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CHAPTER V

THE CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1 Conclusion

The main goal of the research was to find out the good English textbook based on Cunningsworth (1995) and Mc Donough and Shaw (2003). There were three research questions in this research.

In order to answer these research questions about the good English textbook based on Cunningsworth (1995) and Mc Donough and Shaw (2003), some indicators are analyzed. Then, the indicators based on three parts of evaluation, namely: external evaluation, internal evaluation and overall evaluation.

The result of research findings, the first finding of the research indicated that for external evaluation, the textbook had good appearance of design and organization and physical make up. Design and organization had fulfillment 83.3% and also 83.3 % for physical make up. For Internal evaluation, the textbook had good criteria for language content with fulfillment 80% and textbook had fair language skill with 75%. For overall evaluation, core competence and basic competence has poor criteria with 50% fulfillment. For scientific approach, the textbook had fulfillment 80% with good criteria and the last for authentic assessment, textbook had fulfillment 33.3 %.

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Thus, based on the result, finding, it can be concluded that “Bahasa Inggris” textbook is good to be used for first grader of Senior High School. “Bahasa Inggris” textbook has fulfilled all of the criteria taken from EFL textbook criteria by Cunningsworth (1995) and Mc Donough and Shaw (2003). On the other hand, “Bahasa Inggris” textbook does not relate to 2013 curriculum completely. For 4 core competencies, textbook fulfills 2 core competences. In addition, for scientific approach textbook fulfill 4 stages from 5 stages of scientific approach in the 2013 curriculum. Moreover, for authentic assessment, textbook provides knowledge and skill assessment without attitude assessment.

V.2 Implication of the Research

Bahasa Inggris” textbook has fulfilled all of the criteria taken from EFL textbook criteria by Cunningsworth (1995) and Mc Donough and Shaw (2003). However, even there are some irrelevant aspect, the book is considered as relevant to the criteria and can be used as teaching material. From the irrelevant aspects, the teacher can choose the appropriate supportive teaching material.

Textbooks are crucial to be analyzed before they are used as teaching materials in order to know whether they fit the curriculum requirements or not. If the book is appropriate, then the book can be used and vice versa if it does not mean the book can not be used or required a more detailed refinement.

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V.3 Recommendation

Based on the study of the textbook *Bahasa Inggris*, the writer would like to give several suggestions to help in improving the quality of textbook and teaching quality. The suggestions for English teachers and Publisher are as follows:

1. For teacher

The result of this study provides the teachers of Senior High School important information when they want to use 'Bahasa Inggris. The teachers will know which aspects of the textbook that should be improved, revised, or changed. Here are some suggestions concerning the expected improvement of the textbook: (1) the listening material should be added as well as the students' levels; (2) the layout and pictures should be designed more colorful to make students interested to the textbook. It is also good for giving and gaining the first impression; (3) the four skills should be proportional and organized effected; (4) the textbook should be accompanied with the course package (workbook, cassettes, and CD); (5) it will be better to include review section and references in each chapter; and (6) it should show the context, culture and social life to both build up the students' knowledge and awareness. Hence, it is suggested to the teachers to take advantage of the textbook and adapt the materials to counterbalance the weaknesses of the textbook. They can consider some authentic materials, which can help the students to comprehend the material and relate within context. In addition, the teacher should be



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taughtthe material connect with CC 1 and CC 2 to complete the aims of the learning in the 2013 curriculum. Moreover, it is important to the teacher added the questioning and associating stages in approach of learning based on the scientific approach. In the line of the 2013 curriculum, the teacher also must evaluate the students for attitude assessment.

2. For Publisher

For textbook writers, there are some criteria that should be gained in designing a qualified textbook. Actually, both writers and publishers are suggested to pay more attention, especially in the writing and editing process, since not all the teachers can identify the lacks of the books and not all of them can adapt the books when they find them irrelevant to the learning contexts. Besides, they should pay more attention to the presentation coverage of the books, socio-cultural knowledge, and the balance of the all skills. This is because all of those components will lessen learners' confusion of the book content. Book writer and the publishers should also will be better involving teachers in writing the textbook. Another suggestion is given to the future researcher who wants to conduct studies on the topic of textbook evaluation that they should be more careful in adapting textbook evaluation criteria. The criteria must be suitable with the textbook, which is going to be analyzed. Furthermore, the

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future researcher is expected to follow up this study by having similar studies or continuing this study.

3. Future Researcher

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