

CHAPTER V

CONCLUSION.

5.1. Summary

From the description in the previous chapters, we can see how language reflects culture. The American ways of introducing, greeting, thanking, replying to thanks, starting a conversation, farewells, addressing, **apolo-**gizing, offering to and asking for something, inviting, and telephoning reflect their different ways of thinking and attitude towards **each** other in life. **In** addition, their foods and drinks, their time and space patterns, their leisure time activities, their family values and the geography of their country also reflect their characters, their taste, their common activities and their real situation,

Moreover, it can be seen that there are some differences as well as some similarities between American Indonesian cultures and societies. **Each** culture is good for **its** own society. Sometimes what is considered wrong or strange in American society is acceptable in Indonesian society, and what is considered right in the American society is uncommon or unacceptable in

Indonesian society. It is, therefore, very important to learn the American culture and to know more about our own culture since we are learning their language and teaching it to Indonesian students.

5.2 Suggestion

Not all description of the American culture in this paper should be taught to our students since the time of teaching is limited and some of the **culture** are just additional information. As teachers, we should choose by ourselves which one needs to be explained or inserted in the teaching and which one need not. The cultural aspects we think need not be explained to the students can be an additional information for us. So if a student suddenly asks and wants to know more about the culture, we can explain what they want to know; or if the class has more time, we can use this vacant time to tell them the American culture concerning the materials we are teaching. They are usually interested in **others'** cultures.

When we are teaching other English textbooks, we should also pay attention on the cultural aspects incorporated in the textbooks. One of many textbooks we should really care is the Student's Books used in the SMA. We can analyze these books, and we will find some **cul-**

tural aspects like patterns of politeness, family values, time and Space patterns, leisure time activities, food and drink, the geography and many other aspects needed to be taught along with the language. Moreover, we will be able to find both American and Indonesian cultures **in these** books since these books are particularly made for Indonesian students. For example : there are reading passages about "**The** Four Seasons" (Student's Book **II**) and "**The** Dry and the **Wet** Seasons" (student's Book **I**); about "Football in Indonesia and in the United States (Student's Book **I**).

It will be more interesting for the **SMA** students if we sometimes insert teaching the cultural aspects found in the textbooks they use. Automatically they will compare the foreign culture with their own culture. In addition they will get more knowledge about the language they are studying.

However, we should always take care not to over-emphasize teaching the culture. We are still teaching the language as well as the **culture** without neglecting one of them since they are united.

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