

## Chapter 5

### Conclusion

This chapter presents summary of research findings, implication of the studies and recommendation for further study.

#### Summary of Main Findings

This study examined an in-use senior high school English coursebook entitled *English in Mind Students Book 3* to investigate the exposure of culture through types of culture categories which are target, source and international culture, and cultural domain which focuses on big "C" culture and small "c" culture and how culture is presented.

In exposure of culture, target culture content gains significantly higher frequency than source culture and international culture. It serves as the evidence that the structure of cultural contents in *English in Mind Students Book 3* is basically designed with the aim to enhance the learner knowledge and awareness of English speaking countries culture.

Moreover, it was found that the culture is present in all cultural media and visual illustrations have the higher frequency of cultural load.

Investigating the result of cultural domain, small "c" culture is highlighted over big "C" culture. However, sixteen themes under big "C" and small "c" are focused on the target culture. Cultural value and life style are the most frequent themes which appear in the coursebook. It can be concluded that although this book provides more exposure through small "c" culture, focusing on the target culture and neglecting the culture of the students (source culture) and international culture might be insufficient for the students to achieve intercultural communicative competence purpose.

#### Implications of the Study

The result of the present study can provide some useful information for language classroom teaching and learning and also for designing instruction materials. This section suggests pedagogical implications as follows.

Teachers should pay attention to their teaching material to transfer cultural knowledge to their students and also help students to analyze the factors and eliminate the possible factors which hinder their culture learning. It is very important that teachers make a conscious effort to

encourage students to learn about and raise their awareness of their own culture. Thus, the students would be able to develop a self-awareness of their own culture in order to use source culture as a reference for comparing the differences and diversity that exist within all cultures.

As there was a small percentage of source culture and international culture, the authors of instruction material should reconsider the portion and balance of type of culture with an emphasis on fostering learning intercultural awareness and communicative competence. To put more precisely, the cultural information should vary from descriptive texts to sound recording, from attitudes of foreign language to visual illustration. The information should not be just presenting the products and person of culture but also exploring the intercultural skills and attitudes.

### **Recommendations for Further Studies**

The present study investigated an English coursebook for the first year in several private senior high schools in Surabaya. Although the study revealed some results regarding cultural exposure through types of cultures and cultural domain; however, the conclusions about cultural load were based on only one coursebook. Thus a whole series of *English in Mind Students Book (1-6)* should be investigated to get a better and fuller picture.

Another aspect to be analyzed is conducting a comparative study between other types of coursebook which local published English coursebook and international published coursebook. It would be interesting to compare the cultural load presented in local English coursebook and international English coursebook in term of types of culture and cultural domain. This findings can enrich the area of coursebook content especially on cultural teaching and learning.

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### **Short Autobiography**

My name is Tirsana Wendry Kailola. I was born in Ambon, August 28, 1988. I spent my early life, grew and studied there until I graduated from Senior High school. In 2006, I continued my undergraduate study in English Department Petra Christian University and was able to accomplish it in 2010. After graduating, I worked as a teacher in Maple Leaf Canadian School. Graduating the non-education department, I have found some difficulty in teaching. Therefore, I decided to continue my study in English Education Department Graduate School Widya Mandala Catholic University in 2014. During my study in Widya Mandala, I got an offer to work in SMA Kristen Petra in 2015. I took the opportunity and work there since then. In 2016, I had accomplished my magister study in Widya Mandala Catholic University. I hope the experience, knowledge and inspiration from the all the lecturers can be useful to improve my teaching skill.