

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research based on the findings and discussion in the previous chapters. The suggestions for further research are also presented in this chapter.

5.1 Conclusions

This research aimed at evaluating two textbooks used by fourth-grade students in two elementary schools in Bandung, West Java. This research investigated whether the textbooks fulfilled the criteria of a good English textbook for young learners. Based on the result of data analysis, some points can be concluded as the following.

First, in terms of the criteria of a good English textbook, Textbook 1 entitled “*Grow with English*” and Textbook 2 entitled “*English Chest*” likely fulfilled the criteria. The investigation of the textbooks revealed that both textbooks seemed to be appropriate for young learners regarding the presentation, content, and language use.

Second, the result of the analysis attested that there were several points on how the textbooks met the criteria of a good textbook for young learners. First, regarding the presentation which includes general appearance and layout and design, the two textbooks evaluated were appropriate for the students. Both textbooks have clear, big, and informative covers that provide complete information about the title, the authors, and publishers. By providing the aforementioned information, the covers of these textbooks can help both the teachers and the students in using them. In addition, the textbooks evaluated in this study did not have any problem in terms of their physical appearance. The length and the weight of the textbooks were considered suitable for the students. A plethora of pictures and illustrations were found on almost every page. Therefore, the number of colorful pictures and illustrations found attracted young learners since they like colors a lot, especially

bright colors (Lopez and Mendez, 2005). Meanwhile, regarding the content, the textbooks generally accomplished all the criteria of the contents. The criteria used in evaluating the content of the textbooks were activities, methodology, topics, language skills, and assessment. Both textbooks had varied and interesting activities. The methodology used in the textbooks were found interesting since they involved songs, stories, games, and role-play activities. The proportion of the language skills was sufficient and in line with the syllabus. A lot of learning media such as pictures, songs, and stories were also provided in the textbooks which can ease the learners learn English. The sequence of the materials as the characteristics of ZPD (*Zone Proximal Development*) (Bruner, 1983) was also provided by the publishers to guide them in their learning. The way these books provided the materials to learn grammar was also interesting since they put vocabularies lesson and a number of texts. However, the grammar in T2 tend to be more advanced than the grammar in T1. The textbooks also included assessments that assess all the skills and materials that have been learned. Unfortunately, it was found that there was an exercise which was not related to the objective of the lesson in T2. Meanwhile, in terms of the language, it is found that both textbooks used simple and familiar language for the students. Although new vocabulary was not provided with phonetic transcription, both students and teachers did not find any difficulties in learning the vocabulary. Based on the result of the interview, the teacher and the students conveyed that they liked the textbook because of its physical appearance, content, and language. It is also found that the students liked the textbooks mostly because of the pictures and varied activities, especially role-play and listening activities.

5.2. Suggestions

Considering the limitation of this research, especially regarding the number of evaluated textbooks and the number of criteria listed, there are several points of suggestions for the teachers, publishers, and further researchers related to the topic:

Anggi Auliyani Suharja, 2017

AN EVALUATION OF TWO ENGLISH TEXTBOOKS USED BY FOURTH-GRADE STUDENTS IN TWO ELEMENTARY SCHOOLS IN BANDUNG, WEST JAVA

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1. It is important for elementary school teachers to consider some aspects in choosing the textbook used to assist them conducting the teaching learning process. The teachers should make sure that the textbook suit the young learners' characteristic and need. It is also critical to take into account the social and cultural background of the students in choosing the textbooks.
2. Publishers or authors of English textbooks for young learners should reviewed more carefully before publishing a textbook. At least, the evaluation should be based on the presentation, content, and language.
3. There will be more insights expected to gain from the result of this investigation. Due to some weaknesses that this research has, it is possible to conduct similar research involving more English textbooks from different levels and publishers with a more detailed checklist by adding some other important criteria have not been issued in this research. Lastly, this study may offer new and innovative inputs that can give contribution to educational practitioners so that there will be more concern to the quality of textbooks especially in terms of their suitability with the learners' characteristics and needs.