

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter covers conclusions and suggestions from the research based on the results of the whole activities done in this research. The conclusions are derived from the findings and discussions of three data sets, which are interview, observation, and document analysis. In addition, the suggestions will be offered for English teachers and further research.

#### **5.1 Conclusions**

This research focused on the investigation of an English teacher in one public senior high school. This research aimed at investigating the teacher's strategies in using English textbook in terms of the way the teacher defined students' needs, organized the instructions, presented the materials, and selected the materials to evaluate the students.

Generally, the teacher is knowledgeable about how to teach from the textbook. The teacher can conduct the strategies in terms of analyzing the students' needs, designing the learning objectives, organizing the materials and activities, presenting the materials, and selecting the materials to evaluate the students from the selected textbook.

Despite the teacher is capable to fulfill the strategies in the language teaching situation, the teacher has difficulty in implementing what is written in the lesson plan with the materials from the textbook which is taught in the classroom. The teacher tends to provide the materials from the textbook randomly in the teaching and learning activities. Aside from that, generally, the teacher understands how to arrange the materials from textbooks and develop the learning objectives based on the KI and KD in the syllabus of 2013 curriculum. The teacher also has difficulty in conducting the various activities. The activities used by the teacher are not too various, so that the students are not too motivated. Furthermore, the teacher also has less control during the activities in the classroom. However, the teacher has successfully improved the students' abilities.

The strategy used by the teacher could be understood by the students. nevertheless, the students found difficulties in learning English in the classroom in some explanations which were delivered by the teacher. However, it can be overcome by the teacher's strategy which always re-explains the materials that the students have not understood yet.

## 5.2 Suggestions

Based on the findings, discussions, and conclusions of this research, there are several suggestions for teachers and further researchers who are interested in conducting the research related to teacher's strategies in using textbook for teaching and learning activities.

Firstly, for teachers, they are suggested to understand the content of textbook before the class begins. The teachers had better identified the students' need, so this might help teachers in selecting and adapting an effective instruction in the classroom activities. The development of instructional planning should be clear, in terms of lesson plan; this may help teachers in directing and outlining what to do then. In making a clear lesson plan, teachers can express and describe approaches and techniques which can be conducted in teaching learning activities. Therefore, teachers are recommended to have knowledge in the use of appropriate techniques and approaches in order to stimulate and motivate students in learning activities, such as providing materials from other learning sources. At last, the selecting of assessment standards and evaluation instruments should be in line with the kind of instructions given and the goals to be achieved.

For other researchers who are interested in the same research, it will be better to specify the research topic. For example, analyzing teacher's strategies in adapting textbook for particular skill or a study about students' opinions toward the use of textbook in classroom activities. It will also be better for other researchers to extend the number of respondents.