CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is organized as a follow up to the research in the extent of conclusions and suggestions. The chapter is divided into two part: **conclusions** that represent the findings and discussions found in chapter IV in regard of the research questions put on the chapter I, and **suggestions** for which the persons related to the research in professional or interest term.

5.1 Conclusion

Textbook since the early of 19th century has become a fundamental part of classroom learning for it has made teachers and students facilitated to achieve the learning target. Textbook itself carries positive and negative effects to the learning. English, as a language that is taught around countries has also been a subject at school which leads the creation of English textbook become a thing. In the teaching of English, there are two types of textbook, the traditional and the communicative one. Traditional is the type of textbook that sets the accuracy of language as the main prior rather than the communicative aspect of language.

The *Pearson Scott Foresman Grammar and Writing Handbook 1* is a specified textbook for teaching writing. The textbook is the first level out of six levels offered by Pearson Education inc. according to the result from chapter IV, the book is classified as traditional textbook because it has fulfilled 4 of 5 criteria of traditional textbook which are: 1) Set grammar as the main focus, not communication. 2) Put writing and reading exercise into priority rather than speaking and listening, 3) Use learners' L1 abundantly, 4) Consider accuracy is more important than fluency, 5) isPreferable to teachers since it is easy to use. Despite The book does not fulfill the criteria of using abundant amount of L1, the book is still considered as traditional textbook due to its contents which show dominance of grammar activities and the book itself is not designed for particular nationality.

From the layout and graphics aspect, the book is said to have proper visual attributes. The note is left on the cover of the book which is considered too attractive that it makes learners and teacher focus on the picture, not the title of the book. The visual design on the book pages has been put in an efficient way. The book still contain some illustrations that is placed not at the spot it should belong. Some pictures that belongs to a sub-unit at some pages found to be placed at different sub-unit. The size of the book itself does not give heavy burden to be carried, and else, the book is not used as a school textbook so there is no necessity to carry the book.

From the content analysis, it is found that the book does not suit the national curriculum quite well since it only covers the writing ability yet the national curriculum of Indonesia has more standard to students. The later point found from the book is the placement of the book that several flaws found on the placement and material order. Some sub-units of the book could contain two different topics in an illogical manner. Same oddness also occurs to the activity that at the sub-unit of evaluation in Unit 1 and 3, the activity and topic for each is barely discussed in the previous sub-units. Another finding is that the book does not provide clear instructions and examples for the text-making activities that it leads students and teacher to do extra work to think what the instruction really expect the learner to do.

From the view of the nature of writing in language, the book does not take this aspect into account to be specific part in the book. The book rather to tell the nature of writing implicitly through activity with not giving any written explanation. This means that the book, which identifies itself as book with foundation of writing skill, has neglected the teaching of the basic understanding of writing. The only aspect of the nature of writing brought up in the book is the signs and symbols which are taught through the teaching of end mark of sentences.

As well as the nature of writing that is taught in an insufficient proportion way, the process of writing is also taught in such way. The writing process consists of pre-writing, drafting, editing, and final product (Harmer, 2006). This can be seen at the activities of text-making that the book does not give time to create draft nor to revise the writing.

From the view of writing difficulties which are **handwriting, spelling,** and **coherence,** the book has been doing satisfactory only for the coherence difficulty. The book does not supply learners with enough exercises for handwriting and spelling.

The writing convention seems to be the only elements of writing that the books cover almost completely. The mechanic, usage, and sentence formation has been taught in proper proportion the book could cover the teaching of basic punctuation, capitalization, tenses, and verb agreement in well-managed placement, logical order, and activities within.

After all, the book is actually proper and appropriate to be used in teaching writing. The *Pearson Scott Foresman Grammar and Writing Handbook 1* is a textbook in the first level out of six levels which means the book covers the aspects needed as basic of learning writing. Despite the book has missed the coverage of the teaching of the nature of writing and the writing processes, the book has covered more things on the coverage of writing difficulties. More satisfactory is given in the coverage of the teaching of writing convention. Based on the result from the descriptive analysis in which the book is said to be proper to teach writing, the book still needs a lot of assistance from the teacher because there is a considerably high amount of unclear instruction and examples for students to understand. This also means that the *Pearson Scott Foresman Grammar and Writing Handbook 1* is not the kind of textbook which can be done by student in advance.

5.2 Suggestion

From the research, there has been pulled out some suggestions for it can be used to improve the quality of the book to fix the lacks of the book.

To the author and publisher, firstly, the design of the cover that it should be designed simpler than it was, the theory from Alamri (2008) that says an effective visual design is that it could use well-managed contrast of colors between the background color and the picture.

Secondly, the topics in the book is allowed to vary yet at sub-unit, there should be only served to learners in one same topic. Further, the topics must be related to the other sub-unit related, for instance, when a sub-unit of evaluation asks learners to write the steps of making a cake, in a form of procedure text, the previous sub-units must have already discussed cakes or procedure text.

Thirdly, the book has to fix its instruction and example delivery not to make learners and teachers do not get the message or what is expected from the book. Telling how many sentences that learners should make and giving an examples of expected result would make the expectation more understandable.

Thirdly, based on the analysis in chapter IV, the book is purposed to teach the basic of writing due to its level as it could be seen from the title itself, it would be much acceptable if the book could cover the writing attributes: the nature of writing, the writing processes, the writing difficulties, and the writing convention