

## **CHAPTER V**

### **CONCLUSSIONS AND RECOMENDATIONS**

This chapter is the last chapter of the research which presents the conclusions of the research and recommendation to some people. The conclusion discusses the summary of the three objectives of this research which are about the finding of the students' needs toward a bilingual coursebook; presenting a bilingual coursebook; and finding out the appropriateness of the bilingual coursebook designed for teaching English to the first graders of Elementary School. Moreover, the recommendations are addressed to some people, namely the students and the students' parent, the principle of SD Panggang, and other researchers.

#### **5.1 Conclusion**

Brinton (2001: 461) says that media can help the teachers to motivate the students in learning something. Wyles (2016) specified that the useful media for the students was a coursebook. According to her, a coursebook was an effective tool in ongoing efforts encouraging the students to engage their brains during class. It helps the students to engage more actively and thoroughly with specific elements of a foreign language. Unfortunately, not all of schools provide a coursebook to be used in teaching learning process, such as SD Panggang, Sedayu, Bantul.

SD Panggang, Sedayu, Bantul is an elementary school that considers English as the compulsory extracurricular subject. In conducting the teaching learning process of English lesson, this school does not provide any coursebook to support the teaching learning process. It gives bad effect to the atmosphere of the activities in the class. Therefore, it is needed to provide a coursebook which is appropriate to the students' needs through ADDIE method (Analysis, Design, Development, Implementation, and Evaluation).

The production of the coursebook was started by need analysis which contained the students' opinion toward the bilingual coursebook, the students' learning styles, and the particular skills for the students. Students gave positive response toward the bilingual coursebook since it could help them in understanding the materials and the activities instructions. It also could make them became more confident and independent in learning English. Meanwhile, the students were categorized as visual and read/write students because they showed their interest to the activities which were related to the drawing, coloring, reading, and writing. After that, it was found that the students were more

confident when they learnt reading and writing skill because it was related to their learning style.

The coursebook designed is a bilingual coursebook that contains two languages, which are English and Indonesian. The design is in the form of bilingual because it is hoped to help them in learning English deeply and help them to be more confident in learning English. The coursebook layout was designed in two sides; the left side presents the lesson in English, while the right side is used for the Indonesian version. There were 3 main themes which were broken down became 4 chapters in which the chapters consisted of 10 sections, namely vocabulary, pronunciation, reading, writing, speaking, listening, games, singing a song, matching, and coloring. The vocabulary and pronunciation were intended to give the basic material and as the foundation to do the other activities. The reading, writing, speaking, and listening section were proposed to increase the students language skills. The games, singing a song, matching, and coloring section were arranged to make the activities of the coursebook became more interesting. In order to measure the students' achievement toward the given material, this coursebook also consisted of the review part. Besides to measure the students' achievement, it was also used to prepare the students in facing the final examination. To support the pronunciation, singing a song, and listening section of the coursebook, the audio was provided in a DVD disc.

This coursebook was considered appropriate because it was evaluated by comparing the students' pretest and posttest score, expert judgment, and Focus Group Discussion (FGD). They stated that the coursebook designed were appropriate for teaching English to the first graders of Elementary School. This coursebook was appropriate because it covered the students' needs. Yet, although this coursebook was appropriate, there were some suggestions from the evaluators to make the coursebook designed better, such as in creating writing section, it was needed to give the guideline because writing without guideline was too difficult for the first graders.

Meanwhile, by implementing this coursebook, there was an improvement to the students' score and behavioral. The score of the students showed an improvement after implementing the coursebook which was proven by conducting pretest and posttest. Besides the students' score, the students' behavioral was also presented an improvement, such as they were more active, confident, and independent in learning English when they were learning English using the coursebook designed.

## **5.2 Recommendations**

Related to the conclusion above, there are some recommendations for some people. The recommendations will be presented as follows.

### **5.2.1 For the Students and the Students' Parents**

The recommendation for the students and the students' parents was this coursebook can be used for learning English together at home. Thus, the students can learn English not only in the school with the teacher, but also they can learn English at home with the parents. It is also supported by DVD Disc to learn the pronunciation, to sing a song, and to practice listening activity. Thus, it is very useful and easy to be used.

### **5.2.2 For the Principle of SD Panggang**

In order to solve the problem of the teaching learning activity of the first graders, it is recommended to provide a medium that was appropriate to the students' needs. This coursebook can be as the media that can solve the problem since it had been evaluated by some people and the result showed that the coursebook was appropriate for teaching English in the first graders. Thus, it will be better if the school policy can decide to use this coursebook in the English teaching learning activity for the first graders.

### **5.2.3 For the Other Researches**

The recommendation for the other researches who are interested to this research is they can improve this coursebook by providing the supporting media such as flash card, realia, etc. Since the researcher only implemented and evaluated the students' means score of chapter 1, it is recommended also to implement and evaluate the whole chapter of the coursebook in order to find out the detailed achievement of the students toward all of the chapters of this coursebook.