

CHAPTER V CONCLUSION

A. Conclusion

After getting the results of the representation of Indonesian culture and western culture in the ELT textbook entitled “When English Rings a Bell” for 7th and 8th grades, “Think Globally Act Locally” for 9th grade published by MONEC and arranged by Siti Wachidah, Asep Gunawan, and Diyantari, and a set of textbooks entitled “Bright an English” for 7th, 8th, and 9th grades published by Erlangga and arranged by Nur Zaida, the researcher can conclude that although the authors has given various aspects of culture almost equally both Indonesian culture and western culture in the textbooks but there is an imbalance in proportion regarding Indonesia cultural elements and western cultural elements in the two sets of ELT textbooks. And it will be explained as follow:

Based on Table 4.2 and 4.3 in the previous chapter show that both in the textbooks published by MONEC and Erlangga, Indonesian cultural content has the highest proportion than western cultural content displaying the illustration of students who wear Indonesian junior high school student uniform (White and blue). Furthermore, cultural products being the elements that appear the most than other elements both Indonesia and western culture which provide picture/illustration, tourism places, name of cities/countries, cuisines, traditional music instruments, traditional houses, traditional dances, and etc.

Then, the data is divided into two specific data, those are verbal and visual data. It found that, on Table 4.4, 4.5, 4.6, and 4.7 which displayed verbal data in the terms of four cultural elements by Yuen’s checklist in the ELT textbooks published by MONEC and Erlangga, the dominant culture is Indonesian culture, especially cultural product of Indonesia. Furthermore, on Table 4.8 which displayed the visual data of the ELT textbooks published by MONEC show Indonesian culture is the most used visual data in the ELT textbooks with high frequency in using student characters who are wearing Indonesian Junior High School student uniform (blue and white) and some product such as traditional music instrument, cuisine, and so on. While

western culture has a lower frequency rate than Indonesian culture in the ELT textbooks published by MONEC. On the other hand, Table 4.9 displayed that the most appeared visual data in the ELT textbooks published by Erlangga is western culture. In the textbooks, many western cultural products and persons appear such as the picture of western singers and their songs, cuisines, dance, and traditional cloth, then cultural practices such as sports. Furthermore, Indonesian culture in verbal data has a lower frequency in the Erlangga ELT textbooks.

B. Suggestion For Future Study and Implications

Based on the finding and discussion of the cultural analysis study in the textbooks, the writer would like to present some suggestions for those who are related to the textbook analysis study and the implications of the study.

1. Suggestion

The first suggestion is for the teacher. As a facilitator in the classroom, teachers should facilitate their students with appropriate material which is related to cultural values. By using textbooks, teachers can make students easily understand with the materials both Indonesian cultures and western cultures. But these textbooks have a gap, especially the textbooks published by MONEC which lack information on western culture, particularly their target language. And to enrich students' knowledge about western culture, teachers should bridge the gap and facilitate them with additional materials and exercises which are related to the cultural value of western culture. That is why the creativity of teachers is very important in selecting and ordering suitable materials for supporting students' learning process.

The second suggestion is for publishers or material developers. It suggested for publishers and material developers present cultural material that is balanced between Indonesian culture and western culture in textbooks which aims to improve students' intercultural communication competence and can help teachers who have limited knowledge of culture to more easily convey material in the classroom.

2. Implication

Based on the findings, this study implies that inserting an amount of balanced variety material of cultures in textbooks related to other countries' cultures, both cultures of English-speaking countries and non, can increase students' awareness and develop their appreciation of cultural differences in different contexts. Furthermore, it can help students to get much wider information about other cultures which can be very different from their home culture. And for the teacher, engaging cultural values in the learning and teaching process will help the teacher to increase students' interest and awareness, not only the cultures of our county but also the cultures of other countries because the slogan of our country is "Bhinneka Tunggal Ika" which means *unity in diversity*. So, due to this reason students not only learn about foreign language but also they can understand how to appreciate other cultures in learning and teaching process. For publisher, this study may help them in the process of selecting materials, whether it is in accordance with the existing curriculum and syllabus.