

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

The textbook “Bahasa Inggris” for the twelfth grade contains various cultural themes including the themes of government, education, history, geography, art, social norms, economics, architecture, music, food, holiday, lifestyle, custom, beliefs, hobbies, and gestures. body. The existence of various themes in the textbook provides useful knowledge or information for students about culture with a general scope called Big 'C' and culture related to small aspects of everyday life called little 'c'. This knowledge or information may not have been known by students before, so that the various cultural themes represented in the textbook add broader cultural insights, such as tourist information on Seattle Washington which many students may not know about before. So that the presence of a diversity of cultural themes is very beneficial for students.

The types of culture represented in the textbook cover various cultures including local culture, target culture and international culture. The existence of various types of cultures that are represented in the textbook is beneficial for students in intercultural awareness, thus making students more open to the culture of other countries. Besides, students can learn a lot about the diversity of cultures from different countries that are presented in the form of people, products and perspectives. Another benefit of cultural diversity in content is that it is useful as a motivation and provision in the future when visiting the countries, as stated by Mckay and Lee in their article.

The intercultural competencies in the textbook include knowledge, attitude, skills of interpreting and relating, skills of discovery and interaction. The results of this finding indicate that the textbook is suitable to be used to achieve intercultural competence if it is used in teaching English in language classes. Various components in the form of images, text and tasks support it. Regarding the absence of 1 component, namely critical cultural awareness, teachers can add their own, such as asking students to critically evaluate their own culture with the culture of other countries. Then the independent creativity of the teacher is needed to meet the shortcomings that exist in the textbook.

## B. Recommendations

Referring to the research results from analyzing the representation of cultural content and intercultural competences in the textbook “Bahasa Inggris” for the twelfth grade, the writer provides suggestions for teachers, publishers, and future researchers.

### 1. Teacher

It is expected that the cultural content and intercultural competences in English textbooks will be considered in choosing textbooks as the main teaching material in developing and improving students' English skills.

### 2. Publisher

It is expected that English textbooks will maintain the content of local culture, but must be balanced with the target culture and international culture. Even though it has fulfilled the competence of the curriculum 2013, the authors also need to add competence of critical cultural awareness in order to meet all the components of intercultural competences.

### 3. Future researchers

It is expected that future researchers, apart from analyzing textbooks, can conduct field research on how teachers integrate cultural material and implement intercultural competences in learning and teaching English in the classroom.