

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

Chapter V presents the conclusions that are drawn from the findings and discussions in the previous chapter and from the research questions proposed in Chapter I. This chapter also provides the suggestion related to the use of textbook evaluation to evaluate textbook for young learners.

#### **5.1 Conclusion**

The data collected in this study were analysed in order to investigate whether the English textbooks used for 4<sup>th</sup> and 5<sup>th</sup> graders in a private elementary school in Cimahi is appropriate for young learners. Furthermore, this study was also aimed at discovering teacher's and students' opinion towards the textbooks evaluated. According to the result of data analysis, there were some points can be concluded. The conclusions can be elaborated as in the following.

First, in terms of the physical appearance which include covers, colors, size, weight and general layout, these two textbooks evaluated seem o be appropriate for the 4<sup>th</sup> and 5<sup>th</sup> graders. Both textbooks have clear, big and informative covers that provide complete information of the curriculum used, the title, authors, and publisher. By providing the aforementioned information, the covers of these textbooks can help the teacher in differentiating the level use.

In addition, the textbooks evaluated in this study have 10 x 25.5 cm for size with the weight 265 grams for each book. A lot of pictures and illustrations can be found in almost every page. Therefore, the number of colorful pictures and illustrations on it attracts young learners since they like colors a lot, especially bright colors (Dagget, Cobble, and Gertel, 2008).

The second conclusion is related to the contents of the textbooks. After being evaluated, the textbooks generally have accomplished all the criteria of the contents. The criteria used in evaluating the content of the textbooks are activities including movements, activities including senses, plenty of objects, playing with language through rhymes, songs, and telling stories, variety of activities, routines in systems, sequence of materials presented, grouping activities, leaning simple grammar through fun-type activities, and assessments. Sufficient activities including movements and senses on the textbooks show that there was a lot of variety of activities involved. The textbooks also used plenty of objects to help the learners to understand the materials. A lot of learning media such as pictures, songs, and stories are provided in the textbooks to help learners learn. Routine and sequence as the characteristics of ZPD (*Zone Proximal Development*) (Bruner, 1983, cited in Cameron, 2001) are also provided by the publisher to help the learners learn. The way these books provide materials to learn grammar also interesting since these books provide vocabularies and number of texts. The last but not least, the textbooks also included assessments that assess all the skills and materials that have been learned before.

The third conclusion shows that the textbooks evaluated do not adequately implicate the kinds of supports that can help the teacher in conducting the instructions in the classroom. Out of four kinds of supports namely teacher's notes, audiocassettes/ Videotapes/CD-ROMs, extra resource materials and web-links, only two of them were provided by the publisher. Those two supports are teacher's notes and extra resource materials. The teacher's notes could be found at the teacher's books while extra resource materials were put at the end of textbooks. Unfortunately, the other two criteria could not really support the teacher since these books did not provide any audiocassettes/ videotapes/ CD-ROMs on it. Another disappointing criterion is web-links. The web-links written on the textbooks just provide basic

information such as the title, categorized and the price. Thus, this web-links did not support the teacher at all.

Based on the result of the interview, the teacher and the students were conveyed that they stated that she personally liked the textbook because of its physical appearance, activities, and materials provided.

Therefore, after being evaluated by the checklists reformulated by Komalaningsih (2009) based on Scott and Ytreberg (1990), Woodward (2001) and Harner (2007) theories, both textbooks are appropriate to be used by young learners since the number of the criteria acquired by the textbooks are much bigger than the non-acquired criteria. From the 19 criteria based on three main categories (physical appearance, contents, and supports), these books have accomplish 17 of them. In fact, the teacher can design activities which can cover the non-acquired criteria so that it would decrease the weakness points of these textbooks.

## **5.2 Suggestions**

Related to the research of the textbook evaluation in a private elementary school in Cimahi, several suggestions are given to the teacher, publishers/ authors, and further research related to the topic:

1. The Elementary School teachers should consider some criteria in choosing a textbook for their students. There are three main criteria suggested on this research; physical appearance contents and supports.
2. Publishers or authors of English textbooks for young learners should do an evaluation to the textbook they produced before being published. At least, the evaluation should be based on the physical appearance, contents and supports.

3. For similar or further research, try to evaluate another textbook used another checklist or added some other important criteria that was not contained on this research.