

## **CHAPTER V**

### **CLOSURE**

This chapter was divided into two parts explanation, there are conclusion and suggestion. The first section described the findings of the research questions related to what are the cultural dimensions and the cultural categories are presented in the English textbook: “Passport to the World A Fun and Easy English Book. The second part was suggestions for further research related to textbook analysis.

#### **A. Conclusion**

The results of the textbook analysis have made several points. First, the finding answered the first research question which the selected textbook represented all the cultural dimensions, there are culture as products, culture as practices, culture as perspective, culture as communities, and culture as persons. It found that culture as products, culture as communities and culture as persons were dominantly presented among culture as practices and perspective.

Next, the second part answered the second research question and the data shown that textbook contained three categories of culture, such as: source culture, target culture and international culture. The researcher analyzed the reading passages and illustrations in the textbook and found the cultural category the most representation in textbooks was source culture. The second most presented was target culture and the smallest portion was international culture.

## **B. Suggestion**

Regarding cultural content materials in textbooks, the researcher suggested several points of view to study for the further researcher. The next researchers may use other frameworks and theories to achieve research analysis. Since, there are many frameworks in analyzing the cultural content analysis in the English textbook.

Second, for the students who learning English as the second language, it can be the latest knowledge as fifth language skills, in addition except listening, speaking, reading and writing. In addition, students can increase their cultural information by adding their knowledge of cultural content in textbooks for EFL learning that can help them to increase cultural awareness of cultural differences between countries.

The last for the teacher, in order to have a better knowledge of intercultural information, it was suggested that English teachers provide students with more additional cultural knowledge from other valid and various sources, for example from Newspaper, YouTube Video, and the other authentic learning resources. Then, the teacher must create learning activities that promote cross-cultural communication between students. Also, the English teacher have to guide the learners to accept any differences in terms of tolerance for ways of doing things that may be different.