CHAPTER 5

CONCLUSION

This chapter contains the conclusion of the research and the suggestions for the next researcher.

Conclusion

After doing the analysis of the *Let's Talk in English* course book, the writer concluded that the course book meet most of the criteria presented in physical format, subject matter, and vocabulary and structures. For two other criteria which are graphic elements and other useful information, the course book does not meet the criteria. While for the next research problem about whether themes provided in the course book suitable with the themes recommended in curriculum 2013, the course book only fulfill four themes out of nine themes recommended in curriculum 2013. It can be conclude that *Let's Talk in English* course book does not fulfill the themes recommended in curriculum 2013.

According to the interview result, it can be concluded that teachers who use *Let's Talk in English* course book agree that this course book meet the criteria of course book for young learner. Only one teacher disagree with the graphic elements that used in the book that she thinks that some of the pictures in the course book are not apt for young learners. They also agree that this course book can be the supplementary source for the recommended

themes in curriculum 2013 as there are some topics that are match with the themes in the curriculum 2013.

All in all, this course book is suitable for teaching English for young learners since the materials is suitable with the need of young learners. Nevertheless, there are some criteria that should be improved especially about the picture and illustration. Besides, the course book is not completed with CD/cassette for audio. The themes presented in the course book are actually appropriate for young learners but some of the themes do not match with the themes recommended in curriculum 2013. Therefore, in using this book, it is suggested that teachers also use a supplementary book to find themes which match with those recommended in curriculum 2013. English Teachers even can develop their own materials which fit with curriculum 2013 recommendation.

Suggestions

In terms of physical appearance, it is suggested that the publisher also take into account to the illustrations or pictures used in the book. Pictures should be ethical, for example, not exposing private body parts. Furthermore, it is important for publishers to present themes recommended in curriculum 2013 in the course book. Knowing that the course book do not provide all themes recommended in curriculum 2013, it is a big opportunity for the next researcher to conduct research and develop English course

book which present themes recommended in curriculum 2013. Next, it is suggested that the cover presents a situation which is related to young learners' real life or close to their real life activity for example an ilustration of school activities or children's activities at home. Beside close to students' real life, those two topics are presented in the book, so that it is representative to put them on the cover.

It is suggested for teachers to analyze the course book before using it as teaching materials. To choose a suitable course book, teachers need to do evaluation of the course book they are going to use. The evaluation can be done on macro and micro evaluation. Macro evaluation evaluates all the materials in the course book, while micro evaluation only evaluates certain parts of the course book. By doing the evaluation, teachers will know the quality of the course book and consider that the book is suitable for the students' age, criteria of the course book for young learners and student's needs.

Furthermore, it is important for teachers to know the quality of the course book that they use in the classroom. The course book as one of the teaching aids must support the teaching and learning process in the class room. If the course book is chosen by the school, teachers still need to evaluate it to know the quality of the course book. If teachers find unnecessary content or pictures, it is suggested to skip them and supplement the book with activities or materials from other sources.

REFERENCES

Allwright, D. (1981). *What do we want teaching materials for?*. ELT Journal 36.1: 5-18 (reprinted in R. Rossner and R. Bolitho (eds) (1990), Currents of Change in English Language Teaching, Oxford: Oxford University Press, 131-47).

Bilash, O.(2009). *Communicative Activities*, (Online), cited from http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/communicative% 20activities.html). Retrieved on March, 2018.

Brewster, J. et al. (2007). *The Primary English Teacher's Guide*. Harlow: Pearson Education Limited.

Brown, D.H. (2007). *First Language Acquisition. The principles of Language Teaching and Learning.*5th Ed. Pearson ESL.

Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. UK: Cambridge University Press.

Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches, Fourth Edition*. University of Nebraska-Lincoln: SAGE Publication.

Cunningsworth, A. (1995). *Choosing Your Coursebook,*Oxford UK, Macmilan Heinemann English Language Teaching.

Dickinson, Paul. (2010). *Evaluating and adapting materials for young learners*. UK: The University of Birmingham.

