

CHAPTER V

CLOSURE

This chapter presents conclusions from the research results and provides suggestions. The conclusions are formulated based on the results of the analysis presented in the previous chapter, while the suggestions are aimed at book developers, English teachers, and researchers who want to conduct further studies.

A. Conclusion

This study set out to examine the cultural dimensions represented in the English textbook “*Bahasa Inggris: Train of Thoughts*” for 12th-grade senior high school students, based on Yuen’s (2011) framework: products, practices, perspectives, and persons. It also aimed to explore how these cultural elements are presented within the textbook.

First, regarding the first research question, the analysis revealed that the textbook primarily presents the products dimension, with examples such as traditional clothing, cultural heritage sites, and national artifacts. The other dimensions practices, perspectives, and persons are either minimally present or entirely absent. This indicates that the textbook does not fully reflect all four cultural dimensions, resulting in a limited portrayal of Indonesian culture.

Second, in response to the second research question, the cultural content in the textbook is presented mainly through written texts, such as descriptive passages, dialogues, and reading exercises. Visual elements, such

as illustrations and photos, are also used to reinforce cultural themes. However, the presentation is uneven, with most cultural elements concentrated in reading sections. Listening, speaking, and writing tasks include cultural aspects to a lesser extent.

In conclusion, the textbook offers only a partial and surface-level representation of Indonesian culture, focusing heavily on tangible cultural products. To promote intercultural understanding and balanced cultural awareness, it is recommended that educators and textbook developers provide supplementary materials that incorporate a broader range of cultural dimensions, especially practices, perspectives, and persons.

B. Suggestions

Firstly, textbook developers are encouraged to enrich English textbooks by including a broader range of cultural content. It is important to incorporate underrepresented dimensions such as practices (rituals, traditions) and persons (notable cultural figures). These additions can create a more complete and inclusive portrayal of Indonesian culture. As a result, students will develop a deeper understanding of their national identity through English language learning.

Secondly, teachers are advised to complement textbook material with additional sources or classroom activities. These resources should highlight aspects of Indonesian culture that are less visible in the textbook. Doing so

will help students engage more critically and personally with the cultural content. This strategy supports a richer and more meaningful learning experience in the classroom.

Lastly, future researchers are encouraged to examine cultural representation across multiple textbooks and educational levels. They may also compare government-published textbooks with commercial ones for a broader view. Additionally, studies focusing on students' perceptions of cultural content in textbooks can offer fresh insights. Such research can contribute significantly to the improvement of ELT materials in Indonesia.