it appeared for 23 times (53 %), followed by the target culture, which appeared 20 times (47 %), and the textbook does not depict international culture but the dialog contained in the textbooks represented source culture has something missing, the topic raised in the dialogue did not showed the richness of local culture, it's only presented the names of places, names of city or things that happened in Indonesia without any explication about that. Target culture as the second most prevalent type in this textbook presented through songs from western artist, social skills, speech act and grammar in English and names of typical people in western country. The dialogues that represented target culture are displayed in very simple way, this makes the introduction to target culture less in-depth. Ironically, international culture is not shown at all. International culture refers to the cultural contents from countries where

English is not the first or second language but English is commonly used in international situations. It should be included as the part of the material to increase students' understanding of cultural difference.

2. The presence senses of culture (aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense or sociolinguistic sense) in the textbook are quite balance. Cultural contents were predominantly released by sociological sense which appeared 22 times (51 %), pragmatic sense comes second with 14 appearances (32 %), followed by aesthetic sense appeared 5 times (12 %), and the less appearance is semantics sense, which appeared 2 times (5 %). The textbook contained all the senses of culture in different percentages and represented source and target culture and there's no representation of international culture among all the senses. Sociological sense appeared most frequently portrayed the source culture, followed by the target culture, and there's no representation of international culture in the sociological sense. Pragmatic sense laid second place primarily represented by target culture, then, source culture. The next is aesthetic sense as the third dominant sense portrayed the target culture in the form of songs and music by western artist and the media, *"Batik"* represented the source culture. The last presented in the textbook is semantic sense. Semantic sense was only represented the source culture by the picture of Indonesian students' clothes and other information related to fashion of Indonesian people.

5.2 Suggestions

The writer offers some suggestion regarding the result and conclusion of the research as follows:

1. For authors of English Textbook

   English textbook authors should put the balance presentation of source culture, target culture and international culture. The textbook does not depict international culture. It should be included as the part of the material to increase students' understanding of cultural difference. To increase student's interest, supporting visual illustration and fun explanations about should be added.

2. For English Teacher

   Teachers are advised to use other teaching material besides textbooks to teach culture to students such as from videos, folks, novels, movies, etc. Teacher also must increase their cultural awareness and intercultural knowledge to teach students in their classroom for them to be intercultural competence agent for the students in their class