

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter mainly presents the conclusion and the suggestions of the thesis. The analysis in the previous chapter has been concluded and finally the writer attempts to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for everyone especially teachers in choosing English textbook to be applied in the school.

A. Conclusion

After analyzing the data of materials in the textbook entitled “Think Globally Act locally” for IX grade of junior high school the revised edition 2018 published by the Ministry of Education and Culture of Indonesia, the researcher found the relevant material based on the basic competences in the 2013 Curriculum (basic competence three and basic competence four), and Tomlinson’s theory of material evaluation.

The relevant materials in the English textbook “Think Globally Act Locally” based on the basic competence three for grade IX of Junior High School as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, there were 21 indicators in the textbook which were relevant or 84% and 4 indicators which were irrelevant or 16%. According to those findings, the researcher concluded

that the textbook was categorized “**Excellent**” by achieving score 84 % and able to fulfill the purposes of the topic, language features, and social functions.

The relevant materials in the English textbook “Think Globally Act Locally” based on the basic competence four for grade IX of Junior High School as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, there were 29 indicators in the textbook which were relevant or 85% and 5 indicators which were irrelevant or 15%. According to those findings, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 85 % and able to fulfill the purposes of the topics, language features, and social functions.

Analysis of Tomlinson’s theory of material evaluation which applied in the textbook shown that most of the criteria in the Tomlinson’s theory of material evaluation could be fulfilled. There were 14 criteria in the textbook which were relevant or 87.5 % and 2 criteria which were irrelevant or 12.5%. According to those findings, the researcher concluded that the textbook was categorized “**Excellent**” by achieving score 87.5 %. In sum, most of the materials in the textbook were qualified and standardized to facilitate the students in learning English.

B. Suggestion

Finally, the researcher hopes this study will be useful for the readers. Therefore, based on the findings in the previous chapter, it is necessary to give

some valuable suggestions for the author, researcher and the next researchers also. The suggestion in order to improve the quality of the English textbook in the future.

1. Suggestion for the Authors

The authors of this textbook can do more development and improvement toward the written materials in the textbook in terms of cognitive domain, psychomotor domain, and criteria in Tomlinson's theory of material evaluation, even though the materials in the textbook achieved 84 % compatibility with the Basic Competence Three, 85 % compatibility with the Basic Competence Four, and 87.5% compatibility with the Tomlinson's theory of material evaluation. Those percentage shows that the textbook does not cover all materials yet which is supposed to facilitate the students in mastering the required English skills as the IX Graders of Junior High School. Thus, the researcher suggests the author to complete the uncompleted materials according to the proposed indicators by the 2013 Curriculum and the criteria of material evaluation by Tomlinson's theory in order to get the better version of this textbook.

2. Suggestion for the Students and Teachers

The success in teaching and learning activity do not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials which are taught in the school. The materials quality depends on the source of the materials used by the teacher and students. In the 2013 Curriculum, the main source of the

materials is the student textbook published by the Ministry of Education and Culture of Indonesia. The researcher suggests the students who use this book as their main source of learning, they should have a complement source of learning in order to get the complete explanation of the materials. Besides, the teacher is supposed to find other textbooks or find additional or supplementary textbook which is appropriate for IX graders of junior high school.

3. Suggestion for the Next Researcher

The researcher knows that this study is not completely enough to cover the relevant materials in terms of the cognitive domain, psychomotor domain, and criteria in Tomlinson's theory of material evaluation. Therefore, the researcher hopes the next researcher can use this present study as the reference for those who want to conduct the similar research or related research. The next researcher can do similar research on others textbook in different grades or develop Research and Development to revise the irrelevant materials in the textbook.