

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings of the study, the conclusions were as follows.

1. Based on the analysis of the cultural types by using Cortazzi and Jin's (1999) cultural types (Source Culture, Target Culture, International Culture). There were 46 written text and illustration that contained of culture representation in EFL textbook. It divided into four concepts found in English book seventh grade, namely 31 (67.3%) for source culture, 7 (15.2%) for target culture, 0 (0%) for international culture, and 8 (17.5%) for uncategorised culture. The dominant type of culture representation in the textbook for VII grade entitled "When English Rings a Bell" was source culture. To sum up, the bias in favor of the source culture can make the learners be more aware of their own country and culture, then feel proud of being a part of Indonesia. In addition, by including the cultural content in the picture form, it is expected that the learners can be more excited to learn it and the learning activity can be more fun.
2. Based on the analysis of the cultural aspects by using Moran's (2001) cultural aspects ('products', 'practices', 'perspectives', 'communities', 'persons'). There were 46 written text and illustration that contained aspect of culture representation in EFL textbook. It divided into five concepts found in English book seventh grade, namely 27 (58.7%) for product, 11 (23.9%) for practice, 2 (4.4%) for communities, 6 (13%) for person, and 0 (0%) for perspective. To sum up was found that the 'products' aspects had the highest frequency among the other cultural aspects followed by 'practices', 'persons', and 'communities'.

5.2 Suggestions

In relations to conclusion, suggestions are staged as the following:

1. It is suggested for the English teachers to be able to choose and combine the teaching materials not only from English textbooks but also other sources to complete the information needed by the students in terms of the cultural aspects and cultural types content in the teaching and learning of English.
2. It is a suggestion for other researcher to find out more the types and aspect of culture representation realized in same context by providing more data to enrich the analysis of culture representation in EFL textbook.
3. It is advisable for the readers especially students to understand the meaning source culture as Indonesia identity and target culture to be learned deeply.

