

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The recent study aimed to analyze an English textbook which used by students at the eleventh grade of Madrasah Aliyah Negeri (MAN) 2 Model Banjarmasin entitled *Pathway to English for Senior High School Grade XI General Programme* in order to find out what types of cultural information, what categories of culture in terms of source, target, and international target cultures and what types of culture were focused on in term of big “C” and little “c” culture. The results can be concluded as follows:

1. Types of cultural information mostly introduced by visual illustration which close to half of all cultural information followed by informative text, sound recording, realia and pseudo realia, dialogues about daily life, contextualized writing task, idioms and collocation and text presenting foreign attitudes and opinion.
2. The author of this textbook focus on learning English with strong references for target cultural content, particularly the cultures of United Kingdom and United States through name of people; name of street, region, states and city; famous artist; figures; informative text and songs and lyrics; invitation and e-mail; products. Source culture which particularly indicated by the culture of west and middle of Indonesian territorial through authentic text; name of people, province and city; terms *gotong royong*; figures; famous artist; songs and lyric, author; and music instruments. Last,

international target culture appeared by limited representation culture of some countries in Asia, Europe, Africa, and Europe through name of people; famous artists; figures; region, city and country; food and music instruments.

3. Types of culture which presented in the textbook focus on learning big “C” culture with special reference to music, history, education, social norms and the rest of cultural types is in limited portion. Value, lifestyle, food, customs are the special references under little “c” culture. It is evidence that the author may not pay great attentions to the important role that little “c” culture played in improving students’ communicative competence.

B. Suggestions

1. For the authors, it should be better to increase cultural information which lack of cultural information such as text presenting foreign attitudes and opinion without reducing the other cultural information. Later, it also be a good content if the text presenting dialogue is equipped with appropriate visual illustration based on context and situation in order to prevent the students from the miss understanding of the culture.
2. Source culture should be presented in various culture in Indonesia so that the students not only know the general culture from this country, but they also know how rich culture Indonesia including nation, ethnic, food, name of people and such. Whereas international target culture should be exposed in more frequency.

3. For further studies, the writer suggests to conduct this reseach in more wide area such as the analysis of cultural content presented on textbook used in certain Islamic Senior High School Banjarmasin so that the result will have more contribution to education field and the development of textbook itself.