

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and discussions that derived from previous chapter, the researcher concluded the data into two results. They are the results of teacher's perception toward the role of ELT textbook in teaching and learning and teacher's obstacles in adjusting ELT textbook in limited face to face learning. The results were found by following Richards' theory in chapter II about English textbooks roles and the aim of the study were to find how the roles were implemented in limited face to face learning system.

First, the result of teacher's perception toward the role of ELT textbook showed that textbook could decorate the program with a structure which direct teachers and the students through teaching and learning by its instructions, structures, and the facility that was brought by textbooks. In addition, teachers suggested about to be careful of choosing English textbooks for students.

Second, teachers have different perception about textbook should ensure possibility for a standardized activity or instruction where all the learner received similar material and will be assessed in the same way. The result described that textbook surely provided standardized activity or instruction for students to be given same materials and assessment.

However, the students were not equals in accepting and learning materials in textbook due to their English level of proficiency.

Third, the English teachers improved learning quality by the textbook since it had good materials, comprehensions, explanations, examples, exercises, and facilities to conduct learning activities. Fourth, all the participants believed that English textbooks needed other resources or devices to support learning. Fifth, the teachers could save their energy and time to allocate teaching due to the ready materials in textbooks.

Sixth, both of teachers and students were supported by textbooks because these presented the right examples, comprehension, explanation, etc., of the target language. Seventh, all the English teachers stated that English textbooks could also educate inexperienced teachers. They said that textbooks were the guideline for teacher to conduct learning. Then, the result of the last role of ELT textbook found that English textbooks materials were not suitable with all program. These surely had high standards of quality, good design in production, and visually appealing materials. However, the students' English level of proficiency were the beginner and pre-intermediate level, so they have difficulties in catching up some materials from the textbooks.

Thus, the results of teachers' perception showed that all the roles of ELT textbook were very helpful and crucial in adjusting with limited face to face learning. However, all the teachers agreed that the last role of ELT textbook about textbook can present a visually appealing materials for all

program was not worked due to students' background and students' English level of proficiency. In short, the roles of ELT textbook were crucial to teachers to adapt with limited time and limited students by the matters that are provided on it. Also, it helped achieving the purpose of learning.

Furthermore, there were three major obstacles for English teachers in adjusting textbook in limited face to face learning. First, teachers were summarizing teaching and learning activity from textbooks' materials. Teachers have to simplifying learning activities due to the limited time. In some cases, teachers only conducted one learning activity to adjust in limited face to face learning system. Second, the textbooks' materials were not compatible with students' background because they lived in small city in Kalimantan and some of them did not learn English in Elementary School. However, the learning topics were related to their daily life, so the teachers used another source to make them understand the materials, then did the activities from textbooks.

Last, English textbooks were not suitable with students' level of English proficiency. The students were beginner and pre-intermediate level. Meanwhile, English textbooks had the standardized levels which were not at the same level with the students in small region. They have difficulties toward the new and foreign vocabularies from the textbooks. Therefore, the learning improvement was longer that it should have been.

In summary, teachers have one problem in common. It was teachers have to simplified learning activities due to the time. Then, teachers found out that sometimes the textbook's materials was not compatible with students' background and students' English level, so the teachers concluded the solution such as assisted learning with another guideline. This obstacle was same with teachers' perception of the last role of ELT textbook. In reality, the students' English level was the most important thing to notice, so did learning objectives which focus on improving students skills.

B. Suggestion

1. Suggestion for the teachers

The research results showed that the teachers should select the suitable English textbooks for the students. Teachers should adapting the textbooks based on students need, background, and their English level of proficiency, so that the role of textbooks are maximalized in learning. Teachers' duty is to adjust it in limited face to face learning or other learning system because the students have a right to be able to mastered English.

2. Suggestion for the students

The results of the study is expected to be a consideration for the students to know about how important the roles of textbooks. As a result, the students are motivated to use textbooks efficiently in improving their English skills.

3. Suggestion for the researchers

This study purposes are to find the teachers' perception toward the roles of textbooks in the current learning system and their obstacles within the process. The researcher hope that the future researcher will conduct the research based on students' perception.