

CHAPTER V

CONCLUSION

This chapter consists of conclusion and suggestion. The explanation of each part is presented below.

5.1 Conclusion

The finding of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

1) In terms of the relevance of the materials in the English student book “Bahasa Inggris” with the main and basic competence three materials written in the English lesson syllabus for eleventh graders of Senior high, there are 12 materials in the book which are relevant or about 75.00% and 4 materials which are irrelevant or about 25.00 %. According to those findings, the researcher concluded that the textbook covers around 68.75 % materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.

2) In terms of the relevance of the materials in the English student book “Bahasa Inggris” with the main and basic competence four materials written in the English lesson syllabus for eight graders of Junior high school there are 14 materials in the book which are relevant or about 73.69 % and 5 materials which are irrelevant or about 26.31 %. According to those findings, the researcher concluded that the textbook only covers around 73.69 % materials which are relevant with the psychomotor domain and able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity which should be achieved by the students according to the syllabus.

The materials which are relevant with the sub-basic competence can be fulfill the purpose of the topic, language features, and social functions that are intended to be achieve by the students. While the materials which are not relevant the sub-basic competence cannot fulfill all of the purposes of the topic, language features, and social functions that are stated in the sub-basic competence three

The materials which are relevant with the sub-basic competence four are able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity. While the materials which are irrelevant the sub-basic competence four are not be able to fulfill all of the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

5.2 Suggestion

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials which are taught in the school. The materials quality depends on the source of the materials used by the teacher and students. In the 2013 Curriculum, the main source of the materials is the student book published by the Ministry of Education and Culture of Indonesia. As the researcher stated in the previous chapter, it is important to do the evaluation regarding to the student book because it is a new book and there is still a few evaluation of this book.

So, the researcher decided to do an analysis of the English student book for eight graders of Junior High School published by the Ministry of Education and Culture of Indonesia entitled “BahasaInggris”. After did the analysis, the researcher gives some suggestion for the book writer, the book user, government, and other researchers as follow:

(1) For the book writer

The writer of this book should develop and improve the materials written in the book both in terms of cognitive and psychomotor domains because the materials in the book just have 78.37 % relevancy with the Bloom's Taxonomy Cognitive Domain and Basic Competence Three of the English lesson syllabus and 38.46 % relevancy with the Bloom's taxonomy Psychomotor Domain Basic Competence Four of the English lesson syllabus. Those percentage shows that the book did not cover enough materials which can help the students to achieve the required English ability as the Eleventh Graders of Senior High School. If the teacher and the students only use this book as their main source of teaching and learning process, the researcher afraid if the students will fail in their study. So, the researcher suggests the writer of the book to improve and develop the materials written in this book as soon as possible.

(2) For the book user

Dealing with the facts that just a few materials in the book which are relevant with the main and basic competences of 2013 curriculum and Bloom's Taxonomy cognitive and psychomotor domains, the researcher suggests the book user to look for other source of materials which can complete the materials in this book. The researcher suggests that if the book users use this book as their main source or learning, they should have a complement source of learning in order to get the complete explanation of the materials.

(3) For the government

After knowing the findings in this research, the researcher suggests the government to hold an evaluation related to the implementation of 2013 curriculum. The government should give the teacher and students enough materials to learn and evaluate the teaching and learning process in the school. If

the teachers and students did not enough source of learning, the government should help them to cover it.

(4) For the other researchers

The next researchers who intent to conduct a study in the same field as whoThe researcher did can analyze other terms in the same textbook or other textbook related to the 2013 curriculum with the same or different terms. They can use other research method in their study or develop the research method which the researcher did.