CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this chapter, the researcher presents the conclusion of the topics that have been discussed in the previous chapter. The researcher made a percentage from the data analysis and research finding. From the percentage results the researcher concluded that not all the materials on the English textbook entitled *When English Rings a Bell* conform to the basic competences of each chapter. Here is the result of the percentage:

1. In terms of the relevance of the materials in the English textbook *When English Rings a Bell* with the main and basic competence three (cognitive domain) written in the English lesson syllabus for seventh graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Cognitive Domain in Anderson and Krathworhl (2001, p. 67). There are 26 materials which include in the cognitive domain according to the 2013 curriculum standard of contents.

1.1 There are 15 materials in the book which are relevant.

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\frac{15}{26} \times 100 = 57.69\%
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1.2 There are 10 materials which are partly relevant.

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\frac{10}{26} \times 100 = 38.46\%
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1.3 There are 1 material which is irrelevant.

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\frac{1}{26} \times 100 = 3.84\%
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According to those findings, the researcher concluded that the textbook covers around 57.69% 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 textbook *When English Rings a Bell* with the main and basic competence four (Psychometric domain) written in the English lesson syllabus for seventh graders of Junior high school stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah* and the instruction of each material with the Bloom’s Taxonomy Psychometric Domain in Sitepu (2012, p. 96). There are 30 materials which include in the psyhomotor domain according to the 2013 curriculum standard of contents.

2.1 There are 3 materials in the book which are relevant

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\frac{3}{30} \times 100 = 10\%
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2.2 There are 21 materials which are partly relevant.

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\frac{21}{30} \times 100 = 70\%
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2.3 There are 6 materials which are irrelevant.

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\frac{6}{30} \times 100 = 20\%
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According to those findings, the researcher concluded that the textbook only covers 10% learning materials which are relevant with the psychometric domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.
5.2 Suggestion

Based on the finding, discussion and conclusion of this research, there are some suggestions that can be offered to certain parties. The First suggestion is for teacher. The teachers as the facilitators should providing their students with good materials and this result of this research hopefully can be use as one of the consideration when they want to use English textbook entittled *When English Rings a Bell*. Therefore, the teachers need to be more critical and creative in overcoming the limitation of textbook by making teacher-made hand-out contained additional materials and exercise.

The next suggestion is for the textbook writers. They can improve the parts of the book which is still bias in the next edition. Therefore, The writer should comprehend the criteria of good textbook and follow the guidance from the current curriculum.

The last suggestion is for the future researcher. The future researcher who wants to conduct this kind of research can use the same topic with different current English textbook and expected to do some betterment toward the previous research of the textbook evaluation.