

CHAPTER V

CONCLUSION

This chapter will present the conclusion as well as suggestions that are obtained from research findings and discussions that had been stated in the previous chapter.

5.1 Conclusion

Based on the analysis of visual cultural representation in the textbook entitled *Bahasa Inggris SMA/MA/SMK/MAK for Grade X*, the researcher concludes that:

1. Generally, all cultural representation categories are exposed in this textbook. The researcher found that the dominant visual culture representation is stereotypes and national identity with a percentage of occurrence of 29,1%, the second dominant category is social interaction with a percentage of occurrence of 20.8%, and the last dominant category is socialization and the life cycle with 16,6%. The researcher concluded that this textbook has presented cultural representation well, both local and foreign cultures are contained in this book. This is expected to have a good impact on learning in the classroom. Students will gain experience learning and recognizing culture through English lessons.

2. There are elements of source culture, international culture, target culture, and also pictures with zero cultural content in pictures in the textbook. This can be seen from the pictures that have elements of Indonesian culture such as traditional clothes, Indonesian flag, popular people from Indonesia, Indonesian school uniform, Indonesian folktale, national park, and batik clothes which are

characteristic of Indonesia. The researcher concludes, by getting students used to seeing cultural elements, even with small things such as pictures contained in a textbook, will provide habituation to students unconsciously to recognize local and foreign cultures well, which later students will be expected to introduce local culture to the wider level than a school with good English.

5.2 Suggestion

1. For Teacher

English teachers who use this textbook better provide additional materials and various English resources especially authentic materials that contain cultural aspects so that students have a better knowledge of intercultural information.

2. For authors of English textbook

The selection of pictures that will be displayed in textbook should have source, target, and international culture elements, and reduce pictures with zero culture, so that the meaning of culture can be conveyed to students properly.

3. For further researchers

For future researchers who are interested in conducting similar research, the researcher of this study suggests to identify and explore cultural or other elements in the field of EFL textbook review, and conduct similar analysis on different English textbooks to see if the textbook materials contain cultural content based on the indicators.