

CHAPTER V

CONCLUSION

This chapter presents conclusion from the findings related to the checklist evaluation on BAHASA INGGRIS student's textbook. Then suggestion for the future researches about the textbook evaluation and/or researcher who will use the same checklist is also provided in the chapter. At the end this chapter closed with concluding remark of this chapter.

5.1 Conclusion

Evaluation toward English student's electronic textbook entitled BAHASA INGGRIS used in vocational high school for eleven grade semester one using checklist adapted from Miekley (2005) showed that BAHASA INGGRIS textbook was developed based on standard content of basic competences syllabus Curriculum 2013. The qualification for its development was good in terms of content, vocabulary and grammar, exercise and activity, attractiveness of the text and physical make-up, and context. Although there were some aspects qualified as satisfactory in the study, they did not influence teaching and learning activities significantly in the context.

BAHASA INGGRIS student's textbook contained contextual and functional materials. The materials were organized and developed based on topic of each chapter. In its development, BAHASA INGGRIS student's textbook did not include all basic competence of the syllabus. This was because the textbook only for use of one semester. Furthermore, the textbook's materials were developed according to basic competences point 3.1-4.1; 3.2-4.2; 3.3-4.3; 3.4-4.4-4.5-4.6; 3.5-4.7-4.8 on the chapters respectively.

The learning objectives sequenced systematically, unsatisfiedly they were not clearly stated. However, the clearer and more comprehensive description about objectives could be found only on the teacher's textbook which was part of the

textbook's aid. Furthermore, regarding to the approach this study found that the textbook applied genre-based approach with scientific learning steps on the activity. Besides, it fulfilled the characteristic of students-centered approach. However, the textbook was no balance in skill distribution because the study did not found any activity or material related to listening skill. The textbook only equipped with teacher's textbook without CD, cassette, or audio-video tape.

The language nature of the textbook was suitable for level intermediate to upper students. The list of vocabulary was presented along with English translation and written pronunciation which really helped students and teacher to utter the new words. The grammar lesson was explained in simple way by using column to identify the sentence's function element. However, the allotment for grammar section was limited. This presentation due to the textbook was mainly purposed for communicative and interactive learning.

Regarding to the activity, this textbook provided group/pair activity more than individual tasks which are really suitable for interactive purposes. The textbook also included periodic review in the end of each chapter. Regarding to the appearance, BAHASA INGGRIS textbook was suitable for students in terms of cover, layout, design, color, illustration, pictures, and text selections.

In the end, the evaluation checklist of this study was part of perceptual judgment of the researcher and teachers as the evaluators. The result was mostly based on the evaluators' prior knowledge. Therefore, the current study concluded that BAHASA INGGRIS student's textbook fulfilled the requirement as course book to assist the implementation of Curriculum 2013 and good developed based basic competences of the syllabus. It is also appropriate for students, teachers as well as Indonesian culture.

5.2 Suggestion

The first suggestion was aimed for the for betterment of the textbook. According to the evaluators it would be better for the textbook to include

representative of register words since the textbook was also designed for vocational school studentd. Concerning to the grammar lesson, it would be better to give particular section and more allotment for grammar lesson. Besides, according to the students' perception, it would be better if there are more examples for the exercise.

The second suggestion was for the future researchers who will conduct study on textbook evaluation or analysis using checklist. Adjusting criteria for checklist was recommended. Besides, need analysis on target situation—especially for researchers who designed their own checklist—and pilot study to testify the effectiveness of instrument was recommended. Then regarding to the material or content evaluation, this study suggested evaluation to the whole series if the textbook was available in multi series in the same level in order to gain more reliable data and figured out the material continuity among the basic competences. Therefore, the strengths and weaknesses of the textbook could be identified objectively besides the number of respondents or evaluators involved in the research.

5.3 Concluding Remark

This chapter already presented about the conclusion of the study related to the textbook evaluation based on basic competences Curriculum 2013 and also the some suggestions for further study in the same scope. Concluding remark on this chapter also indicates that the researcher have conducted and completed her study about textbook evaluation on BAHASA INGGRIS student's textbook for grade eleven used in Vocational High School in Bandung.