

CHAPTER V

CLOSURE

This chapter discusses about the conclusion of this research regarding the analysis of textbook “English for Islamic Studies”. Furthermore, this chapter also contains the suggestion regarding the research for students, lecturers, and also the next researchers.

A. Conclusion

The English textbook entitled “English for Islamic Studies” fulfilled most of criteria of the good EFL textbook adapted from Cunningsworth (1995). It can be concluded that the textbook was appropriate enough in fulfilling the requirements of good EFL textbook criteria covering the availability of materials based on language content, skills, and topics.

However, there are two criteria that are unfulfilled by the textbook in term of grammar and listening skill which the researcher did not find grammar explanation explicitly and none of any listening skill activities found.

After analyzing the reading texts in the English for Islamic Studies textbook, the researcher found there are four genres provides in the textbook. They are recount text, descriptive text, narrative text, and report text. The dominant is report text, and then continued by descriptive and recount texts in the same amount and narrative text only contributes once. Unfortunately, one of genre of

text that important in English learning is not found in the textbook that is procedure text.

In 50 words that frequently used in the textbook, there are 8 verbs, 5 adjectives, and 37 nouns. In conclusion, the dominant words are nouns which take 74% of total 50 words.

B. Suggestions

Based on the finding, discussion, and conclusion of this textbook evaluation study, researcher would like to present some suggestions for those who relate to the textbook they are teachers, students, and further researchers in English Education Department.

1. For teachers

One of teachers' roles is as facilitator. As facilitators, teachers should facilitate their students by providing good materials. As materials, this textbook also has weaknesses in terms of grammar and listening skill. Considering the elaboration of weaknesses found in the textbook, teacher should bridge the gap by providing unavailable materials that should be taught. The teachers also expected to explain about the text types that are found in the textbook. Therefore, the students can understand more on text types and know the implicit meaning of reading text through the text types. Teachers are also suggested to have reference lists. Thus, lists of vocabulary based on this finding may be useful.

2. For students

Students should use additional references in learning English. They also should use a technology wisely as an educational media to obtain as much information, and they are expected to understand more about text genres and apply them in their English lesson. Students also expected to know the meaning of vocabularies in the textbook.

3. To the further researchers

For the next researcher who will take the same theme, the research hopes they will explore and do deeper research about the material of the textbooks. They can try to analysis the content of the material or compare two or more English textbook for English or other courses. In addition, some weaknesses of this research can be a reference for further research in the future in order to make a complete study about the appropriateness material of English textbook “English for Islamic Studies” and do further study about genre analysis so it will give them knowledge to select and to increase the quality of understanding the genre reading text and the features in the textbook. They can also explore deeper about vocabularies in the textbook.

Finally, the researcher realizes that this final project is far from being perfect. Because of limiting condition, constructive critics and advice are really accepted for the perfection of the final project. Hopefully, this final project will be useful for all of us. Amen.