

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study has examined the representation of cultural elements in the "Bahasa Inggris Work in Progress" textbook for Grade X based on Yuen's (2011) framework, which covers four cultural elements: Persons, Products, Practices, and Perspectives. The analysis reveals that all four cultural elements are present in the reading materials of the textbook, though with varying frequencies. Products is the most dominant element with 30 instances (68%), followed by Persons with 9 instances (21%), Perspectives with 4 instances (9%), and Practices as the least represented element with only 1 instance (2%). This distribution indicates that the textbook tends to prioritize the visible and tangible aspects of culture over its deeper, behavioral, and value-based aspects.

In terms of types of culture, Source culture dominates the Persons element, reflecting the textbook's effort to build students' national identity through familiar local figures, while international culture slightly leads the Products element, closely followed by Source and Target culture, showing exposure to products from a wide range of countries rather than one dominant type. Notably, Practices is represented solely by Target culture, with no Source or International representation at all. The Perspectives element, meanwhile, presents contrasting viewpoints through the theme of graffiti, though overall cultural representation remains concentrated in surface-level elements, offering limited depth in helping students understand how people from different cultures think, behave, and interact in daily life.

This finding suggests that while the textbook makes a reasonable effort to introduce cultural content, its heavier emphasis on Products relative to Practices and Perspectives may limit students' opportunities to engage with the deeper, behavioral, and value-based dimensions of intercultural understanding. As the Merdeka curriculum emphasizes Berkebinekaan Global as one of the key values of Profil Pelajar Pancasila, a richer and more comprehensive representation of cultural elements, particularly practices and perspectives in English textbooks, is essential to support students in becoming globally competent and interculturally aware individuals.

5.2 Suggestions

Based on the findings and conclusions of this study, the following suggestions are offered to relevant stakeholders to improve the quality of cultural representation in English language textbooks:

- a) For textbook developers and publishers, it is recommended to revise and enrich the cultural content of the textbook by incorporating more instances of Practices and Perspectives, particularly those drawn from Source and International Culture. Rather than focusing predominantly on cultural products, the textbook should also include materials that show how people from different cultural backgrounds behave, interact, and view the world around them. This would provide students with a more complete and balanced cultural learning experience that aligns with the intercultural goals of the Merdeka Curriculum.

- b) For teachers, it is suggested to supplement the textbook with additional cultural materials that expose students to a wider range of cultural practices and perspectives. Teachers can incorporate authentic resources such as short videos, news articles, or discussions about real-life cultural behaviors and values from various cultures. By doing so, teachers can help bridge the gap left by the textbook's limited representation of Practices and Perspectives, fostering students' intercultural awareness and critical thinking skills in the classroom.
- c) For future researchers, it is recommended to conduct similar studies on the same topic using either the same or different English textbooks under the Merdeka Curriculum, but with different theoretical frameworks. Two frameworks are suggested: first, Cortazzi and Jin's (1999) framework, which classifies culture into three types, source culture, target culture, and international culture; and second, Adaskou, Britten, and Fahsi's (2004) framework, which views culture through four senses, aesthetic, sociological, semantic, and pragmatic. Using these frameworks would provide different and broader perspectives on cultural representation in English textbooks.