

## CHAPTER V

### CONCLUSION

The conclusion briefly restates the answer of the research question which are 1) is the textbook entitled *When English Rings the Bells* effective? And 2) What are the strengths and weaknesses of the textbook according to the survey? In answering the research questions, the researcher found some drawbacks of the study. Therefore, besides presenting the conclusion, this very final chapter is also presenting suggestion for future researchers.

#### 5.1 Conclusion

By the end of the day, there are scarcely textbook or materials which are developed close to the state of perfect. Students, teachers and readers must be able to locate the pitfalls or the drawbacks of any material, not least this textbook. This textbook according to the survey result, in some aspects is very effective and ineffective in some other aspects. To start the concluding chapter, the researcher is giving the strength of this textbook prior to the drawbacks of the textbook.

The most prominent strength of this textbook would be the attractiveness. This textbook was designed in a colorful way and illustrated with attractive comic-like characters. This definitely will impress the students in a good first impression. However, the attractiveness of a textbook is not the only aspect to determine whether a textbook is good and effective. It is true that it is quite effective to attract the students to learn using this textbook. But the teachers must be very critical to the students' response since however, by the end of the day students are autonomously be able determine whether a book is worth to study of not considering the content and the usefulness of the book itself. For the Indonesia context, this textbook effectively accommodates the plurality in terms of culture, ethnic group and religion as well as gender since it is easily pointed that there are many pictures symbolizing certain ethnic group, culture, religion and gender. In regard to the discussion of the language skill presented in the textbook, it seems that writing skill exercises are quite well

developed although the some of the instruction of the tasks need to be revised. The speaking skill exercises and tasks pretty much show their quality though some revisions need to conduct.

In some other aspects, textbooks are deemed ineffective for respondents. The results of the evaluation on the purpose of this book indicate that the development of this textbook does not take into consideration between the scope and time provided.

Regarding to the approach, this textbook was written according to the newest curriculum in Indonesia called C13. The teachers looked over textbook then decided that this textbook has been in line with what the C13 suggested as approach to be employed namely *scientific approach (SA)*. However, the results of the evaluation show that many English teachers in Indonesia especially in junior high schools have very limited knowledge regarding the approach of teaching.

The respondents evaluating this book appreciate the organization of this book in various outcomes. The respondents considered that this book does not have good written language. Although this book has been systematically compiled, this book is assessed by teachers as textbooks with no grammatical reference in which students can refer to their individual learning. Therefore, teachers do not promote this textbook for self-study.

In terms of the content of textbook, teachers positively agree that this materials ware very poorly developed. for all statements in this criterion were rated at score 2 meaning that the respondents tended to disagree to each statement. Most teachers responded almost disagree to each statement. According to the teachers, this textbook does not include character developers.

In terms of language skills, teachers positively agree that this material is very poorly developed. Besides the teachers cannot find any grammatical references in textbooks, it seems, grammar items are hardly found in textbooks. Teachers even have difficulty doing their classes using this textbook because this book does not provide adequate vocabulary learning in terms of quantity and range or pronunciation work in the form of individual voices, stress words and intonation. As a result, this book alone is not enough to be the main book in the classroom. As evidence, all the

teachers who participated in the survey gave their students more material outside the textbook as an additional material.

The last criterion is the Methodology of textbook. Most teachers agree on all statement items in this category. That textbook make students active and give facilitate diverse student styles.

## **5.2 Suggestion**

All the drawbacks resulted in the evaluation of this textbook are believed because the textbook was not designed based on a strong fundamental grounded theory of developing materials. Additionally the curriculum itself was prematurely tested and validated prior to the field implementation. Therefore, this study highly recommends the curriculum and materials developers to carefully develop them by considering the most fundamental principles in developing curriculum and materials. In addition, they also need to consider theories on English language teaching and learning to support their decision in order to create a reliable and effective textbook.

Considering the trend of Indonesia's government in keep changing the curriculum every time a new government is elected, teachers in Indonesia must be able to conduct autonomous textbook evaluation to make decision in choosing the teaching and learning materials in their class. They can use the available evaluative questions such as developed by Cunnisngworth, Nunan, etc. Thus, teachers in Indonesia are not depending on the unreliable and effective materials. However, to do so, teachers must improve their knowledge in EFL learning and teaching principles as well as materials development by having focused group discussion among the teachers in certain region or attending national and international conference and training in teaching EFL.

The researcher of this textbook suggests to the next researcher to limit and narrow down the scope of the evaluation. In other words, future researcher must be more specific to the certain elements of the textbook. If the research will be conducted in a survey research like this, the future researcher must be able to give clearer instruction in the questionnaire by giving guideline to fill out the

questionnaire. However, the researcher suggests that future researchers must do a more empirical evaluation respectively like what Ellis (1997) pinned in her article entitled The Empirical Evaluation of Language Teaching Materials using pre-test and post-test to see a more precise evaluation on the materials although it is believed that there is no definite yardstick or evaluation system to analyze a book.

