

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **A. Conclusions**

According to results that this research has conducted, it was concluded that the results were as follows:

1. English for Nusantara was concluded using source culture, followed by international culture, and the last is the target culture. It showed that the English for Nusantara materials did not find a sufficient balance between source culture, target culture, and international culture when presenting the types of culture.
2. The cultural values included in English for Nusantara cover all six dimensions of the Pancasila Learner Profile in the participated curriculum. These cultural values were grouped into categories, namely tolerance (dimensions of faith and devotion to God and global diversity), cooperation (dimension of cooperation), discipline (dimensions of independence), solidarity (dimensions of global diversity and independence), responsibility (dimensions of cooperation, critical and creative), equality (dimensions of global diversity), love motherland (global diversity), belief (faith and devotion to God Almighty).

#### **B. Recommendations**

Several recommendations have been prepared accordingly with the previous discussion, namely the conclusion. The recommendations that researcher has prepared for current practice and future research are as follows:

1. Current practice  
With the results obtained, the recommendation given is that the textbook can be used as a learning medium by juxtaposing or pairing it with other textbooks that are by the participated curriculum.

2. Future research

This research can provide references for other studies that raise the topic of content analysis of cultural values in textbooks. This can use different textbooks, using one of the three types of culture, all six dimensions of the Pancasila student profile, or use cultural values to analyze the worksheets that are included in the textbook.

