

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The analysis of the "Bupena Merdeka English" textbook for eighth-grade students reveals both strengths and areas for improvement in its content, particularly in relation to Alan Cunningsworth's evaluation criteria. Strengths found in the book:
 - a. Content Variety: The textbook demonstrates a commendable effort to incorporate a range of topics that are relevant to students' lives, fostering engagement and curiosity. The thematic organization of the chapters is structured effectively, allowing for a logical progression of learning.
 - b. Cultural Representation: While the textbook primarily focuses on global themes, it does include elements that encourage respect for diverse cultures. The integration of the Pancasila student profile is a positive aspect, promoting values such as collaboration and appreciation for different traditions.
 - c. Currency: The content is relatively up-to-date, reflecting contemporary issues and aligning with the Merdeka Curriculum's objectives. This ensures that students are exposed to relevant and current information.

2. Items that need to be improved in that book:

- a. Diversity of Topics: Although the textbook covers a variety of subjects, there is a noticeable lack of depth in cultural representation, particularly concerning local Indonesian traditions. Expanding the range of topics to include more culturally specific content would enhance students' understanding and appreciation of their own heritage.
- b. Cultural Context: The textbook tends to prioritize global perspectives over local cultural contexts. A more balanced approach that includes Indonesian cultural elements alongside global themes would provide students with a richer learning experience.
- c. Language Use: The textbook could benefit from incorporating more informal language, such as idioms and slang, which are prevalent among teenagers. This would make the language learning experience more relatable and engaging for students.

In summary, while the "Bupena Merdeka English" textbook meets several criteria for effective teaching materials, it requires enhancements in cultural representation and diversity of topics to better align with the educational goals of the Merdeka Curriculum. By addressing these areas, the textbook can significantly improve its effectiveness in fostering English language proficiency and cultural awareness among eighth-grade students.

B. Suggestion

1. Researcher has some suggestion for Teacher, students, and next researcher. Because this research need to be developed better in the future.

- a. Students, grade eight

The result of this research hopes that students will know about the materials taught in learning processes at school.

- b. for English teachers

Researcher suggestions Teachers should help improve the effectiveness of textbooks by including local cultural content that highlights Indonesian culture, traditions and values through relevant stories and folktales. In addition, teachers also help foster critical thinking by facilitating discussions that challenge students to delve deeper into the material, using methods such as debates, group projects and reflective writing assignments.

To accommodate various learning styles, diverse teaching strategies should be implemented, ensuring that lessons are engaging and accessible to all students. In addition, connecting textbook lessons to real-life situations that students face can increase relevance and motivation. Finally, encouraging students to use English in authentic contexts will make language learning more meaningful and applicable to everyday life.

c. For the English text book writers

This research would help the writers of English text books to complement the shortcomings of the previous book in the next book, thus achieve a more suitable book for teaching English.

d. For the other researchers

This research will give other researchers a foundation for their next research and how to make it better, especially in textbooks.



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