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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Conclusion

This chapter presents the conclusions that are taken from the findings of the research, possible implications for future use of the textbook and necessary recommendations for certain parties to deal with the teaching of English as a foreign language in Indonesia are provided.

1. Content Developed

The English textbook follows the demand of the 2013 curriculum; with the score of 91.07%. It means the category of the English textbook viewed from the content is *very good*. It means the English textbook follows the demand of the 2013 curriculum, based on Permendikbud No. 69 th.2013 and Permendikbud No.70 th. 2013 about general concept of the 2013 curriculum's textbook as in the following: ar

- a. The contents of the textbook are appropriate with graduate competence standard (SKL), core competence (KI), Base competence (KD), and syllabus;
- b. It gives the sufficiency and the depth of materials of the study;
- c. The learning process is appropriate with the 2013 curriculum;
- d. The learning activity uses scientific approach;
- e. There is an evaluation strategy which is integrated in the textbook.
- f. It gives sufficient materials of the study, teaching learning process, attitude,

and skill using scientific approach through observing, asking, trying, logical reasoning, and presenting;

- g. The learning activity also uses discovery learning;
- h. The evaluation consists of learning performance, evaluation starting from review, exercise, problem solving, challenge, and project;
- i. The materials are explained using clear, logical, and systematic language;
- j. It also asks students to do some tasks or projects using learning-based methods.

1. Approach and Method Developed

The approach and methods as suggested by the 2013 curriculum are developed based on the English textbook is *fairly good* with the percentage of 43.75 %, The approach and methods which are developed in the textbook are scientific approach, discovery learning, problem based learning, and project based learning.

5.2 Implications

The findings of this study provide some implications on the use of textbook in the teaching learning process,. The analysis could help teachers in the process of adapting textbooks in their classrooms. Moreover, the findings can help teachers to modify the textbooks in the areas of contents, language, and presentation aspects. However, “Bahasa Inggris” Textbook does not provide a space of opportunity to perform interpersonal communication. The number of texts presented is quite limited. Also, it lacks various examples of different uses of such texts involving

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different participants. The supporting materials accompanying the texts are also found to be outdated. It is also considered lacking the character building activities since there are specific tasks to do. So, exposing international cultures is another aspect which is lacking in “Bahasa Inggris” Textbook because there are neither explanations nor activities with regard to the aspect of international cultures.

In conjunction with language aspect, “Bahasa Inggris” Textbook has a weakness in its coherence and unity of ideas within the units. This means that this textbook does not have similarities between topics presented in each chapter concerning the grammar, vocabulary and pronunciation aspects. It also has a weakness in providing pronunciation activities and practice. This is because this textbook provides few activities that enable students to learn how to pronounce certain words, how to distinguish similar sounds in English, and how to put correct intonation and stress.

In the presentation aspect, “Bahasa Inggris” Textbook lacks materials which can stimulate students to be aware of their success and it also lacks the points of teaching learning process. It could be seen there are no specific tasks in order to provide students to do self-assessment or evaluation. In terms of its presentation coverage, this textbook is lacking five aspects including introduction, summary, reflection, glossary, and index.

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5.3 Recommendations

Based on the findings and implications of the research some recommendations are given. The English textbook is good enough that follows the demand of the 2013 curriculum that matches the Permendikbud No.69/2013 and Permendikbud No.70/2013. The researcher hopes that the government makes the materials and activity in the textbook more interesting and attractive and understandable for the students to encourage them to learn English and do not cause them to be forced to do many activities in the learning process.

In teaching learning process, English teachers are recommended that they use not only one textbook, but also other materials or other textbooks. Before using the textbook, it is recommended that teachers have to evaluate the textbook in their teaching because there is no single book that is appropriate for any situation. Besides, the English teachers are suggested that they are more creative in learning process so that they can be more excited to learn English not only as a receiver, but also as producer.

On the basis of the findings of the study presented earlier, there are other recommendations provided. The recommendations are beneficial for any parties involving the use textbooks especially English teachers of senior high schools, textbook writers and publishers, English language education study program and policy makers.

a. English teachers of senior high school

English teachers who are employing “Bahasa Inggris” Textbook at present must overcome its weakness by making necessary adjustments. Firstly, they must provide some more text model that provide the opportunity for learners to maintain interpersonal communication with other people. Also, some conversations involving different participants can also be added in order to improve student’s knowledge. Teachers should also make the supporting materials updated since this will make students interested in doing the tasks. Besides, self-assessment activities can be promoted by teachers at the end of the class so that the learners can improve their awareness toward their potential aspects as an individual’s International culture is the next aspects which should be improved in this textbook since it will develop students’ awareness toward the reality of English users nowadays. This could be done by adding some texts and activities that promote international cultures. Also, some cross-cultural understanding tasks can be added. In terms of pronunciation, the activities focus on how to pronounce certain sounds, how to put stress and intonation on certain words, and how to differentiate sounds in order to assist students to improve their ability in speaking.

Some activities in speaking should also be given to students in order to provide students with the opportunity to implement their knowledge they have gained. In addition, supporting materials are needed to be updated.

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Teachers can also provide activities in the form of self and peer evaluation. Locality aspects are the next aspect needed to be improved so that students will improve their awareness on local and national aspects as well as maintain their national identity. This could be done by adding some texts and tasks that promote local and national potential aspects. In terms of vocabulary aspect, some activities containing the meaning of words should be added.

a) Textbook writers and publishers

Realizing the fact that there are many criteria of good textbooks, textbook writers and publishers should pay more attention to this aspect, textbook writers and publishers should understand that not all teachers can evaluate textbooks they use in their classrooms since this process is quite demanding to be deal with. Also, it should be noted that not all teachers understand how to adapt and modify some aspects containing weaknesses on textbooks.

Based on the results of the findings of this study, presentation aspect is the aspect needed more attention. Because summary of the lesson, reflection part, glossary containing difficult vocabulary, and index of important words are missing in both textbooks being evaluated. Building collaboration between English teachers and their associations e.g. MGMP, TEFLIN, and JETA are then proposed as one of the solutions to overcome the problems. This is beneficial since teachers are considered as parties who understand their students' needs in the teaching learning process.

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- b) For further studies in English language education study program

As this study concerns the analysis of a textbook, the future researchers might also look at how teachers use textbooks in their classes and how teachers modify irrelevant materials. Also, other proposed criteria by ELT experts should be incorporated to explore the wider scopes of textbook analysis. The existing instruments can also be used and developed for further studies.

This study is also expected to be a preliminary research for another study employing different research types. More particularly, the findings of the study could be used as a basis to develop appropriate learning materials and supplementary ones for the eleventh grade of senior high schools. This is because the criteria of good textbooks and their examples have been provided since the findings of this study have explored the aspects of textbooks containing strengths and weaknesses. Also, some recommendations have been provided with regard to the improvements to be made.

- c) For English Language Education Study Programs

This study necessitates the incorporation of textbook evaluation principle in pre-service teacher curriculum. This is realized through offering a specific course of such an evaluation in the curriculum. The integration of textbook evaluation principle into a pre-service curriculum is considered as an essential thing to do since teachers are required to understand the process of evaluating textbooks through employing some systematic ways. This will

benefit to shape them as reflective teachers willing to improve their classroom practices by adapting materials they use.

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