

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter included two sub-chapters, each with a conclusion and a suggestion. In conclusion, the researcher systematically describes the summary of the research representing the answer(s) of the research problem(s) related to how the intercultural material are presented in the seven grade junior high school textbooks titled "When English Rings a Bell." The limitations of the research are presented in the suggestions, and the researcher makes suggestions and recommendations to other individuals who are interested in the issue being studied.

#### 5.1. Conclusion

This study was conducted to analyze the cultural content of an English textbook entitled "When English Rings a Bell" for junior high school grade seven. The textbook contains 8 chapters with different content in each chapter. The textbook was analyzed in the terms of how intercultural materials are represented and what percentage of intercultural tasks in the textbook. The researcher used theoretical framework model's of ICC proposed by Byram (1997) . In this chapter, the researcher would like to conclude the analysis result based on the findings of previous discussion

### 5.1.1. Intercultural Learning Task Presented in English Textbook

The first conclusion was the intercultural learning task presented in the English textbook entitled “When English Rings a Bell” for junior high school grade seven was dominated by knowledge aspect (*savoir*) in form of activities such as role playing, drilling, working in groups/pairs, read aloud, sing a song, and collecting information. Knowledge about own/source culture are mostly occurred in the textbook. While, learning task related to target culture only occurred in English song’s lyric. One main advantage of textbooks designed specifically for an Indonesian learner is that they help learners find their own stance as individuals in the cultural groups that they belong to.

### 5.1.2. The Percentage of Intercultural Learning Task in English Textbook

The second conclusion was the percentage of intercultural learning task in the textbook only occurred 10 tasks out of 129 integrated learning task. It means only 7% this book encourage students to be inter-culturally competence. 6 tasks for factual knowledge, 2 tasks for knowledge of the levels formality in social interaction, 1 task for discovering new perspectives on cultural issues, and 1 task for identifying ethnocentric perspectives. Furthermore, not all the objectives related to IC learning task are covered in the textbook. The majority of ICC learning tasks provides learners with bits and pieces of information about culture (*savoir*), rather than train them to acquire new knowledge independently. In

summary, only a small portion of the learning tasks in the textbooks analyzed contribute to the development of IC in students.

## 5.2 Suggestion

Concerning the cultural contents of English textbook entitled “When English Rings a Bell” for junior high school grade seven, the researcher would like to deliver some suggestion. These suggestions can be used by the next researcher, the user of the book and also the author of the book. First, the findings of this study can be used as one of the references or information in conducting further similarly studies under the equal subject matter. However, this study has many limitations so the next researcher can use any other theoretical framework to conduct their study as long as it is related to this matter. The researcher can also use different levels, amount and title of the textbook to be analyzed based on the topic.

Second, this textbook was dominated by source culture and contained a very limited amount of target culture and international culture. The teacher can use some additional materials to support the learning process so the learners can get enough cultural content material and reach enough cross intercultural communicative competence. The teacher can also improvise the material in the textbook that has potential to encourage intercultural competence in students. Any other supporting materials and learning style variation was highly recommended to be added in learning process as long as the material was related to the topic of the textbook.

Third, the author of the textbook need to consider to add the target culture and international culture material. Both target culture and international culture are also important in learning the target language. The researcher hopes this study become an input to reconstruct additional standard for textbook evaluation through adding some cultural content to develop more appropriate and culturally suitable content for Indonesian learners.

