

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This part is isolated into two areas of conclusions and recommendations. The main area clarifies the finding of the exploration questions identified with what societies are addressed and how the way of life is addressed in the reading material for senior secondary school entitled *Bahasa Inggris* for tenth graders. The subsequent segment, proposals, presents the thoughts for the future exploration identified in the coursebook examination.

A. Conclusions

1. There are three kinds of cultural portrayal reliant upon structure from Cortazzi and Jin (1999) specifically: Source Culture, Target Culture, and International Culture. Source culture insinuates the lifestyle of understudies, target culture implies the lifestyle of the internal circle's countries, and overall culture suggests the lifestyle all through the planet.

- a. Source Culture

Source Culture infers the lifestyle of the understudy's country of beginning. In this survey, source culture infers Indonesian culture. Source culture is fundamental since its inspiration is to gain the data on the most capable strategy to know or present understudies' character through English. The data about source culture grouping is recorded on various occasions (57) in parts 11-15 of this coursebook.

- b. Target Culture

Target culture suggests the lifestyle of a country in which language is inspected by the understudy. The objective culture is the English-talking countries' societies like Australia, Canada, Ireland, New Zealand, the UK, and the USA. Target culture characterization appears to happen on numerous occasions (13) in parts 11-15 of the course perusing.

- c. International Culture

International culture can be depicted as the way of life of a nation where English is not the first or second language yet utilizes worldwide dialects.

Cortazzi and Jin communicated that worldwide culture recollects a wide variety of social orders set up for English-talking countries or in various countries where English is everything except a first or second language, yet is used as an overall language. It the countries in all the world except for Indonesia and English-talking countries. Worldwide culture is recognized on various occasions (16) in parts 11-15 of the course.

Bahasa Inggris for the tenth graders, sections 11-15, is predominantly presented by Source Culture. It seemed a few times (66.3%). The resulting global culture is found on numerous occasions (18.6%), and the last is the objective culture, which appears to be on different occasions (15.1%). The assortment of texts in this book is acclimated to the command of the fundamental capabilities in the 2013 educational program for 10th graders. These normal dreams will, as a rule, generate speculations just like they would be off-base.

2. According to what is contained in the explanation of "WAMENDIK" on "Concepts and Implementation of the 2013 Curriculum" in terms of knowledge there is the point of "personal masters of science, technology, art, culture, and insightful, national, state, and civilization". So, the textbook "English revision 2017" is relevant to the prospectus in the 2013 curriculum but does exclude adequate social substance or worth in the course. The relevance is that the presence of cultural content in textbooks based on the 2013 curriculum is a form of cultural recognition and preservation.

B. Recommendations

1. For The English Teacher

As indicated by the end of the above, teachers should not check out or look at the reading materials that will be utilized in the homeroom. Instructors ought to examine the course reading that will be utilized in the study hall first to think about the nature of the course reading, the appropriateness of the materials in the reading material

with the objectives of English education dependent on the educational program, and so forth.

2. For The English Textbook Author

English textbook authors ought to incorporate the equilibrium shown among Source Culture, Target Culture, and International Culture. In those course readings, the objective culture is least introduced. Thus, it is strongly suggested that target culture ought to be incorporated more than the current outcomes. Target culture is pointed toward making understudies more mindful of the lifestyle of a country where language is inspected by the understudy.

3. For The Further Researcher

Concerning the social introductions in the course reading, a few ideas are proposed to a few gatherings. For reading material scholars who planned the coursebook, the idea is the equilibrium piece of each social class. The course reading is relied upon to introduce the social substance decently and possibly lessen the distinction by introducing social classifications excessively. This is planned to give decent information on intercultural mindfulness to the students. What is more, the researcher likewise recommended adding more social networking settings to assemble the learners' consciousness of harmony. Further researchers are suggested can explore more deeply the culture contained in The English Textbook so that the data obtained is of higher quality.