

CHAPTER FIVE CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This chapter consists of three major parts. The first part discusses the major findings and their significances. The second part discusses suggestions for practitioners based on the result of the study. The third part discusses limitation of the present study and recommendation for further study

The data analysis indicates that the respondents used textbooks for their teaching instructions to different degree of prevalence. Their various level of reliance to the textbooks is strongly influenced by some factors: a) teachers' unfamiliarity to the content of the textbooks, b) the conditions of the textbooks, and c) teachers' beliefs to the use of textbooks for their teaching.

Specifically, teachers' beliefs about textbooks determine how often the textbooks are used in classroom. For example, teachers whose the view about textbooks as a media for learning or as framework teaching tend to use them less pervasively than those who viewed them as a weapon for teaching or a tool and manual for students' learning. Their beliefs dispose their thinking and actions.

Teachers' beliefs about teaching also partake in how the teachers make use of the textbooks as can be observed from their classroom practice and their theoretical orientations about teaching and learning. For instance, the teachers, who believe that dynamic class is the class where the students are actively involved in the activities, tend to be learner-centered in approaching the teaching

activities. They also evaluate their teaching based on students' responses to their teaching performance. They choose the structure of activity that enhanced students' engagement in learning such as discussion and group working.

Meanwhile the teachers, for example, who believe that teaching is 'transferring knowledge', may consider that students' accuracy is the most important thing to achieve. They also tend to pay more attention on covering all materials in the textbook. As the result, they tend to be less aware of students' need.

Concerning the actual use of textbooks in the classroom, some of the teachers made adaptation to the use of the textbook and some were not. Specifically those who made the adaptations did both qualitatively—organizing content, modifying content, restructuring—and quantitatively—adding, deleting, etc. To be clearer, the teachers showed three distinct style of textbooks use:

- The 'textbook bound teachers' began the school year with the lesson on page one and progressed page-by-page through the textbook ever the course year.
- The 'basic' teacher focused on sections that required addition.
- The 'management by objectives' teacher used the textbook in order to ensure that all students acquire minimal competencies. The teacher considers that setting the objectives of her teaching and student's learning is important.

It seems to be clear that the 'management by objectives' teacher facilitates students more students better than other styles of teachers as textbooks user. This kind of teacher seems to be more preferred by the students than the 'textbook

bound teachers'. It may be due to her ability to bring the concept and materials in the textbooks to the present students' condition and meet the students' need.

The adaptation teachers did is mostly caused by some reasons: (a) the textbooks suffer from balanced portion of devoted skills; (b) the textbooks lack of exercises; (c) the reason of practicality that makes teacher postponed to discuss some listening materials, for example; (d) teachers do not have enough time to get through the activity in the way the textbook writer has designed the tasks; and e) the physical characteristic of the classroom (e.g. space available) does not allow the teachers to do the activity in the way the textbook writer suggests.

Although the textbooks are designed as interactive, communicative and innovative as possible, it may not assure that the actual use of the textbook will be effective, interactive, innovative, and communicative as well. Teachers' prevalent use of the textbooks neither does guarantee students' achievement nor guarantee their effective use. The role of teachers as the agent who brings the inputs in the textbooks to effective classroom activities is determined more than the role of the textbook itself.

The teachers may cover all parts or sections in the textbooks to be taught to the students. However, the students perceive that the teachers may focus only one skill. The students also perceive that what focuses of the teachers on teaching students may indicates the skills *the teachers the most clearly explained*.

Consequently, it is only the skill(s) the teachers mostly expose to and clearly elaborate to the students that will help students experience a lot of progress. Teachers' ability to convey ideas clearly and convincingly regarding the

materials deserve more attentions in order to support the creative, effective, innovative use of the textbooks since it may contribute to students learning and their achievements.

Hence, Moulton's research finding that indicates textbooks availability indicates positive effect on students' achievements is not as this study indicates: it is not the availability of the textbooks as predicted determinant factor of students' progress but the teachers' capacity to convey ideas (materials) clearly, teachers' ability to adapt the materials in the textbook, and teachers' creativity to conduct the classroom activities are determining the progress of the students in learning.

The conclusion in this study was based on findings in the research site of which the characters and the conditions of school and teachers as well as the students show similarity to the characters and conditions of school and teachers as well as students in other schools in Indonesia. Therefore, it is possible to see the similar findings of the same research topic which is conducted in different site.

5.2 Suggestions

This study has revealed some important points that have to be put more concern of by teachers, textbooks writer and publishers, and the government as well. The next actions they take are expected to contribute to better use of the textbooks for teaching and learning process.

For teachers, it is worth to remember that textbooks are not the content control policy instrument they billed to be. Rather, teachers' content and strategy

for conducting classroom instructions decision-making is functions of several other factors, including students' aptitude and attitude, limits in instructional time, and teachers' own convictions. Regarding 'the researcher question whether students are typically better served by teachers goes beyond their textbooks than by those who follow their textbooks closely. In this study, the teachers who followed the textbook most closely were receiving negative responses from their students compared with those who went beyond the textbook. The observations also indicates that the students seem to be less enthusiasm to learning and teacher ways of teaching compared to the teacher who went beyond the text—making adaptations. In short, teachers' use of textbook is influenced mostly by their experience rather than their knowledge, and support probably more than by the textbooks themselves, and improving textbook use requires improving teachers.

For textbooks publishers, it is important to provide teachers more space and time to critically review the content of the textbooks. The teachers are the first persons responsible to make students' learning—using textbooks as media—successful. However, it puts a lot of responsibility on the publisher, the author, and the editors to make sure that the language in the course is authentic and has the qualities that you want good teaching materials to have. The fact that the non-native teacher will tend to rely on the creditability of the publisher and the author to assume that the content is authentic and appropriate, the publishers should be more responsible in providing teachers with teachers' manual and training on how to use the textbooks. It is worth to note that the publishers should also view that teachers need help and consultation when they are requires using new textbooks.

For government, when the government changes the curriculum, teachers become the objects of the changes that have to cope with some difficulties caused by the changes. Regarding the selection of the textbooks to be used, the government is required to provide the principles or guidelines for selecting the textbooks that meet the curriculum requirements. So far the teachers always involve in debate regarding the publishing many textbooks branded CBC legalized by the government, but they share basic principled differences.

5.3 Limitation and Recommendation for Further Study

Due to the present study conducted in a short of period of 16 weeks at one setting and to four EFL teachers, it is recommended that other researchers do study on how the teachers use textbooks in a longer period of time and involve more teachers as participants of the research from different schools

5.4 Summary

In conclusion the data revealed the picture how teachers use the textbooks. It also brings to light that belief about textbooks, effective learning, teaching and dynamic class determines how prevalent the teachers use the textbooks, how they use the textbooks in the classroom instruction and how they conduct adaptation to the materials in the textbooks. However, their use of textbooks may only empower one students' skill of which the teachers focused more on their teaching.

The teachers admitted that the publishers should prove their responsibility in providing teachers' manual as well as training regarding the use of textbooks. It is worth to remember that publishers should know reality and difficulties teachers face when they use textbooks, and make adaptations without publishers' assistances and the government's assistance in providing official guidance in selecting the textbooks as the curriculum changes.

The study has its important contribution to revealing the pictures of the actual use of textbooks in classroom instructions including challenges and difficulties during their use. Therefore other similar studies need to be conducted in longer period of investigation, wider scope, and more EFL teachers as participants.