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## Appendix

INSTRUMEN VALIDASI KUALITAS BAHAN AJAR MATA PELAJARAN  
BAHASA INGGRIS TERINTEGRASI DENGAN KURIKULUM K.13  
UNTUK SISWA SMP KELAS VIII

### PETUNJUK :

Mohon Bapak/Ibu berkenan untuk menilai kualitas bahan ajar mata pelajaran Bahasa Inggris terintegrasi dengan kurikulum k.13 untuk siswa SMP kelas VIII dengan cara memberi tanda cek (√) pada kolom dibawah bilangan 1,2,3,4, atau 5 serta memberi komentar sesuai dengan pendapat anda pada kolom yang telah tersedia!

### Keterangan :

1:sangat kurang baik, 2:kurang baik, 3:cukup baik, 4:baik, 5:sangat baik

No	Pernyataan	1	2	3	4	5	Komentar
Tujuan dan Pendekatan							
1	Bahan ajar sesuai dengan tujuan pembelajaran yang akan dicapai						
2	Bahan ajar sesuai dengan kurikulum k.13						
3	Bahan ajar mempermudah pemahaman materi pembelajaran						
4	Bahan ajar sesuai dengan kebutuhan siswa						
5	Bahan ajar merupakan sumber belajar yang baik bagi siswa dan guru						

6	Bahan ajar memberikan kesempatan guru untuk menggunakan beragam variasi dalam mengajar						
Desain dan pengorganisasian							
1	Komponen dalam bahan ajar lengkap (SK, KD, indikator, tujuan, kegiatan belajar, rangkuman, evaluasi, kunci jawaban, glosarium, sumber bahan)						
2	Bahan ajar disusun dari materi yang sederhana ke yang kompleks						
3	Urutan materi bahan ajar telah disusun secara sistematis						
4	Ruang lingkup materi bahan ajar sesuai dengan waktu yang tersedia						
5	Bahan ajar memfasilitasi siswa untuk belajar mandiri						
6	Bahan ajar mudah dipahami						
7	Tampilan fisik (warna, huruf, gambar/foto) dalam bahan ajar sesuai dengan perkembangan siswa dan menarik						
8	Bahan ajar menggunakan bahasa tulis yang baik dan benar						
ISI							
1	Bahan ajar mencakup pengembangan karakter yang sesuai dengan tingkat perkembangan siswa						



2	Jenis karakter yang dikembangkan dalam bahan ajar sesuai dengan karakter yang akan dikembangkan oleh Kemdikbud RI						
3	Bahan ajar mengandung contoh-contoh karakter yang baik						
4	Bahan ajar memfasilitasi siswa untuk mempraktikkan karakter yang baik						
5	Bahan ajar memfasilitasi siswa untuk melakukan refleksi terhadap karakter yang dikembangkan						
6	Bahan ajar mengembangkan karakter yang terkait dengan diri sendiri						
7	Bahan ajar mengembangkan karakter sosial						
8	Bahan ajar mengembangkan karakter yang secara eksplisit dirumuskan dalam tujuan pembelajaran						
9	kegiatan pengembangan karakter dalam bahan ajar sesuai dengan lingkungan siswa						
10	Instrumen evaluasi dalam bahan ajar, mengukur karakter yang akan dikembangkan dengan tepat						
Keterampilan Berbahasa							

1	Materi bahan ajar memadukan empat keterampilan berbahasa Inggris						
2	Isian dipilih sesuai dengan keterampilan berbahasa Inggris yang dikembangkan dalam bahan ajar						

Mendengarkan							
A	Materi mendengarkan dalam bahan ajar terekam dengan baik dan meliputi latar belakang informasi, pertanyaan, serta kegiatan yang dapat membantu pemahaman siswa						
b	Materi mendengarkan dalam bahan ajar dapat mengembangkan jenis karakter tertentu sesuai dengan tujuan pembelajaran						
Berbicara							
A	Materi berbicara dalam bahan ajar memfasilitasi siswa untuk berinteraksi dalam kehidupan nyata						
B	materi berbicara dalam bahan ajar dapat mengembangkan jenis karakter tertentu sesuai dengan tujuan pembelajaran						
Membaca							
A	Materi membaca dalam bahan ajar sesuai dengan tingkat kemampuan dan minat siswa siswi SMP						

B	Materi membaca dalam bahan ajar dapat mengembangkan jenis karakter tertentu sesuai dengan tujuan pembelajaran						
Menulis							
A	Materi menulis dalam bahan ajar disusun dengan memperhatikan ketepatan, organisasi paragraf, serta pemilihan gaya penulisan yang sesuai dengan siswa						
B	Materi menulis dalam bahan ajar dapat mengembangkan jenis karakter tertentu sesuai dengan tujuan pembelajaran						
Topik							
1	Topik bahan ajar menarik bagi siswa						
2	Topik bahan ajar membantu untuk mengembangkan kesadaran dan memperkaya pengalaman siswa						
3	Topik sesuai dengan lingkungan sosial dan budaya siswa						
4	Topik sesuai dengan perkembangan siswa						
Metodologi							
1	Bahan ajar dirancang dengan bearpusat pada siswa dalam membangun pengetahuannya sendiri (konstruktivis)						
2	Bahan ajar dirancang menyenangkan bagi siswa						

3	Bahan ajar membuat siswa aktif						
4	Bahan ajar memfasilitasi beragam gaya belajar siswa						