

CHAPTER V

CLOSURE

This chapter summarizes the research findings and offers practical recommendations for stakeholders involved in English language learning materials, such as teachers, schools, publishers, and experts in related fields.

A. Conclusion

Based on the analysis of documents and interviews conducted, it was concluded that the English textbooks used at SDN 1 Jorong generally align with the principles of the Independent Curriculum. In terms of student-centred learning, these textbooks have encouraged student participation through interactive activities; however, the approach used still appears to be teacher-directed, meaning that student autonomy has not yet developed optimally. Regarding adaptation to students' abilities, the textbook offers a variety of tasks with different levels of difficulty, but there are still students who experience difficulties, particularly in speaking. In terms of differentiated learning, the textbook demonstrates an effort to differentiate learning methods, although its implementation remains limited and does not yet fully meet the needs of each individual student. Furthermore, in terms of language skills development, the book supports the comprehensive development of listening, speaking, reading and writing, although speaking and listening skills still require additional support from the teacher. In terms of digital literacy, the book has also utilised digital media and online

learning resources to support more interactive learning, although there are obstacles regarding facilities and internet access.

Furthermore, textbooks also contribute to current educational objectives. In terms of alignment with current educational objectives, textbooks have aided the development of 21st century skills such as communication skills, creativity and digital literacy. With regard to critical thinking skills, textbooks provide activities that encourage students to think critically, although most are still at the stage of understanding and application. On the other hand, in terms of collaboration skills, textbooks also support cooperation through group activities and discussions, although their implementation is still hampered by differences in students' abilities and levels of participation. Overall, textbooks have fulfilled several principles of the Independent Curriculum and current educational objectives, but still require further development to make them more flexible and better suited to students' needs.

B. Suggestions

Based on the research findings and conclusions outlined above, the following recommendations can be made :

1. For teks books developers

Textbook developers are expected to improve the quality of textbook content by providing a wider variety of flexible activities to accommodate students' varying ability levels. This can be achieved by offering a range of

tasks with varying levels of difficulty and providing guidelines to help teachers implement differentiated instruction. Additionally, textbooks should include activities that encourage students to analyze, evaluate, and generate ideas or solutions independently. Strengthening collaborative guidance, implementing digital literacy in a more flexible manner, and incorporating local context should also be prioritized to ensure the learning process is more effective and tailored to students' needs.

2. For teacher

Teacher are encouraged not to rely solely on textbooks as the only learning resource, but also to tailor learning activities to students' needs. In this regard, teacher need to take into account variations in students' abilities, interests, and learning styles by adjusting the difficulty level of tasks, offering a variety of activities, and incorporating activities that can strengthen independent learning and critical thinking skills. Additionally, teacher must provide clear instructions for group work to ensure effective collaboration and adapt the use of technology to the school's available facilities.

3. For Schools

Schools are expected to continue actively contributing to the increased use of textbooks during the learning process by creating a learning environment that is more accommodating to students' diverse needs. In general, teacher have conducted learning activities effectively, particularly in the use of textbooks and the implementation of student-centered teaching

methods. Meanwhile, there are several aspects that can still be improved, namely the gradual provision and use of technology based on school conditions, aimed at supporting more varied and interactive learning. With better facilities, it is hoped that the learning process can become more effective, inclusive, and capable of meeting the diverse characteristics and learning needs of students.

4. For Future Research

Future research is encouraged to explore the use of textbooks in various contexts or at different educational levels to gain a more comprehensive understanding. Furthermore, subsequent studies could delve deeper into the analysis by considering other elements that have been rarely discussed in this study, such as the impact of textbook use on student learning outcomes in a more measurable way or the effectiveness of implementing diverse teaching methods in various classroom situations. Although this study has included document analysis and monitoring of the teaching and learning process in the field, further research is still needed to enrich the findings with more diverse and in depth approaches.