

## **CHAPTER V**

### **CONCLUSION**

In this very last chapter consist of two parts namely, the conclusions and suggestions. The conclusion is briefly restating the research question which is “What are the strengths and the weaknesses of *When English Ring the Bell* textbook based on teachers’ point of view?” In answering the research question, the researcher found some drawbacks of the study therefore, besides presenting the conclusions, this very final chapter is also presenting suggestion for future researchers.

#### **5.1. Conclusion**

This study evaluates English textbook for the seventh grader of Junior High School by employ a checklist evaluation sheet method. There is one objectives of this study. This study is supposed to found out the strength and the weakness of the book. This textbook according to the checklist evaluation result, in some aspect is affective and ineffective in some parts. To start the concluding chapter the researcher is giving the strength of this textbook prior to the drawback of the textbook.

The strength of this textbook is the attractiveness of the layout and design. This textbook was designed in a colorful way and illustrated with comic-like characters. This definitely could help to impress the students in a good first impression. For the Indonesian culture, 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.

Based on the checklist evaluation result, the teachers agree this book provided balance of activities. This textbook provided various activities which require individual, pair, and group work activities. But, the activities mostly only support speaking skills, yet the method of the activity commonly uses role play activities. There are no sufficient activities to enhance students' listening skills. The book does not provide authentic listening materials and so does the tasks. For reading skills, it does not provide many genres. It is found only descriptive text. The same goes to writing skills; it is not provide much task to enhance students' writing skills.

Regarding to subject and content, the teachers' positively agree the book has met the learners' need as young and beginner learners. It also covers a variety topic to be discussed. But, teachers do not find the subject and content is interesting, challenging, and motivating. But, the book use Indonesian cultures which can help students understand the content of the book easily.

In terms of language type of the book, the teachers agree that *When English Rings a Bell* is full of authentic written language representative of real-life English. It can be seen that the materials are excerpt from real and authentic pictures can mostly be observed. The teachers also believed that the language of the textbook is appropriate for their students' current English ability and level.

Thus, the weakness of the book is it is not provided balance activities toward 4 language skills. The activity of the book mostly is enhancing learners' speaking skill. It does not provide authentic materials to enhance students' listening, writing, and reading skills.

This textbook is not either completely effective or ineffective. In some aspects of the textbook, *When English Rings a Bell* is effective. While in other aspect of the textbook, it does not support effective teaching and learning process. Shortly, the researcher sees that there are some aspects of the textbook which do not support EFL teaching and learning. But this book is still acceptable to use for seventh graders students.

## **5.2. Suggestions**

The first suggestion was aimed for the betterment of the textbook. According to the results it would be better for the textbook to provide authentic listening materials and provide more activities to support writing and reading skills. Concerning to the grammar lesson, it would be better to give particular section and more allotment for grammar lesson. For the teachers, they cannot just rely on this textbook during teaching and learning process as it lacks of listening, writing, and reading materials. The teachers' could support it by provided listening CDs or providing authentic reading materials and be creative in giving tasks other than what the book have provided.

The second suggestion was for the future researchers who will conduct study on textbook evaluation or analysis using checklist. They are recommended to conduct further studies related to textbook evaluation with more different and complex criteria to find more satisfactory results and conduct textbook evaluation by involving interviewing English teacher to get deeper result and examinations about the book and students as the users.