

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussion that have been thoroughly described in the previous chapter, this chapter will present the research conclusions as well as suggestions that can be put forward as implications of the findings.

This study aimed to analyze and evaluate the reading skill development components in the "English for Nusantara" textbook for SMP/MTs Grade VIII using Cunningsworth's (1995) evaluation framework. Based on the qualitative content analysis conducted, several main conclusions can be drawn that answer the research questions as follows:

1. Regarding the characteristics of the reading materials, it was found that the "English for Nusantara" textbook has significant strengths in terms of genre variation and topic relevance. The book provides a balanced presentation of Recount and Narrative texts (each 40% of the main texts), which is highly suitable for the junior high school level. The selection of topics close to the Indonesian context and the world of adolescents (such as independence day celebrations, environmental issues, and self-development) has a high potential to increase student motivation and engagement. However, on the other hand, a fundamental weakness was found in the aspect of authenticity, where 100% of the main reading texts

are contrived or adapted, thus providing students with limited exposure to English as it is used in real-world contexts.

2. Concerning the design of reading activities and tasks, the book shows excellence in the application of a systematic pedagogical structure. The consistent presence of pre-reading activities through the "Say What You Know" section indicates that the authors have considered the importance of activating students' prior knowledge. However, the most prominent weakness lies in the cognitive level of the comprehension questions. The analysis shows that 82% of the questions are at the Lower-Order Thinking Skills (LOTS) level, focusing on the ability to recall and understand literal information. This indicates that the book emphasizes "reading to find information" rather than "reading to think critically," making it less than optimal for training students' analytical and evaluative skills.
3. Regarding the textbook's suitability with Cunningsworth's (1995) framework, it can be concluded that "English for Nusantara" meets some of the criteria for a good textbook, but still has significant room for improvement. The book excels in aspects of alignment of aims with the curriculum, topic relevance, and structured material organization. However, the book falls short of meeting the ideal criteria in the aspects of providing authentic materials and the quality of tasks and activities that should promote higher-order thinking skills (HOTS). Overall, this study concludes that the "English for Nusantara" Grade VIII textbook is a good and relevant foundation for reading instruction within the context of the

Kurikulum Merdeka, especially in terms of motivation and genre introduction. However, to achieve higher learning objectives, namely to form competent and critical readers, this book requires the active and critical role of the teacher to supplement it with authentic materials and adapt tasks to stimulate students' critical reasoning.

4. The analysis confirms that the *English for Nusantara* textbook plays an important role in fostering students' reading skill development by offering diverse genres, thematically relevant content, and systematically structured activities across pre-reading, while-reading, and post-reading stages. These features effectively support students' comprehension and motivation. However, the overwhelming dominance of LOTS based questions (82%) compared to HOTS oriented tasks (18%) demonstrates that the book still emphasizes literal understanding rather than promoting critical literacy. Therefore, while the textbook substantially contributes to the basic development of reading skills, further improvement through the inclusion of authentic texts and higher-order comprehension tasks is necessary to optimize students' critical reading abilities in alignment with the objectives of the *Merdeka Curriculum*.

B. Suggestions

Based on the conclusions drawn from the analysis and discussion, this study proposes several suggestions that are expected to provide practical and academic contributions. These suggestions are addressed to three main parties:

English teachers as textbook users, the textbook authors and publisher, and future researchers.

1. For English Teachers

As the primary users of the textbook on the front lines of the learning process, teachers play a crucial role in maximizing the potential of teaching materials. Based on the research findings, it is recommended that teachers:

a. Take on the Role of a Material Curator

Recognizing the limitation in text authenticity, teachers should not rely solely on the materials available in the book. Teachers are advised to actively seek and integrate additional authentic reading materials that are relevant to the chapter's theme. For example, using simple online news articles, info graphics, or product reviews to enrich students' reading experience and familiarize them with real-world English.

b. Become a Designer of Tasks that Promote Critical Thinking

To overcome the dominance of LOTS-level questions, teachers are expected to adapt and modify tasks. After students complete the exercises from the book, teachers can pose follow-up questions that are analytical, evaluative, or creative (HOTS). This will help shift the focus of learning from merely "finding answers" to "constructing meaning and critical reasoning".

c. Utilize the Book's Strengths to the Fullest

Teachers are advised to continue leveraging the strengths of this book, especially the pre-reading activities ("Say What You Know"), to build interest and activate students' prior knowledge before beginning a more in-depth reading session.

2. For Textbook Authors and the Publisher

The results of this study can serve as evidence-based input for the improvement of the "English for Nusantara" textbook in future editions.

Some suggestions for consideration are:

- a. **Integrate Authentic Reading Materials:** It is recommended that future editions include a balance between adapted texts and authentic texts. The addition of authentic texts, even if short and simple, would be highly beneficial for preparing students to face English usage outside the classroom.
- b. **Improve the Quality of Comprehension Questions:** The author team is advised to revise and enrich the variety of comprehension questions by adding more questions that stimulate higher-order thinking skills (HOTS). Adding sub-sections like a "Critical Thinking Corner" or "Let's Evaluate" after a reading text could be a practical solution.
- c. **Clarify Guidance for Teachers:** In the teacher's guide, explicit suggestions could be added on how to develop the reading activities found in the student's book into more communicative and critical activities.

3. For Future Researchers

This study has limitations that can open avenues for future research. It is suggested that future researchers:

1. Conduct Classroom Implementation Analysis

Conduct classroom-based observation research to see how teachers and students actually use and interact with the "English for Nusantara" textbook. This will provide a picture of the "enacted curriculum," not just the "potential curriculum" (what is written in the book).

2. Analyze Other Skill Components

Conduct similar research focusing on the analysis of other language skill components, such as writing, speaking, or listening, to get a more holistic picture of the quality of this textbook.

3. Broaden the Object of Analysis

Conduct a comparative analysis between the "English for Nusantara" textbook and other textbooks (e.g., from private publishers) that are also used in the implementation of the *Kurikulum Merdeka*.

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