





CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter organized as a precipitate which incorporates conclusions and suggestions. The chapter will be bestowed in two parts of segmentations: first, the conclusions derived from the findings and discussions of the research; second, the suggestions insinuated the stakeholders that immersed in the same field of interest.

5.1 Conclusion

Textbook provides many advantages for both students and teachers in the process of teaching and learning. To some extent, the advantages of textbook for the students can be identified as a source of knowledge and self-access learning, the tool to accommodate them to gain confidence and motivation, and textbook can be also a medium to reflect and evaluate their own skills and ability especially for acquiring and learning language. From the teachers' perspective, the advantages of textbooks for them can be explicated as a teaching source, a tool to monitor the progress of the teaching in order to deliver what the syllabus and the curriculum demanded, and textbook also can be an instrument to assess the students' development towards the learning objectives. Textbook is very crucial for an inexperienced teacher to support their teaching, as they tend to have relatively low confidence to deliver a lesson, consequently, inexperienced teachers used textbooks as a "holy book"; a single source and a guidance to direct a lesson systematically to accomplish the learning objectives. On the contrary, experienced teachers tend to be more astute on implementing textbook in the process of teaching and learning. They are often selecting materials that suitable in accordance with students' need and interest, and also looking for other alternatives if the textbook provide too many weaknesses.

Generally, in order to discover the strengths and weaknesses from the textbook, textbook evaluation conducted as a solution for teacher to select, omit, replace, add and adapt the unsuitable materials on the textbook. The textbook

evaluation can be conducted in three distinctive times: before the lesson begin as a preparation, during the lesson in order to involve the students to do the correction, and the time when the lesson finished as a revision to implement in the next lesson. The implementation of textbook evaluation for teachers is pivotal, as this research endeavored to study how teachers identify the weakness and the strengths of the book and share their perspective of criteria of good textbook. The result of this research traced from the collected and categorized data in teachers' evaluation, interviews and analyses the theories from the textbook's expert or document analysis. From the gained research data, it was found that two teachers involved as textbook evaluators and participants in this research have distinctive opinion regarding the textbook evaluation. On the one hand, one teacher claimed that textbook evaluation is necessary to conduct in every lesson in order to discover the weaknesses of the book and do the selection and addition to the poor materials. On the other hand, another teacher argued that textbook evaluation is unnecessary, he believes that textbook created with many considerations from the author; for instance, matching with the syllabus, considering students' needs, up to date information and materials, etc. Those consideration from the author led teacher 2 (T2) to claim that textbook is created to be good, and if there is any mistake, error or unsuitability form the book, he can do a correction involving students during the lesson.

However, in spite of two evaluators shared distinctive perspective regarding textbook evaluation, the result of teachers' evaluation in this research overall it can be concluded that majority of criteria evaluated have the similar result. Both evaluators substantially have a similar perspective about criteria of the good textbook, it is identified from the interview conducted. Comparisons between teachers' criteria of the good textbook with the theories from the textbook expert through the document analysis, it can be summarized that they were matched. These conclusion aforementioned eventually have answered research questions proposed as the research objectives.

5.2 Suggestion

As the writer already mentioned on the chapter one, this research expected to make a contribution and significance for the stakeholders in the same field of interest. Stakeholders that can be affected by the result of this research include: Teachers, students, textbook author, textbook publisher and other researchers that will conduct a future research on the same issue. Consequently, there are suggestions in accordance with stakeholders involved. The suggestions are:

For English teacher, a good English teacher should conduct the textbook evaluation whether pre-use, in-use, or post-use in order to assess the weakness of the textbook which triggered teachers to be creative and innovative to accommodate students' needs. After conducting textbook evaluation and discovering the weaknesses of the textbook, in order to accommodate students' needs and interest teacher could do the selecting, omitting, replacing, adding or adapting the unsuitable materials on the textbook to be delivered an appropriate materials in the classroom. In addition, for the EFL or ESL students, they need assistance from the teacher in order to use the book, as a result textbook can provide self-learning and self-evaluation in order to facilitate them to be autonomous. In addition, in the assistance from the teacher textbook for students can provide graded, various topics and exercises in order to avoid boredom and demotivation in the process of teaching and learning.

Furthermore, for the authors of the 2013 curriculum English textbook, they should consider the curriculum and syllabus to create textbook that could accommodate students achieve the learning objectives. Grading also need to consider for the author in creating materials, tasks, activities of the textbook in order to accommodate under-achiever students and over-achiever students. Authors also need to consider the simplicity of the instructions in every exercise, simple, short and clear instruction will not make any confusion among the students. In addition, for the publisher, visual assistance for the students in form of illustration needs to improve, in order to help visual-learner. The design of the book should be considered for the publisher in order to create well-structured and

well-organized textbook, especially it is important to be implemented in every chapter.

Finally for the future research, the researcher who wants to conduct a research in the same field of interest, they can pick only one criterion of the evaluation instrument and implement the Systemic Functional Linguistics (SFL) to analyze the data obtained in order to achieve depth-evaluation of one criterion.