

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and some suggestions for further researchers based on the result of the whole activities done in this research. The conclusions are formulated from findings and discussions of two data collections; documents and interviews. Furthermore, the suggestions are addressed to non-native English teachers, textbook publishers, textbook authors, and further researchers.

5.1 Conclusions

This research focused on the teacher's evaluation of English textbook for the use at an Islamic junior high school. This research aimed at investigating the teacher's evaluation of English textbook for the use at an Islamic junior high school in terms of topics and visuals and the Islamic values presented in the English textbook related to topics and visuals.

Generally speaking, the English teacher viewed that the selected reading texts included in English textbook used at an Islamic junior high school seemed to have more strengths than weaknesses. The selected materials are compatible with students' need, students' social life, syllabus and examination. The selected materials are also relevant to the standards of competences as covered in the curriculum used at an Islamic junior high school, students' daily activity and students' background knowledge as stated in the document of *Standar Kompetensi* (Standard of Competence) and *Kompetensi Dasar* (Basic Competence) for the seventh grade students.

However, the selected materials are still incomplete to be used in teaching and learning process. This is due to the fact that there are some reading texts which do not contain any pictures relevant to the topic discussed. Further, the teacher should be able to overcome those weaknesses. In addition, in order to encounter the weaknesses of the materials, the teachers arrange some strategies by adapting the textbook, such as adding and deleting content, modifying content, and reorganizing context. Then, the teachers recreate the materials into more

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effective media to be used for the classroom activities as to gain a better English learning process.

With regard to Islamic values, the teacher explained that the materials in the textbook used at an Islamic junior high school contained some characters reflecting the Islamic values. The English teachers of an Islamic junior high school include the Islamic values in their teaching materials while helping the students to master the targeted English language skills. It means that in the teaching and learning process, the students are taught not only Islamic teaching, but they are also supervised how to put them into practice. Thus, in the classroom activities, the students are encouraged to understand the values such as honesty, modesty, discipline, hardworking, mutual respect, and etc.

5.2 Suggestions

In relevance to the findings, discussions, and conclusions of the present study, the following suggestions are intended for English teachers who teach in junior high school, and for the further research.

For English teachers in an Islamic junior high school, they should have some competences to adapt the materials. The teachers should be selective in choosing the English textbooks for their teaching and learning process. The teachers should be more creative and flexible in order to accommodate the needs of the students. They should be able to add or delete some materials and activities based on the students' need. Further, the teachers should know the criteria of good textbooks before deciding which textbook is appropriate to use in their classroom. It aimed at keeping the materials and activities in the context of meaningful learning. In addition, the materials should be presented in an interesting way to avoid learners from boredom and lack of motivation in studying English.

Afterward, for the textbook publishers, they should consider not only the physical appearances or visuals of the textbooks but the contents and the component which support the teachers in using the textbooks in an Islamic junior high school also need to be considered. Further, if the textbooks are incomplete, the teachers are difficult to use the textbook efficiently. In addition, for the textbook authors, they should give attention to design appropriate textbooks for

the students of particular grade especially for seventh grade of Islamic junior high school. They should also make some survey in using textbook especially in an Islamic junior high school.

Finally, for further research, the researcher who wants to conduct a research of English textbook evaluation should accommodate the students' and teachers' point of view. In addition, the research should provide in-depth illustrations to give more comprehension about the criteria of good reading texts.