

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter discusses conclusion and suggestions of this study. This chapter is divided into four parts. They are conclusion, implications, limitations of the study, and suggestions. The conclusion is described based on the data which have been analyzed in chapter four. This chapter shows the implications and the limitations of this study. In addition, this chapter also presents some suggestions which cover the suggestions for further studies, publishers as well as for the teachers. The following is the description of those parts of the chapter in detail.

#### 5.1 Conclusion

This study was conducted to investigate the way the contents of the English textbook for Senior High School, the official English textbook published by the government, which has been written for the 2013 Curriculum, fulfilled the textbook evaluation criteria. It was found that the textbook met 66.7% in terms of the criteria of a good EFL textbook as proposed by Cunningsworth (1995) and Harmer (2007b). The checklists contained eight textbook evaluation criteria, i.e. (1) aims and approaches, (2) design and organization, (3) language content, (4) skills, (5) topic, (6) methodology, (7) practical considerations, and (8) instructions. Then, 33.3% of this textbook did not meet the criteria of a good EFL textbook. (see Appendix 3).

There are some weaknesses found in this textbook. First, there are no basic competence 3.3, i.e. Analyzing social function, text structure, and element of language in attention expression (care), and also its response according to the context of its use; and basic competence 4.4, i.e. Compiling oral text and written text to say and response attention expression (care) by paying attention to social function, text structure, and correct element of language and according to the context; and also, there is no interaction between the learners and the environment in terms of aims and approaches. Second, there are no workbooks and cassettes.

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*A CONTENT ANALYSIS ON ENGLISH TEXTBOOK FOR THE TENTH GRADERS ENTITLED BAHASA INGGRIS UNTUK SMA/MA/SMK/MAK KELAS X*

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This textbook also does not have additional self-study or individual study exercises which can be done at home. Third, in terms of language content, the vocabulary is not the central to the course or peripheral. Forth, there is no listening material in terms of skills. Almost all texts in this textbook also are non-authentic texts. There is no pre-reading exercise which contains the three comprehension materials; they are setting the scene, providing background information, or giving pre-reading questions in this textbook. And then, the reading material presented in isolation and there is no integrated material or exercises in this section. There is no exercise that contains paragraphing writing activity. Then, this textbook does not have an activity that is given attention to the language resources specific to the written form. Fifth, almost all the topics realized in the text do not contain Indonesian culture. The last, in terms of methodology, this textbook fails in terms of presenting new items in both techniques, i.e. deductively and inductively.

Moreover, based on the results and analysis of the study that have been discussed in Chapter IV, it was found that the English textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* was categorized as “good” by achieving an average score of 90% of the seven proposed criteria determined by Education National Standardization. The seven criteria classified “good” namely: the appropriateness of materials with standard of competence and basic competence (83.3%), the material accuracy (83.3%), supporting learning materials (90%), language appropriateness (100%), presentation technique (100%), teaching and learning technique (100%), and presentation coverage (81.8%). (see Appendix 4). In conclusion, the English textbook investigated was relatively relevant to the criteria determined by Education National Standardization. This textbook is provided by the government, which is based on the 2013 Curriculum. Additionally, the government also has an Education National Standardization (Badan Standar Nasional Pendidikan/BSNP) one of the tasks of which is to analyze the textbooks and to evaluate the quality of the textbooks used. BSNP has some criteria to grade the appropriateness of the textbook used in the teaching and

learning process. Considering the above matter, so this textbook is more appropriate with our culture than the foreign culture (in the international context).

## **5.2 Implications**

The results of the study show that there are many weaknesses found in this textbook, especially in terms of the criteria of a good EFL textbook as proposed by Cunningsworth and Harmer. Therefore, this study brings some implications to the use of the textbook in the teaching and learning process. Teachers should re-adapt most of the model texts in the textbook by making it shorter, changing some difficult words into the words familiar for the learners. Thus, the learners' unfamiliarity with difficult words can be facilitated explicitly. Besides, the teachers can guide the learners to make a summary after each lesson. This will be helpful for them, since the textbook does not provide summary. Teachers can also provide peer assessment checklists, so that the learners can assess and evaluate each other's lacks. More specifically, it will help the teachers in modifying the textbook in those criteria have mentioned above.

Further, there are some criteria that should be met in designing a qualified textbook. Both writers and publishers must pay more attention to these criteria, especially in the writing and editing process, since not all the teachers can identify the lacks of the textbook and not all of them can adapt the book when they find them irrelevant to the learning contexts. Besides, they should pay more attention to the presentation coverage of the book. Summary and index of authors should not be absent from the textbook. This is because all of those components will lessen the learners' confusion about the book contents.

## **5.3 Limitations of the Study**

This study has some limitations of the study. First, this study only focuses on the textbook evaluation based on the criteria that have been established. For further studies, it may also include teachers' and students' perceptions of the

textbook they are using. Second, this study focuses on the textbook used at a particular grade of a particular school level. Further studies may analyze the textbooks written for other grade and other school levels. Third, this study examines the textbook from the general criteria. Further studies may only focus on the specific criteria of a textbook.

#### **5.4 Suggestions**

Based on the research findings, discussion, and conclusion presented above, this study offers some suggestions for practical and research purposes. First, identification of the strengths and the weaknesses of a textbook is an important effort in the teaching and learning process. It is suggested that the teachers use the textbook by benefitting from the strengths and compensating for the weaknesses. Second, it is also suggested that the textbook writers and those who have access to textbook writing policy attend to the findings of this study in revising the textbooks, if applicable, or in writing other textbooks in the future.

Based on the results of the current analysis of the English textbook also, it is recommended to the teacher to be critical enough in using the English textbook recommended by the school or the government. Not all the aspects of the textbook support or related to the existing curriculum. Therefore, they are expected to understand well the demand for the curriculum materials so that they can use the textbook as well as possible to achieve the educational goal. Next, further studies may be informed by the limitation of this study. First, this study focuses on the textbook evaluation based on the criteria that have been established. Second, this study focuses on the textbook used at a particular grade of a particular school level. Third, this study examines the textbook from general criteria.