

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Introduction

This study was aimed at investigating and exploring the experience of two English teachers who had written textbook. The focus of investigation was the process of writing their textbook and their benefits and challenges of writing textbook. As has been stated in Chapter 4, this chapter will present the conclusions of investigation in this research based on two research questions that has been presented in Chapter 1. Then, the limitations of the study and recommendations for further research also will be discussed as closing of this thesis.

#### 5.2 Conclusions

Two main conclusions of the study are: *first*, despite some limitations, to be explained below, the process of writing textbook done by the two English teachers generally was relevant to theories proposed by experts of materials design; *second*, the teachers obtained more benefits than challenges when they were writing textbook.

As has been stated in the first conclusion, the process of writing textbook done by two English teachers generally goes with theories of writing textbook suggested by some materials developers. The general processes of writing textbook, as explained by Richards (2001), are selecting the writing team, planning the number of stages involved, reviewing, writing development, piloting the materials, design and production. Meanwhile the teachers run writing textbook through steps, namely: selecting team project, planning, drafting: creating a sample unit, reviewing, writing development, and designing or art working. As has been discussed in Chapter IV, in an Indonesian context, the existence of

writing project is essential factor encouraging the writers to create textbooks. Therefore this condition constitutes an entrance of the textbook writing processes.

The absence of piloting the materials is the most conspicuous distinction from the general processes of writing textbook. The shortage of time and the financial limit seem as causal factor of that condition. Perhaps, in the future the researcher hopes, the textbook being studied, *English in Context for SMU/MA*, would be piloted to bring revised edition.

Then, dealing with the second conclusion, there are more benefits than challenges obtained by teachers who write textbook. The benefits embrace career improvement, professionalism enhancement, financial increase, and psychological advantage while the challenges comprise managing time of collaborative work, writer's block and seeking for authentic materials. Based on these findings the researcher expects these facts will encourage more teachers to involve in materials development, particularly in writing textbook. The more teachers involve in this field means the more choices of quality textbook exist.

### **5.3 Limitations of the study**

There are some limitations of the study, and the main one is the limitedness of participants. This study only involves textbook writers. As a collaborative process, the study of writing textbooks should involve more participants who can represent each role in writing textbooks particularly the writer and the editor. The limitation of this study may result an incomplete view of writing textbooks.

The second one is the limitation of literature of writing textbook particularly in Indonesia. Generally the study that discusses textbooks only focuses on the ways of adapting, evaluating, and developing the materials. In case of writing textbook in

Indonesia, it has been stated by Alwasilah (2005: 162) that such the study seems still to be rare. Therefore, this condition might have a potential loss of deepening this study.

Next, the study of writing process enables to bring a weakness in terms of cognitive processes as stated by Hayes and Flower (1983) because “many cognitive processes are routine and internalized operations in which are often completed without any conscious recognition”. The potential loss of remembering of what the respondents had done during the process of writing textbook enables getting incompletely view of this study. The attempt to overcome this possibility is to trace their experience through document analysis to the textbook created by two respondents.

#### **5.4 Suggestions**

Based on the findings of this study, it is suggested that teachers, particularly those of English teachers, should realize that the process of writing a textbook, as stated by Richards (1998:135), is the same processes that a teacher employs in planning the content of a lesson. Actually they subconsciously have written some master plans of a textbook for their students during their teaching career. This condition enables them to be potential materials writers to yield a textbook that is more appropriate to cater need of its users, i.e. teachers and learners, or at least to involve them in a writing team project. The important thing that teachers should have is writing skill “to transform the central acts of teaching into materials writing” (Shulman, 1987). Therefore, teachers may have to practice sharpening their writing skill to lesson plan as clear as possible. Trainings for developing, evaluating, and adapting materials would improve their writing skill. And the great expectation is to empower them to develop materials whether in-house materials or commercial materials, or at least to be capable to adapt materials from textbook, not be slavers of commercial textbook as often complained recently.

Recommendation for further research is that study of writing textbook may bring to more advantages if the research focuses on how a textbook manuscript produced beginning from first draft, revised the first draft, second draft, revised the second draft, and to the final manuscript be ready to largely produce through longitudinal case study in which the researcher involved in. Such research enables to complete view of the process of writing textbook. This is similar to Richards' and Young' studies conducted in USA. Of course, in case of an Indonesian context, this would enlarge the horizon of researcher's thoughts, and exemplify practical experience of how textbooks are written. Besides, in order to obtain a complete view of writing textbook, such the research should not only involve textbook writers but also the editor as participants of the study.

For the teacher educational institutions (LPTK), particularly language educational faculties, it is important to offer their students with textbook writing course in order to empower them to have capability in creating textbooks. If up until now, there are still few of faculties of language education that teach writing textbook in their lecture, so now it is the right time to do it. Perhaps, this constitutes one way to challenge the negative effect of the excessively commercial textbook use which could result the deskilling of teachers by which happens reduction in the teacher's role and reduction in the quality of teacher's decision making and pedagogical reasoning.