

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is library research, aiming to find out the cultural elements and cultural categories that dominate in textbooks. In this study, the researcher used primary data in the form of the *textbook Bright an English* published by the Erlangga publisher. The data collection technique is by documenting data from textbooks with a scanner, while the data analysis technique uses content analysis.

After the researcher analyzed the cultural representation in *Bright an English* textbook, the researchers found that 1) the four cultural elements in Yuen's theory, namely product, practice, perspective, and person, which appeared in this research were the elements of product (71%), practice (6%), person (23%). The perspective element does not appear, 2) The three cultural categories in Cortazzi and Jin's theory, namely source culture, target culture, and international culture, all appear in this textbook research. The dominant cultural category that emerged was source culture (44%). Target culture and international culture are found in the same portion, namely 28%.

This finding is in line with the research results of Jackie F. K. Lee & Xianghong Li's *Cultural Representation in English Language textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong* that product elements were found most frequently apart from practice. However, in this research, the practice element occupies a position after the product. This finding is different from the research results of Sasan Baleghizadeh & Leyci Amiri Shayesteh's *A Content Analysis of The Cultural Representations of Three ESL Grammar Textbooks* that the dominant cultural element that appears in their research is the practice element, whereas in this textbook it is product.

Meanwhile, in the aspect of the cultural category, the results of this research are in line with the results of research *The Analysis of the Culture-Related Contents in an Indonesian English Textbook* by Ulya Safira Riadini and Bambang Yudi

Cahyono in which the source culture aspect appears most often in textbooks. It seems that the author of the book prioritizes local (Indonesian) culture as learning material in this textbook. Apart from the source category, the author also displays target and international cultural material so that it appears that even though the source culture category still dominates in this textbook research, at least the author is already aware of the importance of including international culture, not just the target culture. The cultural content in this textbook is also relevant to the Merdeka curriculum. This research adds insight into knowledge in the field of content analysis of cultural representations in textbooks and complements previous research on aspects of cultural elements and cultural categories.

B. Suggestion

With the results of this research, it would be better if textbook authors presented the four cultural elements, namely product, practice, perspective, and person cultural elements in their textbooks so that the textbooks are rich in cultural content as a provision for junior high school students to know culture. Product elements can appear more often than cultural elements because product themes such as food, people, daily life, and traveling are in line with the interests of middle school students.

International culture category is found to be the least in this research. This can be a reference for authors not only to focus on the source culture or target culture but also on the international culture category because English is an international language.

This research is only limited to two theoretical frameworks, namely the Yuen framework and the Cortazzi & Jin framework. Therefore, it is hoped that other researchers can try to examine cultural representations in this textbook with other frameworks so that more varied perspectives emerge. Apart from that, other researchers can also conduct research on cultural representations in other EFL textbooks with the same theoretical framework or other frameworks to contribute to developing the quality of EFL textbooks for students in Indonesia.