

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the English textbook “*When English Rings a Bell for eighth grade*” and “*Headline English 2*” based on curriculum 2013 revised edition 2017, it can be conclude that:

1. Appropriateness to be used in Teaching Learning Process

The result of analysis show that *When English Rings a Bell & Headline English 2* are appropriate to be used in teaching learning process based on the criteria synthesized form the ones determined BSNP 2014 and other ELT experts. This is because both textbooks fulfill most of the criteria in all aspects. Nevertheless, it found that some criteria not fulfilled.

2. Fulfilment of Good textbook criteria

The result of analysis also reveal that both of textbook fulfill the criteria are ‘**Good**’ textbook1 *When English Rings a Bell* for grade VIII of Junior high school achieved 75% of average score of fulfilment. Even so, textbook2 *Headline English 2* categorized as a good textbook too. This textbook considered as a textbook since the average score of fulfillment is 88%.

B. Suggestions

Based on the results of this study presented earlier, there are some recommendations that could be proposed. The recommendations expected to be beneficial for any parties involving in the use of textbooks. Those are English teachers of Junior high school, textbook researcher. The detailed recommendations are as follows.

1. For English teachers of Junior High school

English teachers who are employing *When English Rings a Bell* at present must overcome its weakness by doing some adjustment. Firstly, they must describe clearly generic structures and language features. In addition, some activities involving producing various texts. Teachers should make the supporting materials updated since this will make students interested in doing the tasks. Teachers should provide character-building activities. Besides, appreciation of cultural diversity and plural society is the next aspect that should improve in this textbook since it will develop students' awareness toward reality of English users nowadays. This could be done by adding some texts and activities promoting cultural diversity and plural society. Materials towards learners' vocational skills must be provided as well. Teachers must provide learners with specific reading and grammar sections as model texts. In terms of pronunciation, some activities focusing on how to pronounce certain sounds, how to put stress and intonation on

certain words, and how to differentiate sounds should provide in order to assist students to improve their pronunciation skills.

Similarly, teachers who are currently using *Headline English 2* have to overcome its weaknesses by doing some modifications as well. Models of interpersonal text should be added in order to facilitate students' understanding of the use of interpersonal dialogues in daily life. Some supporting materials need to be updated. Teachers also should provide learner's vocational skills. In addition, character-building activities for learners is need to do. Locality aspects are the next aspect need to be improved so that students will improve their awareness on local and international culture.

In sum, teachers should be more creative and flexible in order to accommodate the needs of the students. They could add or omit some activities based on the students' need. Teachers should know the criteria of good textbooks before deciding which textbook is appropriate to use in their classroom. It aimed to keep the activities in the context of meaningful learning.

2. For textbook writers and publishers

Realizing the fact that there are many criteria of good textbook, textbook writers and publishers should pay more attention to this aspect. Textbook writers and publishers should understand that not all teachers could evaluate textbooks they use in their classroom since this process is

quite demanding to conduct. In addition, it should be note that not all teachers understand how to adapt and modify some aspects containing weaknesses on textbooks. Based on the results of the findings of this study, presentation aspect is the aspect needed more attention. This is because summary of the lessons, reflection part, glossary containing difficult vocabularies, and index of important words are missing in both textbooks being evaluate.

3. For the researcher

Finally, for the further research, the researcher who wants to conduct a research of textbooks evaluation and analysis based on the students and teachers point of view. In addition, the research should be in-depth illustrations to give more comprehension about the criteria of good textbooks.