CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and analysis presented in the previous chapter, the researcher has drawn the following conclusions.

1. The type of speaking material mostly presented in "English for Nusantara" textbook for first-year students of Junior High School

   According to Cunningsworth's theory, speaking materials can be categorized into five types: oral presentations, practice of language items exercises, dialogues, role-plays, and communicative activities. Among the various speaking materials, dialogues and practice of language items represent the highest number at 21 indicating that they are the most dominant type of speaking material presented.

2. The type of speaking activity mostly presented in "English for Nusantara" textbook for the first-year students of Junior High School

   Cunningsworth's theory identifies five types of speaking activities, which include oral presentation, practice of language items, dialogues role-play, and commutation activities. Communication activities constitute the most frequently occurring type of speaking activity in the textbook, represent the highest number 18 of all speaking activities.

3. The speaking materials and activities based on Merdeka Curriculum

   This textbook meets nearly all the criteria outlined in the Merdeka Curriculum. The content aligns with the curriculum, is reliable and accurate,

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relevant to the learners' needs, and the information is presented in a clear and straightforward manner.

In conclusion, there are several areas where this textbook could be improved. First, although the materials and activities are somewhat varied, they are still insufficient to fully support student development. This is mainly because the different types of speaking materials are not consistently included in each chapter. While the textbook does provide some examples of materials and activities, the number of examples is limited, which may hinder students' understanding.

B. Suggestion

First, for the teacher: as a facilitator of learning, the teacher should prepare additional resources beyond this textbook to better meet the students' needs. It is also important for the teacher to provide guidance in using the textbook, ensuring that students do not become confused when trying to understand the materials and activity instructions.

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Second, for other researchers: this study is expected to serve as a useful reference and encourages further analysis of other components in the English for Nusantara textbook, such as reading, listening, and writing materials. Future research is also encouraged to incorporate different theoretical frameworks to gain a more comprehensive understanding of the textbook’s overall content and quality.

Lastly, for the author of this textbook: although the textbook includes a variety of speaking materials and activities, their distribution across chapters is uneven. This is evident from the significant imbalance in the types of speaking

materials and activities presented in each chapter. Improving this aspect of the textbook is expected to enhance student engagement and interest in the teaching and learning process.

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