

CHAPTER V

CONCLUSION

5.1 Conclusion

This study aimed to investigate how cultural content is presented in the textbook *Bahasa Inggris: Work in Progress for Grade X Senior High School*. Using a qualitative content analysis approach, the researcher analyzed a total of 64 cultural items using two theoretical frameworks: Cortazzi & Jin's (1999) categorization of culture (Source, Target, and International Culture) and Adaskou, Britten, & Fahsi's (1990) four senses of culture (Aesthetic, Sociological, Semantic, and Pragmatic). The data were systematically categorized based on the frequency and nature of cultural representation in reading texts and visual materials. Based on the findings and interpretive analysis, the following conclusions can be drawn:

1. Source Culture was appearing 22 times (36.07%), primarily representing Indonesian cultural elements such as traditional foods, folklore, sports figures, and national heroes.
2. Target Culture was identified 17 times (27.87%), referring to Western cultures, particularly in terms of holidays, daily routines, and well-known international celebrities.
3. International Culture appeared 22 times (36.07%), reflecting global or cross-cultural themes intended to promote intercultural awareness among learners..
4. In terms of cultural senses, Aesthetic Sense (20.00%), Sociological Sense (53.33%), Semantic Sense (6.67%), and Pragmatic Sense (20.00%).

These findings suggest that the textbook aligns well with the Merdeka Curriculum's emphasis on national identity while also promoting intercultural understanding. However, the low presence of Semantic Sense and the limited depth of Target Culture content highlight areas for improvement in future textbook development. By applying a dual-framework analysis, this study contributes a more structured and comprehensive understanding of how culture is functionally embedded in EFL learning materials at the senior high school level.

This study include the need for English teachers to strategically balance the representation of Source, Target, and International Culture in classroom practice. By integrating supplementary materials that enrich underrepresented cultural types and senses particularly Semantic Sense teachers can enhance students' intercultural competence, linguistic depth, and critical cultural awareness. Additionally, curriculum developers and textbook authors are encouraged to incorporate more culturally embedded vocabulary, idiomatic expressions, and authentic communicative contexts to support holistic language learning.

5.2 Suggestion

Based on the results of this study, the following suggestions are offered for textbook developers, English teachers, and future researchers:

1. For Textbook Authors and Curriculum Developers

Considering the dominance of Source Culture and the limited presence of Target and Semantic dimensions, it is recommended that future editions of the textbook provide a more balanced representation of the three cultural types: Source, Target, and International Culture. The inclusion of more authentic content from English-speaking countries would enrich students' exposure to the cultural contexts in which the language is naturally used. Furthermore, the Semantic Sense should be strengthened by incorporating idiomatic expressions, culturally nuanced vocabulary, and meaning-focused activities, enabling learners to develop deeper cultural-linguistic awareness and communicative competence in diverse contexts.

2. For English Language Teachers

In light of the textbook's limited engagement with Target and Pragmatic dimensions, teachers are encouraged to integrate supplementary materials that offer broader intercultural perspectives, particularly from Target Culture. These may include films, news articles, podcasts, and real-life conversations from native English contexts. Teachers should also design interactive classroom activities that simulate real-world communication (e.g., role plays, opinion sharing, digital communication tasks), thereby helping students to use English in culturally appropriate and pragmatic

ways. This approach promotes intercultural understanding and prepares learners to interact effectively across cultural boundaries.

3. For Future Researchers

Given that this study focuses on one senior high school textbook, future research could examine multiple textbooks across grade levels and educational settings to explore cultural representations more comprehensively. Additionally, researchers are encouraged to adopt mixed-method approaches, combining quantitative content analysis with qualitative data such as interviews with teachers or learners, to investigate how cultural content is perceived, interpreted, and applied in actual classroom settings. Employing alternative theoretical frameworks such as Byram's (1994) model of intercultural communicative competence or Kramsch's (1993) symbolic approach to culture could further deepen the analysis and extend understanding of cultural learning in EFL environments.

Since the instrument has been rated "very feasible" by experts 55 (feasibility score), it can serve as a reliable tool for analyzing cultural content across various educational settings with only minor adaptations as needed.

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