

## CHAPTER V

### CLOSURE

#### A. Conclusion

From the discussion that explained in the previous of chapter, the researcher draws some conclusion as the result of analyzing a visual semiotic analysis of an Indonesian English textbook on multicultural values. The researcher found the conclusion as follow:

1. This study discovers types of cultural categories represented in Indonesian English Textbook for Junior High School. The resulted showed that Source culture in dimension of product, practice, perspective, Communities and dimension of person. Target culture in dimension of product and person. International culture in dimension of product and Neutral culture in dimension of product.
2. This study discovers multicultural values represented in Indonesian English Textbook for Junior High School based on Visual Semiotic. The result represented that multicultural values are appreciating other people's cultural products (AOPCP), appreciating women's equal rights (AWER), appreciating other people's perspectives (AOPP), and respecting other people traditions (ROPT). (AOPCP) appreciating other people's cultural products more dominant exposed in this English textbook in the form of product in form of art form (clothes 'veil'/hijab, Vietnam Folktales and Famous singer, Que Sera Sera song), artifacts in form of flag (England),

places (Australia, Vietnam, Asia and Africa) and foods (Novel apple pudding, Stalle's Bakery, Cocktail and Novel tea) .

### **B. Suggestion**

1. The researcher suggests to future researcher who are interested in conducting the same study in library research. The further researchers may use different frameworks and theories to ease the research analysis. Since, there are many frameworks from other experts that can be used to analyzed multicultural values in the textbook.
2. Researcher suggests to English textbook authors should include the balance presentation among source culture, international culture, target culture and neutral culture. So, it is highly recommended that international culture should be included more than the present result. International culture is aimed at making students more aware of cultural values around the world.
3. Researcher suggests to the teachers providing various additional activities and active role related to the visual artifacts given in the textbook is important to increase the use of multicultural values being depicted.
4. Researcher suggests to schools providing two English textbooks for learning activities to introduce the culture of another country without having ignored the culture of student resources and defined multicultural values as one of the institutional policies, considering how important multicultural in education.