

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion from the findings related to the checklist evaluation on the reading materials of “English in Focus” textbook. Then suggestions for future research the textbook evaluation and/or researcher who will use the same checklist are also provided in the chapter.

5.1 Conclusion

The Evaluation towards reading materials in English textbook “English in Focus” for junior high school of seventh grade students is using checklist which is adapted from Patel and Jain (2008). It shows that reading materials in English textbook “English in Focus” have been fulfilled the criteria of good reading materials in terms of the subject matter that should be well graded, the words and the structure are carefully graded, clear and unambiguous instructions should be given alongside the practice and exercise. Although there are some aspects that are less appropriate in the textbook, the aspects do not influence the teaching and learning activities significantly in the context.

The reading texts on the reading materials of “English in Focus” textbook fulfill the aspect of “gradation of texts vary from easy to difficult”. The reading texts present a range of difficulty level of text. Almost all of the chapters in the textbook present less difficult text and more difficult text level. However, the score of readability of the reading text indicated is as low. Most of the reading texts in the textbook graded as easy text based on the Flesch Reading Ease test of readability. As for the Flesch-Kincaid Grade Level test, the reading text on reading materials of the “English in Focus”, the reading texts level is not appropriate for the students’ level. In spite, the reading texts in “English in Focus” still give the variety difficulty level of text for the students.

The reading texts on “English in Focus” textbook provide some new knowledges and information on many aspects of language learning. The reading

texts in “English in Focus” textbook give the students not only the information about the language but also the language structures and the grammar rules. The reading texts provide a variety of topics. Various kinds of interesting topic are presented in every reading chapter in the textbook. The reading texts also present some cultural information in the textbook. The cultural content is delivered simply and inoffensively. The reading texts are presented some cultural information other than Indonesian culture.

The suitability of reading materials with the syllabus is less suitable. There is an unsuitability between the reading materials in “English in Focus” textbook and the syllabus, on the aspect of text forms. The textbook is not presented some text forms, such as instructions, shopping list, congratulatory, and an announcement on its reading materials. The reading materials present functional text in a form of advertisement, which is not stated in the syllabus. However, the unsuitability can be covered by the teacher. In order to cover the less suitability between the reading materials in the textbook, the teachers find some supplementary resources.

The reading materials in ‘English in Focus’ textbook provide the words and the structure continuously. The repeated words and the structure are found in the form of adjective, adverb, preposition, there is/there are, to be, and simple present tense. The reading materials also presented a brief explanation related to the use of those words and structure. Moreover, the repeated words and the structure found on the reading material of the textbook was appropriate with the reading text.

Regarding to the instructions of exercise and practice presented on the reading materials of “English in Focus” textbook are presented clearly and unambiguously. Even though there were some instruction that are not simple and ambiguous, however with the teachers’ guidance it still understandable for the students. Therefore, the instructions of the exercise and the practice in the “English in Focus” textbook actually fulfill the criteria of clear and unambiguous instruction.

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An Evaluation of Reading Materials in “English in Focus” Textbook for Seventh Grade Students in One of Junior High Schools in Bandung

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The reading material on the “English in Focus” fulfill the criteria of the consistency on the level question of reading. The questions given alongside the exercise and practice cover all of the level question of reading. The literal, inferential, and critical level of question are distributed evenly in every chapter on the reading materials of the textbook.

Related to the second research question about the teachers’ perception there are some reasons why the teachers use the “English in Focus” textbook for the classroom activities. The teachers mention that the textbook is available both for the teacher and the students. Both of the teachers judge the textbook as good enough as a guide for the teaching—learning process. Almost all the teachers’ perception is in line with the researcher finding, such as in terms of cultural content, difficulty of the text, the suitability of the reading materials with the syllabus, and the level of questions. The teachers mention that the less inappropriate aspects in the textbook do not influence the teaching and learning activities significantly in the context. In order to cover the less suitability of the reading materials in the textbook, the teachers should find some supplementary resources, such as others English textbook and internet.

In the end, the evaluation checklist of this study is part of perceptual judgment of the researcher and the teachers as the evaluators. The results are mostly based on the evaluators’ prior knowledge. Therefore, the current study conclude that the reading materials on “English in Focus” textbook fulfill the requirement as good reading materials. It can be used to assist the teachers and students in the teaching-learning process.

5.2 Suggestions

The first suggestion is to aim for the betterment of the textbook. Not only for its general aspects, but also the development of the content. The skill of language should be presented evenly between reading, writing, listening and speaking . According to the evaluators, it will be better for the reading materials to include the key words or difficult words related to the materials. Concerning to the

grammar lesson, it will be better to give more example for the particular section of grammar. Besides, according to the teachers' point of view, it will be better if there are more examples for the exercises.

The second suggestion was for the future researchers who will conduct study on reading materials evaluation or analysis using checklist. Adjusting criteria for checklist is recommended. Besides, need analysis on target situation—especially for researchers who design their own checklist—and pilot study to testify the effectiveness of instrument is recommended. Then, regarding to the textbook evaluation, this study suggests evaluation to the content of the textbook. If the textbook already chosen and used by an institution, there would be difficult to replace it with other textbook. Besides, the teacher can know the inappropriate materials lie on the textbook. Therefore, the teacher can omit the materials or do some replacement for the better teaching and learning process.