

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion of the present study and the suggestion for later studies or practices. The conclusion is based on the research questions and drawn from the findings and the discussion in the previous chapter. The suggestion is intended to point out the significances of this research for later studies regarding gender representation in textbooks.

#### 5.1 Conclusion

The textbook evaluation of this study involves: a) the content of textbook that fulfilled the criteria for the textbook content development. These criteria comprise language skills (listening, reading, speaking and writing), grammar, vocabulary, and genre-based, and b) the content of textbook that fulfilled the Curriculum 2013. It covers competences in 2013 Curriculum, the learning model of 2013 Curriculum, Scientific Approach, and cultural content. Each aspect presents some strengths and weaknesses. The weaknesses can be found in the content coverage and material completeness. In the content coverage, the textbooks entitled *Bahasa Inggris* for Grade X lacks of listening skill and authentic materials. While, in the material completeness, the additional material and enrichment program is not as provided. Meanwhile, the other aspects are appropriate as expected.

To clarify, the book meet the criteria of a good EFL textbook in terms of teaching and learning contents. However, at certain points in the tasks/ activities, the books needs to be improved for these reasons (1) some activities in each chapter are often repetitive, (2) other supplementary material for listening activities are not available and (3) writing and listening activities are considered limited 4) the learning steps in terms of the scientific approach analysis need to be presented in the order as the scientific approach suggested.. This condition suggests teachers to be more creative and expanding in modifying or adapting the available teaching materials.

In general, the content of the textbooks: “*Bahasa Inggris untuk kelas X* (semester 1 and semester 2 has met the requirements of 2013 Curriculum for an English textbook designed for senior high school students. Based on the content and syllabus in 2013 Curriculum requirements, these textbooks have covered core and basic competencies, learning model and cultural content for the senior high school students. In the case of competencies, those textbooks have met suitable with basic and core competencies in 2013 Curriculum. Furthermore, the three learning models such as Problem- based Learning, Project-based Learning and Discovery Learning have been implemented. In addition, cultural content has been also presented thoroughly incorporate with Indonesian culture. After all, all of the requirements of 2013 Curriculum have been relevant in the content of those textbooks.

## **5.2 Suggestions**

Based on the research findings, discussion and conclusion of the research results, the textbooks that have been analyzed are recommend to use as one of teaching materials in EFL teaching-learning process. This is because the textbooks have met and represented the criteria EFL textbooks and fits to the 2013 Curriculum.

However, throughout the analysis, there can be found little shortcomings in the textbooks. This can be a suggestion for the textbook writers and publishers revise the books for some extents, such proving the audio/ video to support listening session. It is the fact that not all the teachers throughout Indonesia are able to sing songs or doing listening activities as the textbooks did not provide those supplementary listening tasks. Also, it would be better to provide more various activities to avoid boredom during utilizing the textbooks.

Regarding the future researchers, it is suggested to conduct research accompanied by the perspectives of both teachers and students to make the data more valid. Also, there would be better if the next research are conducted in other levels like elementary and junior high schools.