

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on those findings and discussion, it can be concluded that the textbook "*Bahasa Inggris Kelas X*" semester 1 was fulfilled the all evaluation criteria stated by Cunningsworth (1995). The criteria aims and approaches has the strength on the relevancy of the aims of the textbook and the syllabus, covers the learners need and allows to have different teaching or learning style. Yet, the textbook is not fully suitable with the teaching and learning situation.

The next criteria of design and organization is fully fulfilled the criteria in term of textbook organization, textbook sequence, allowing students in individual study, and the readability of the textbook as the syllabus requirement. However, the total course package of the textbook is not complete because there are no workbook and recording material. Then, the grading and progression is not stated.

The third in term of language content, the textbook is closely relevant with the criteria the textbook covers appropriate grammar items, adequate vocabulary, and providing the discourse competence. While the textbook is partly fulfilled the criteria of pronunciation work, and style and appropriacy which does not include in the textbook as like formal and informal expression.

Next in criteria skill, the textbook is fully fulfilled the criteria of covering skills as in the syllabus, having integrated skill work, reading and spoken activities

which designed contextualize. Yet, the writing activity partly fulfilled the criteria for there is no instruction toward the longer pieces of writing and degree of accuracy. Then, the listening material is not fulfilled the criteria because there is no recorded material.

The fifth, criteria toward the criteria of topic is mostly fulfilled, as in criteria of sufficient material, variety of topic, interesting and contextualize topic. Yet there is one criterion, which partly fulfilled the criteria in term of gender equality. It is not presented equally in each skill.

The next, in methodology the textbook has complete the criteria of involving the students to be active and responsible in their learning, teaching different skills, and developing communicative abilities. Then, it also fulfills partly the criteria in including the advice to help in studying skills, the approach to teach, and the technique for practicing new language items that is not explained.

The seventh is the criteria of teacher's book. It meets the criteria fully in term of the comprehensibility of the textbook to give the guidance for teacher. In addition, the criteria that partly matched are in term of the key for exercises are not accompanied by the scoring technique, the basic premises are not stated explicitly, and it does not cover the culture specific information.

The last criteria is practical consideration. It meets the criteria fully in the cost package for it is supplied by the government, and it is easy to be obtained. Then criteria of the textbook package is not fully fulfilled the criteria because it needs the

stronger binding. Moreover, the criteria of particular package requirement such as language laboratory is not fulfilled.

So that the textbook can be used as a reference to teach the tenth graders of senior high school, yet it needed many improvements to counter balance the weaknesses.

B. Suggestions

The result of this study provides the teachers of senior high school important information when they want to use "*Bahasa Inggris Kelas X*". The teachers will know which aspects of the textbook that should be improved, revised, or changed. Here are some suggestions concerning the expected improvement of the textbook: (1) the listening material should be added as well as the students' levels; (2) the layout and pictures should be designed more colorful to make students interested to the textbook. It is also good for giving and gaining the first impression; (3) the four skills should be proportional and organized effectively; (4) the textbook should be accompanied with course package (workbook, cassettes, and CD); (5) it will be better to include review section and reference in each chapter; and (6) it should show the context, culture and social life to both build up the students' knowledge and awareness. Hence, it is suggested to the teachers to take advantage of the textbook and adapt the materials to counterbalance the weaknesses of the textbook. They can consider some authentic materials, which can help the students to comprehend the material and relate within context.

Moreover, for textbook writers, there are some criteria that should be gained in designing a qualified textbook. Actually, both writers and publishers are suggested to pay more attention, especially in the writing and editing process, since not all the teachers can identify the lacks of the books and not all of them can adapt the books when they find them irrelevant to the learning contexts. Besides, they should pay more attention to the presentation coverage of the books, socio-cultural knowledge, and the balance from the all skills. This is because all of those components will lessen learners' confusion of the book content. Book writer and the publishers should also will be better involving teachers in writing the textbook.

Another suggestion is given to the future researcher who wants to conduct studies on the topic of textbook evaluation that they should be more careful in adapting textbook evaluation criteria. The criteria must be suitable with the textbook, which is going to be analyzed. Furthermore, the future researcher are expected to follow up this study by having similar studies or continuing this study.