

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion from the current research. The conclusion below answers the research question that was formulated in Chapter 1. As for the suggestion, it is about things that are possible to be implemented by teachers, researchers, and students about the result of this research.

5.1. Conclusion

This study tried to analyze the suitability of content in English textbooks that are widely used for junior high school in eight grade to determine their compatibility based on BSNP. Overall, the results of this research analysis revealed that the textbook entitled "English for the Archipelago" published by the Ministry of Education and Culture is in accordance with BSNP. In addition, this book is easily accessible to students because it provides clear rules and explanations to convey the material. This book is interested in utilizing students' communication skills, such as interpersonal and interactional interaction. This illustrates that the book "English for Nusantara" emphasizes the importance of social interaction, this is in accordance with Vygotsky's learning theory which says that the interactional intelligence-based learning model is based on Vygotsky's theory of social constructivism, a learning theory that emphasizes the importance of strengthening social interaction to assist students in acquiring and processing knowledge learned together by positioning language as a medium or Conveying knowledge through communicative and reciprocal interaction among students and teachers.

This book has also generally exposed students to various types of texts that are relevant to their daily lives. It helps students to get used to various text formats and improves their comprehension. Then the book provides adequate activities and guidance for students to produce oral and written texts relevant to specific social functions. It supports students in developing their communication skills.

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

1. **The Compatibility of Materials with CP/ATP**

In terms of the relevance of the material in the English student book "English for Nusantara" with CP/ATP curriculum merdeka in English subjects for eight grade junior high school students is appropriate, researchers concluded that the material of the English textbook "English for Nusantara" is in accordance with the Core Competence and Basic Competence Curriculum 2013 for eight grade junior high school students.

2. **The Accuracy of the Material**

For the social function presented in the book "English for Nusantara", it has included various types of texts that have significant social function value for students' lives. For example, recount text is used to describe personal experiences such as success stories and unforgettable experiences. The use of recount text is important because it helps students recall and reflect on their own experiences and learn from the experiences of others. Report text, on the other hand, is used to describe general truths about people, things, or animals. It provides students with a broader understanding of the world around them, including knowledge of the different species, objects, and phenomena that exist in nature. The inclusion of these texts helps students understand and appreciate the various social contexts they face on a daily basis. By understanding the social function of each type of text, students can more easily apply this knowledge in their social and academic interactions.

For the generic structure aspect of the book "English for Nusantara", this book provides a clear and systematic structure for each type of text. For example, recount text includes an orientation and a chronological sequence of events. This structure helps students understand the sequence of events and how a story develops from beginning to end. On the other hand, the report text includes the general characteristics of the object being discussed. This systematic structure helps students to think logically and organized when producing their own texts. By having a good understanding of the generic

structure of each type of text, students can be more effective in writing and organizing their information. It is very important in the development of critical and analytical thinking skills, which are the main goals in education.

For the linguistic feature aspects in the book "English for Nusantara", the language used in this book is in accordance with the norms and characteristics of good communication. For example, the recount text uses simple past tense and action verbs, which help students understand and narrate events that have occurred. Meanwhile, the report text uses simple present tenses and adjectives, which are suitable for describing the general characteristics of the object being discussed. The accuracy and relevance of the language used in these texts ensures that students can understand and apply the language appropriately in a variety of communication contexts. By learning the correct linguistic features, students can improve their language skills, both in oral and written form. The use of the right language also helps students communicate more effectively and efficiently in daily life.

So overall the book "English for Nusantara" has met most of the criteria set in terms of social function, generic structure, and linguistic features. These textbooks not only provide relevant and up-to-date material, but they also motivate students to develop a variety of life skills, including personal, social, academic, and vocational skills. The material in this textbook encourages students to become better individuals and be ready to face life's challenges. In addition, the textbook also promotes an appreciation of cultural diversity and democratic values, which is essential for helping students understand and appreciate the complexities of multicultural societies.

Thus, this textbook can be considered in accordance with BSNP, feasible and effective to be used in the learning process. These textbooks not only help students develop good language skills but also prepare them to interact effectively in a variety of social and academic contexts. This shows that the textbook is an important tool in achieving the desired educational goals and ensuring that students can get the maximum benefit from the learning process.

3. **Supporting Materials**

In the aspect of assessing Up-to-Datedness in the book "English for Nusantara" that this book has relevant material and is taken from the latest sources. This ensures that the information provided to students is the most up-to-date and relevant to the topic being discussed. This up-to-date material is important to provide actual and contextual insights for students, so that they can relate lessons to the latest developments in various fields.

In the aspect of assessing the development of life skills in the book "English for Nusantara", this book contains content that motivates students to develop various essential life skills. The material presented encourages students to develop personal skills such as self-awareness and self-development; social skills such as cooperation, tolerance, and good communication; academic skills such as problem-solving and decision-making; and vocational skills that are relevant to the world of work. Thus, textbooks help students become better individuals and better prepared to face various challenges in life.

In the aspect of diversity in the book "English for Nusantara", this book is effective in promoting appreciation of cultural diversity and democratic values. This is reflected in the material that encourages students to appreciate the complexity of a multicultural society. Textbooks help students understand and appreciate different local, national, and global cultures, values, and potentials. As such, students are encouraged to become better citizens who value diversity and uphold democratic values in their daily lives.

Overall, this analysis shows that the book "English for Nusantara" has met the content eligibility criteria in terms of up-to-dateness, life skills development, and diversity. These textbooks not only provide relevant and up-to-date information, but also play an important role in the development of students' life skills and the promotion of cultural diversity values, which is crucial in shaping a competent and insightful young generation.

5.2. Suggestions

Based on the results of the research, the book entitled English for Nusantara published by the Ministry of Education, Culture, Research and Technology is compatible with the book assessment from BSNP. Some suggestions for a better learning and teaching process are as follows:

In choosing textbooks to study and teach English courses, teachers should find out that textbooks present a lot of interesting information/materials. Therefore, the results of this study can help teachers to choose the right textbook, even it takes time to choose the right textbook. Not only for teachers, but also the right textbooks should help students to engage in learning English courses.

Furthermore, textbook authors should conduct regular retrospective evaluations of their books and make the necessary adjustments to keep them updated and improved. In addition, the author should provide answer keys for teachers to make it easier for teachers to check students' answers, provide more white space for students if students have to write answers from questions in the book and provide a description of the progress students have made.

Additionally, To ensure the validity and reliability of the research, it is recommended to involve peers in the process of coding and data analysis. Discussion and triangulation with other researchers can help ensure that the interpretation of the data is consistent and reliable. In addition, testing the research instrument before full implementation can also help identify and correct any shortcomings that may exist.