

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this study. This chapter draws conclusions from the research findings and discussions. In addition, this chapter also discusses some suggestions which cover the suggestions for further research, publishers as well as for teachers.

#### 5.1 Conclusions

This study was conducted to investigate the way the content of the two English textbooks for Senior High School, i.e. the official English textbook published by the government and the commercial English textbook published by a private publisher, which have been written for the 2013 Curriculum, fulfil textbook evaluation criteria and to investigate the differences found between the two English textbooks.

It is found that both textbooks meet the criteria of a good EFL textbook in terms of the following criteria: aims, sequence, grammar contents, topics, clarity of instructions, durability, and appearance. However, there are some weaknesses found in both of these English textbooks in terms of approach, vocabulary contents, new item presentation, and recycling and revision processes.

Moreover, the content analysis also reveals some differences between these two English textbooks. The first difference concerns skills criteria. The textbook published by the state publisher explores incomplete skills. It does not cover listening skill. Meanwhile, the textbook published by non-state publisher explores the four skills. The second difference is in terms of practical consideration criteria. The textbook published by the state publisher represents good value of money. Meanwhile, the textbook published by non-state publisher does not represent good value of money. The third difference is in terms of the relevance of the topics to

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reading materials. The topics in the textbook published by the state publisher are related to reading materials. Meanwhile, the topics in the textbook published by non-state publisher are not related to reading materials.

It can further be said that in general the two textbooks can be used for the teaching-learning processes at school particularly by attending to the weaknesses found. Efforts should be made to compensate for these weaknesses. For example, regarding the absence of listening materials from the textbook published by the state publisher, the teachers can provide models of spoken English by themselves or by finding relevant sources elsewhere. This strengthens the view that a textbook serves as a supporting aid in the teaching-learning process.

## **5.2 Suggestions**

Based on research findings, discussion, and conclusions presented above, this study offers suggestions both for practical and research purposes. In practical terms, identification of strengths and weaknesses of a textbook is an important effort in the teaching-learning process. It is suggested that teachers use the two textbooks by benefitting from the strengths and compensating for the weaknesses. It is also suggested that both textbook writers and those who have access to textbook writing policy attend to the findings of this study in revising the textbooks, if applicable, or in writing other textbooks in the future.

Moreover, further studies may be informed by the scope of this study. First, this study focuses on the evaluation of the textbooks based solely on the criteria that have been established. Further research may also include teachers' and students' perception on the textbook they are using. Second, this study focuses on the textbooks used at a particular grade of a particular school level. Further research may examine the textbooks written for other grade and school levels. Third, this study examines the textbooks from general criteria of textbook writing. Further research may focus on specific aspects of a textbook from a particular

perspective, such as a focus on the complexity of the language used in the textbooks.

In addition, there are some suggestions of some efforts to compensate some weaknesses found in this study. Some weaknesses are found in both textbooks in terms of approach and technique in presenting new items, lack of vocabulary content, and the absence of recycling and revision processes. First, in terms of approach and technique in presenting new items, it is suggested for teacher to use both two techniques by completing the absence of another technique through the use of other resources. Regarding the textbook published by state publisher, which only uses deductive technique, teacher can give students set of introductory exercises/activities, taken from the other resources, that can make students to hypothesize the rules before using this textbook in presenting new items. After that, teacher can present the rules using this textbook in order to consolidate students' understanding. Besides, the teacher can use these English textbooks at the same time by combining their techniques since they use different technique, i.e. the textbook published by state publisher uses deductive style while the textbook published by non-state publisher uses inductive style. Teacher can start by using the textbook published by non-state publisher followed by the textbook published by state publisher.

Second, in terms of the lack of vocabulary content, it is suggested for teacher to add the vocabulary materials by using the vocabulary in the text. Teacher can use texts since texts frequently occur in these two English textbooks. By using texts, teacher can ask students to mark some difficult vocabularies occurred in the texts. After that, teacher and students can search the meaning of each vocabulary together. Then, it will add the vocabulary content in these two English textbooks.

Third, in terms of the absence of recycling and revision processes, it is suggested that teacher adds activities and instructions which contain recycling and revision processes. Regarding recycling activities, teacher can add some pre-

reading questions, related to the topic of reading text, which can recall students' background knowledge of that topic. Concerning revision activities, teacher can add some pre-writing activities such as drafting, revising, and editing before the final draft of students' writing are collected. In drafting activity, teacher can ask students to make an outline or draft of their writing. In revising and editing activities, teacher can give some feedbacks toward the students' draft and students can revise their writing based on the teacher's feedbacks. Finally, the final drafts of students' writing, which have been revised, can be collected.

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