

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The research questions of content analysis of an English textbook, as presented in Chapter 1, are first whether the English textbook has fulfilled the criteria for textbook content development, and second whether the English textbook has fulfilled the Curriculum 2013 requirement. In general the findings, based on the questions aforementioned, reveal that the English textbook has fulfilled the criteria for textbook content development and Curriculum 2013 requirements. All of these findings will be described in the following details: first, it discusses a conclusion, the summary of whole findings in answering the research questions. Meanwhile, the second part of this chapter discusses some suggestions which cover the suggestions for further studies, publishers as well as for teachers.

5.1 Conclusions

5.1.1 The English textbook has fulfilled the criteria for textbook content development

On the whole, the content of English textbook: “When English Rings the Bell” is suitable with the criteria for the theories of the English textbook content development. The conclusion of The English textbook has fulfilled the criteria for textbook content development cover suitability, time accomplished, and assessment.

The textbook has a content development which is suitable for the grade VII, appropriate with the organization of the textbook, and to some extent have covered some important language skills, material, and tasks. Moreover, all activities undertaken in the content of this textbook implement the integrated skill. Thus all format in the textbook: the approach, skills, vocabulary, grammar, exercises and activities, language functions, format, methodological guidance as well as teacher’s manual are ready to help teachers to strengthen and broaden their capacities to teach English as presented in the objective or the purpose of the textbook.

The book is supposed to be accomplished in a year, the period that the textbook to be wholly attained, some activities can be completed in the classroom and out of classroom. These textbooks also recommended teachers to contribute the broadened source which appropriate with students's condition and surrounding as well as to find other materials to expand the examples in the content of the textbooks. Moreover, students are supposed to explore the material out of the content of their textbook themselves.

In the matter of assessment, there is less exercise for final test nor semester test such as formative and summative test. This kind of assesment, according to these textbooks, could be achieved through process in teaching learning activities. Some assessment are supposed to be acquired unconsciously while students undertake their activities.

In conclusion, the finding remarked that the strengths of this textbook are all of the chapters in the textbook have integrated language skills and grammar; simple vocabulary; sufficient exercises and activities; appropriate language functions; attractive format; suitable approach in designing the textbook; as well as a well prepared methodological guidance for teachers. The weaknesses of this textbook are there are shortage of pronunciation practice and supplementary or accompanying materials, such as audio or video.

5.1.2 The English textbook has fulfilled Curriculum 2013 requirement

Above all, the content of English textbook: "When English Rings the Bell" is suitable with the requirement of Curriculum 2013 for an English textbook proposed to Junior high school students. Based on the content and syllabus in Curriculum 2013 requirement, these textbooks have covered core and basic competencies, learning model and cultural content for the Junior high students. In the case of competencies, this textbook has been suitable with basic and core competencies incurriculum 2013. Meanwhile, in accordance with learning model, the three learning models such as Problem-Based Learning (PBL); Project Based

Learning (PjBL); and Discovery Learning (DL), has been implemented in the textbook as well as scientific approach. Moreover, cultural content has been also presented thoroughly in coincidence with Indonesian culture. After all, all these requirements of Curriculum 2013 has relevant in the content of this textbook.

5.2 Suggestions

5.2.1 Suggestions for further research

This study is limited to a certain kind of organized textbook for Grade VII Junior High School that is “When English Rings the Bell”. First, the effectiveness of this study in applying textbook is not subjected to primary or senior high school textbooks nor the other grade such as grade VIII and IX. On the other hand, the other studies, such as perspective and observation on these English textbooks usage are recommended to complete the previous one. In the matter of perspective, it needs survey in further language study about the perception of this textbook whether the textbooks increase the students’ interests or not. In correlation with observation, it needs observations whether the textbook appropriate or not for the students who will be using it in the classroom. Second, the document analysis as a qualitative method is applied in this study, the result of this study is hardly able to be quantified and broadened and cannot be generalized in the evaluating and analyzing the other textbook contexts.

5.2.2 Suggestion for writers and publishers

The following are some suggestions for writers and publishers of a textbook. This book has strengths in terms of integrated language skills and grammar; simple vocabulary; sufficient exercises and activities; appropriate language functions; attractive format including illustration; approach in designing well textbook as well as methodological guidance for teachers. This textbook has also confirmed that all Curriculum 2013 requirements have been accomplished which involve the competences, learning model, and cultural content. Writers may include these concerns in their textbooks. On the other hand, there are the weaknesses of this textbook in term of the shortage of pronunciation practice and

supplementary or accompanying materials, such as audio, video, or compact disc. Moreover, here are some suggestions for publishers in detail:

- In the line of an approach, these textbooks possess few pronunciation practices; introduction of new vocabulary and practice; grammar explanations and practice; and finally recordings for listening practice. It is suggested that all practices aforementioned are available in the student's textbook, so the students can practice themselves with or without guidance.
- The characters in the textbook are easily to be comprehended if they are named and told as if they have role in the daily life in this textbook. For instance, below are the pictures of teachers (figure 5.1 to 5.2) supposed to be, the writers can give name such as Mr. Budi, Mrs. Ani to make easier for students to comprehend the character in the textbook.



Figure 5.1. Student's book page 1



Figure 5.2. Student's book page 3

- In line with format, quality of editing is still weak and there is no index. It is suggested the index completed, so the textbook is easier to be comprehended.
- It is suggested the sources of the authentic texts should be mentioned in detail in references so the writers can attend the accuracy of references.

- There are too few reading texts in this textbook. They just can be found at Chapter 1,2,3 and 7. The exercises and activities accompanying the texts as well as answering questions based on the texts given are too limited.
- Not all teachers throughout Indonesia are capable of singing songs or doing listening tasks as the textbook writer suggested in the book without guidance, or at least CD/DVD given. The availability of these instruments are very crucial indeed at school or in teachers' hands. Since the songs provided in the textbook needs to be sung by teachers with different teachers' ability, it is suggested to be provided with cassette, compact disk, or video.
- The spelling for 'Glosarium' is for bahasa Indonesia, the right spelling is 'Glossary' which means "an alphabetical list, with meanings, of the words or phrases in a text that are difficult to understand" (Cambridge Advance Dictionary, 3rd edition).
- It's better to provide this textbook with supplementary materials such as workbook, tapes-audio and/or video, and poster.

5.2.3 Suggestion for teachers

Here are some suggestions for teachers in handling the materials in the textbook:

- the textbook is supposed to be accomplished in a year, if the students' conditions are reasonable. It means this textbook has to be mastered by high, middle, and low achievers, and suggested that all students to be active in and outside of classroom.
- if the materials in the textbook are too difficult to be caught by students, teachers can lengthen their time to use the materials or topics provided with pre-teaching language skill, topics introduction which familiar with students' surroundings, or even the omission of material bias.
- if the materials in the textbook are too easy for students, teachers can expand the materials which relevant to the topics provided by

textbook. This additional materials can be achieved via web sites or authentic materials such as magazine, pictures, poster, invitation, etc.