

CHAPTER V

CONCLUSIONS AND SUGESTION

A. CONCLUSIONS

Based on the analysis of the English textbook *Life Today* for Grade XII students in Indonesia, it can be concluded that this book contains various cultural representations that are classified into three cultural categories according to the theory of Cortazzi and Jin (1999), namely: source culture, target culture, and international . These three categories are found in teaching materials in the form of text, images, and dialogue. Of the three categories, the culture of origin, namely culture originating from the local context or Indonesian culture, appears as the most dominant. This shows that this textbook is still very focused on strengthening students' local identities and values. In second place, International culture is also quite often presented, which shows an effort to introduce students to broader cultural issues and contexts beyond national borders. Meanwhile, the target culture, namely the culture of native English-speaking countries such as England, America, and Australia, is actually the least presented.

Thus, it can be concluded that the *Life Today* textbook has included cultural diversity, but its presentation is still more inclined towards the culture of origin. The implications of this finding indicate the importance of balance in the presentation of cultural materials so that students not only understand their own culture, but also get to know global culture and the culture of native English-speaking countries to support intercultural competence in learning English.

This research suggests that curriculum developers should pay more attention to the balance of cultural content in English textbooks. The textbook should not only highlight the source culture but also incorporate the target and international cultures to help students develop intercultural communicative competence.

For English Education students, particularly in Tadris programs, this study emphasizes the importance of integrating culture into language teaching. As future teachers, they are expected to be more critical and selective in choosing teaching materials, as well as capable of supplementing the lack of cultural representation in textbooks with additional cultural input.

This study underlines the importance of intercultural awareness in the context of globalization. Society, especially teachers and students, needs to be open to cultural diversity while still preserving their own cultural identity. With balanced cultural exposure, learners can communicate effectively at an international level and simultaneously act as cultural ambassadors of their own nation.

B. SUGESTION

The results of this study provide several suggestions regarding the cultural content contained in the English textbook Bahasa Inggris Life Today (2022). First, it is suggested that textbook developers and the Ministry of Education and Culture evaluate the balance of cultural representation, since the current edition is still dominated by source culture and lacks sufficient target and international

cultural elements. Therefore, future revisions of the textbook should integrate more diverse cultural aspects to foster students' intercultural competence.

Second, teachers are encouraged to play an active role in enriching the cultural content of the textbook by designing additional learning activities. These may include discussions, text comparisons, or culture-based projects that highlight target and international cultures. By doing so, students will not only appreciate their local identity but also gain broader intercultural awareness that prepares them for global communication.

Finally, the development of the Life Today textbook should be continuously updated and aligned with curriculum needs. To create more dynamic learning, supporting media such as audio-visual resources can also be incorporated, so that the textbook remains relevant, engaging, and effective in promoting both language learning and cultural understanding.

Furthermore, several additional suggestions are provided:

1. For Teachers

English teachers are expected not to rely solely on textbooks as the only learning source, but also to enrich cultural understanding by providing authentic materials from various sources such as articles, videos, films, or international news. Teachers should also develop interactive teaching strategies, for example, through cross-cultural discussions, collaborative projects, or intercultural communication simulations. In this way, students can learn the language while also developing their social and cultural skills.

2. For Publishers

Publishers of English textbooks should pay more attention to the quality of cultural content presented in textbooks. Cultural representation should be more diverse, balanced, and not biased toward only one particular culture. Publishers may also add illustrations, visual media, audio, and even interactive digital platforms so that cultural materials are delivered more attractively and in line with current developments. This will make textbooks more contextual, modern, and relevant for the younger generation.

3. For Students

Students, as the main users of textbooks, are expected to be more active and critical in a learning culture through the materials provided. They should not only accept the information but also compare, analyze, and reflect on the cultural values presented. Students are also encouraged to broaden their cultural knowledge through additional readings, social media, or direct interactions with native speakers, so that cultural learning becomes more lively and applicable.

4. For English Departments (Tadris/English Education)

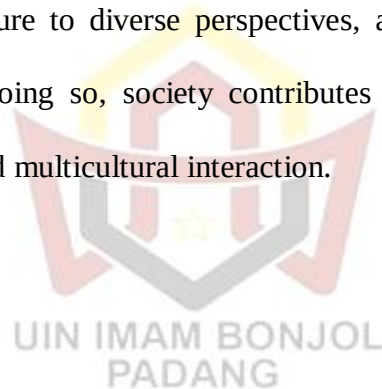
English departments at universities are expected to integrate cultural awareness more strongly into their courses, especially in language teaching methodology, curriculum development, and materials evaluation classes. This will prepare future English teachers to not only teach language but also to foster intercultural competence in their students.

5. For Curriculum Development

Curriculum designers should ensure that cultural content in English textbooks aligns with the goals of the national curriculum. A stronger emphasis on intercultural competence should be embedded in the curriculum, so that the teaching of English is not limited to grammar and vocabulary but also includes cultural knowledge, values, and global perspectives.

6. For Society

Since language and culture are inseparable, society also plays an important role in shaping students' cultural understanding. Families and communities are encouraged to support intercultural learning by providing opportunities for cultural exchange, exposure to diverse perspectives, and the use of English in authentic contexts. By doing so, society contributes to preparing students for global communication and multicultural interaction.



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