CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and the suggestion are presented:

A. Conclusion

Based on the research problems, this research inquires cultural content in Speaking for Everyday Communication class and how the lecturer delivered those materials. The conclusion can be reviewed as follow:

1. Cultural Content Taught in Speaking for Everyday Communication Class

There were three components of culture found and have been integrated during Speaking for Everyday Communication held. However, 'practices' is the category which is the most dominant among the others.

a. Products

Products are everything refers to cultural practices manifestation which can be seen, read, listened, or experienced by human body senses. Products found in Speaking for Everyday Communication class is; 1.) Adjective term used in describing people, 2.) Sports terms, 3.) Date and time notation, 4.) Hand-gestures, 5.) Internet sites.

b. Practices

Practices refer to everything materials discuss the ways to interact and communicate with other people. Practices materials discovered in almostspeaking for Everyday Communication class's culture materials, as follow; Introduction, Punctuality, Ways in Describing People, Sports terms, Greeting Responses, Dates & Times, Politeness Strategies, Advice Giving, Gestures and Other Non-Verbal Communication, and Classroom Interaction.

c. Perspectives

Perspectives associates with everything of what members of a culture think, feel, believe and value. There are eight topic of discussion found in speaking for Everyday Communication class consist of; Punctuality, Ways of describing people, Gestures and others non-verbal communication, politeness strategies and also classroom environment.

Another conclusion that can be drawn from the findings are; 1.) The strength of cultural teaching in speaking class is laid in the inter-relation of cultural content categories inserted in each chapter.2.) The shortcoming of cultural content teaching in speaking class is laid on the integration of culture materials with the other materials.

2. The Way to Deliver the Cultural Content in the Class

The way to deliver the cultural materials basically conducted in three methods; discussion, explaining, and reading the text. Discussion and explaining are almost be done in every meeting, while reading the text occasionally used. Reading the text particularly used whilst delivering the materials relate to 'Products' and 'Perspectives' category.

Furthermore, there are three weaknesses regarding this matter. First, the limited time of culture corner session makes the delivering process is not in maximum term. Second, the deliver process of cultural content is way too monotonous. Third, the culture corner materials are less interesting and various.

B. Suggestion

Reflecting on the result of this research, there are some suggestions that the researcher can recommend:

1. Suggestion for Speaking and Other Lecturers in English Teacher Education Department

The result of this research actually showed that cultural content has been a part of teaching material or lesson in the class. However, since it still becomes a very minor part of the lesson, the lecturer can improve the amount of the cultural materials to teach. In addition, culture content can be more integrated in during the entire class material instead specified it in the last session of the

lesson only. In the case of way of teaching, lecturer can use different way suggested by cultural teaching experts instead use monotone strategy frequently.

The results of this research are also expected to the other class lecturer as promotion and encouragement for them to integrate cultural content in each of their class.

2. Suggestion for Further Research

The findings of this research are expected to encourage the other next researchers to conduct another cultural research. It is recommended for the further research to investigate the cultural teaching in the other language class, not only in Speaking for Everyday Communication class. Furthermore, it is better as well to do the research about the students' response and opinion about the cultural teaching in the class, whether it brings significant impacts on their language understanding or not.