

## **Chapter Five**

### **Conclusion**

This chapter discusses the conclusion of this research. Then, it will also propose some recommendation for lecturers, pre-service teachers, English Education Department, and other researchers.

#### **Conclusion**

This research has two purposes. The first is to discover the correspondence between aims and objectives in curriculum used and textbooks. Second is to determine the relevance of language skills in the textbooks. There are two textbooks that have been analyzed which are *Fun with English* for grade XI in semester 2 of senior high school and *English for You* for grade VIII in semester 1 of junior high school. Those textbooks are evaluated using content analysis. According to the result of analysis, the following results are described.

In terms of aims and objectives aspect, textbook 1 which has title “Fun with English” 55% corresponds to aims and objective of school-based curriculum. Meanwhile, textbook 2 which is “English for you” fulfil 77% of the criteria. From nine criteria, the criterion which is not fulfilled in textbook 1 and textbook 2 is the comprehensiveness of the needs. It indicates that pre-service teachers at EED of UMY have to improve their competence in creating textbooks in terms of the comprehensiveness of the needs. They should formulate all the materials and the needs of the school-based curriculum in the textbooks. In addition, the relevance of aims and objectives also need to be taken into account by the pre-service

teachers at EED of UMY. The other criteria that need to be improved is creating textbook as a good resource for teachers or learners and giving a good appealing or presentation.

In language skills aspect, textbook 1 fulfils 54% of the criteria in checklist of evaluation. Meanwhile, textbook 2 acceptable in language skills aspect since it fulfil 77% of the criteria. In sub-aspect of listening skill, both textbook 1 and textbook 2 do not cover the listening stages and video material. In speaking skill, they also do not provide the specific strategies and practical material. Then, in reading skill, they do not give a material which emphasize for pleasure and reading stages. Lastly, in writing skill, textbook 1 do not provide activity for paragraphing which cover writing style, language resource, and writing review.

Through knowing the result of this study, it may provide contributions for pre-service teachers especially pre-service teachers at EED of UMY in improving their competences in creating material such textbook. Thus, the pre-service teachers can fulfils one of the categories in pedagogic competence. In addition, others parties like government, schools, or publishers can facilitate the pre-service teachers to get prepared in developing their competence in creating textbook. This analysis should be done in order to know the material in the textbook is relevant, comprehensive, and acceptable before being implemented in classroom.

### **Recommendation**

**For lecturers.** As the one who expert and responsible for the pre-service teachers' competence in Material Design class, there are some suggestions that

will researcher give. Based on the result of the study, it can be found that there are some aspects that should be improved by the pre-service teachers in creating textbook especially formulating the material which closely same to the aims and objectives of curriculum used. Further, both textbook 1 and textbook 2 do not meet the criteria in learning stages of the skill. Thus, lecturers should enhance learners' comprehension to afford the activity which suitable with the learning stages.

In addition, lecturers also should encourage pre-service teachers' understanding to decide the material or activity based on the skill since the result found that there are materials and activities which should not in that skill. For example, activities for reading skill are given in writing skill. For that reason, lecturers can give more supervision for the pre-service teacher by giving specific guidelines for them. Lecturers may also ask the learners for the challenges that they face during writing the textbook.

**For pre-service teachers.** The pre-service teachers at EED of UMY must pay more attention in selecting the material which should be appropriate to the aims and objectives of curriculum since textbook 1 and textbook 2 do not cover all the needs. In other word, leave out activity which does not meet the goals of learning program and learners' need. They also should pay more attention in arranging the material and activity properly, so that the same material or activity will not be repeated in the other part or unit.

The pre-service teachers also need to be careful for selecting the material in order to avoid inappropriate things. Hence, the learners should find the trusted resources as their reference in providing description or explanation about the learning topic. They also should give explicit explanation about the topic that being discussed in the textbook especially for linguistic input. Moreover, they also need to consider the presentation coverage and design of textbook. This is because these things will influence learners' motivation and attractiveness in using textbook. Hence, pre-service teachers can make comprehensive textbook.

For the listening skill, pre-service teachers may not only provide a recorded material but also video material in order to make it more various and attractive for the learners. Furthermore, the reading material that should be added is the text for getting pleasure since both textbooks only provides the intensive reading.

**For English Education Department.** Based on the result of the study, the researcher also would like to give recommendation for English education department of UMY. They may show or put the textbooks written by pre-service teachers which fulfill the criteria of good textbook from lecturers' recommendation in some places or archive. Thus, other pre-service teachers at EED can read the textbooks as reference in creating material. Additionally, textbooks which have good criteria can be given or implemented in school where the pre-service teachers at EED of UMY do their internship program.

**For other researchers.** This research is conducted in order to know the comprehensiveness of the textbooks written by pre-service teachers at EED of UMY. For the other researcher who will conduct similar research by using content analysis, they should explore more aspects. For example, this study analyzes aims and objectives and language skills aspect. Then, the other researcher may analyze the other aspects like material accuracy, grammar, language, and others. Thus, they can give valuable result. It can examine the strength and weakness of textbook written by pre-service teachers at EED of UMY variously.