

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion, it can be concluded that the speaking material in the English textbook "Work in Progress" for 10th grade generally fulfills the evaluation criteria established by Bao (2014) and is also aligned with the Curriculum Merdeka Content Standards. In terms of linguistic support, the book provides simple yet communicative language examples, with sentence structures, vocabulary, and expressions relevant to beginner-level high school students. This demonstrates that the material is appropriate for students' linguistic development needs and supports the use of English in real-life contexts. In terms of skill support, the book also provides various forms of speaking practice, such as language games, group discussions, presentations, and experience-sharing activities, which serve to develop students' fluency, accuracy, confidence, and interactional skills. These activities offer opportunities for students to use English in meaningful communicative contexts.

Furthermore, in terms of diversity and flexibility, the speaking material in this book is proven to be varied and flexible. Various types of activities allow teachers to adapt learning to meet the diverse needs of students and support multimodal and differentiated learning, as recommended in the Merdeka Curriculum. However, regarding the content-based and affective support aspect, one indicator—the sixth indicator, "The topic invites debate," was

found to be unacceptable. This is because the material in several chapters, particularly chapters one and two, does not provide speaking activities that encourage students to argue or debate. The material presented tends to be descriptive, such as sharing experiences or guessing games, thus not meeting the criteria for material capable of fostering critical and argumentative thinking skills. Therefore, although the other three aspects are considered acceptable, the second aspect still requires improvement.

Overall, the Work in Progress textbook can be categorized as "Acceptable" in three aspects and "Unacceptable" in one aspect, namely content-based and affective support. Despite some shortcomings, this book remains consistent with the theory proposed by Bao (2014) and aligns with the principles of the Merdeka Curriculum. Therefore, this book is suitable for use as a primary resource in teaching speaking, but it still requires adjustments and strengthening in certain aspects to more optimally support 21st-century competencies and a learner-centered learning approach.

B. Suggestion

1. Teachers are expected to use the Work in Progress textbook critically and adaptively. Although the book meets most of the assessment indicators for speaking, teachers should still incorporate activities that foster students' argumentative skills, such as debates, pro-contra discussions, and problem-solving activities that stimulate critical thinking. Teachers are also advised to adapt speaking activities to students' characteristics, interests, and abilities to make learning more effective and meaningful.

2. Textbook authors are advised to develop richer speaking materials with argumentative aspects. Activities that encourage debate, exchange of opinions, or analysis of specific issues should be included to help students develop critical thinking and higher-level communication skills. Furthermore, the integration of interactive digital content and multimodal materials can enhance the overall relevance and quality of the materials, making them more aligned with the demands of the Independent Curriculum and technological developments.
3. For future researchers, they can conduct research by analyzing all language skills in the textbook to provide a more comprehensive evaluation of the overall quality of the book. Further research can compare Work in Progress with other English textbooks used in the Merdeka Curriculum to identify broader trends and strengths. Researchers can also use classroom observations or interviews to explore how speaking materials are implemented in actual teaching situations.

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