Diptoadi, Veronica L., & Mindari, R. (2015). *An Evaluation of English Coursebooks for Young Leraners*. Bahasa dan Seni Journal. Tahun 43, No. 2 August 2015.

Ellis, R. (2011). Macro- and micro- evaluations of task-based teaching. In Tomlinson, B. (ed.) (2011). *Materials development in language teaching* (pp. 212–235), Cambridge, England: Cambridge University Press.

Gutiérrez Bermúdez, J. F. (2014). *An exercise in course-book evaluation: Strengths, weaknesses and recommendations regarding,* New English file: Elementary. Latin American Journal of Content and Language Integrated Learning, 7(1), 98–111. doi:10.5294/laclil.2014.7.1.6 eISSN 2322-9721.

Halliwell, S. (1995). *Teaching English in the Primary Classroom.* New York: Longman Publishing.

Harmer, J. (2007). *How to Teach English.* London: Longman Inc.

Hashemi, M., & Azizinezhad, M. (2011). *Teaching English To Children: A Unique,Challenging Experience For Teachers, Effective Teaching Ideas.* Procedia Social and Behavioral Sciences 30 (2011) 2083 – 2087. Published by Elsevier Ltd. Open access under CC BY-NC-ND license.

Hutchinson, T. and Torres, E. (1994), *The textbook as agent of change*, ELT Journal 48.4:315-28

IIEP. (2010). *Guidebook for planning education in emergencies and reconstruction.* Paris: International Institute for educational planning.

Kayapinar, U. (2009). *Coursebook evaluation by English teachers.* Inonu University Journal of the Faculty of Education, 10(1), 69–78.

Kırkgöz, Yasemin. (2009). *Evaluating the English course books for young learners of English at Turkish primary education.* Procedia Social and Behavioral Sciences 1 (2009) 79–83.

Published by Elsevier Ltd. Open access under CC BY-NC-ND license.

Linse, C. T. (2005). *Practical English Language Teaching: Young Learners.* New York: McGraw-Hill.

Littlejohn, A. (2011) The analysis of language teaching materials: Inside the Trojan horse. In Tomlinson, B. (ed.) (2011). *Materials development in language teaching* (pp. 212–235), Cambridge, England: Cambridge University Press.

McCloskey, M. L. (2002). *Principles for Teaching Young Learners of English*. (Online), http://home.comcast.net/~mariluwho/Handouts05/Multiplyer1005.pdf. Retrieved on March 7, 2018.

McGrath, I. (2002), *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press.

Mendez, R. V., & Lopez, B. R. (2005). Assessing Young Learner's English Materials. *Porta Linguarium 3*, 59-77.

Muslich, Mansur. (2010) *Text Book Writing*. Jakarta: Ar-Ruzz Media.

Nimehchisalem, V., Mukundan, J., & Rafik-Galea, S. (2012). Developing an English Language Textbook Evaluation Checklist: A Focus Group Study. *The Turkish Online Journal of Distance Education*, 3(1).4-8. Doi: 10.4304/jltr.3.6.1128-1134.

Olsen, W. (2004) *Triangulation in Social research: qualitative and quantitative methods can really be mixed.* Development in sociology. Ormskirk: Causeway Press

Özdemir, F.E. (2007). *An Evaluation of Time for English 4, the 4th Grade English Coursebook for Public Schools.* Unpublised Thesis

Pinter, A. 2006. *Teaching Young Language Learners.* Oxford: Oxford University Press.

Richards, J. (1993), „Beyond the textbook: the role of commercial materials in language teaching", *RELC Journal* 24.1:1-14

Richards, J. (1998), „Textbooks: help or hindrance in teaching?", Ch. 7, in J. Richards, *Beyond Training: Perspectives on Language Teacher Education*, Cambridge: Cambridge University Press, 125-40.

Richards, Jack C. (2001). *Curriculum Development in Language Teaching*. UK: Cambridge University Press.

Roberts, J. T. (1996). Demystifying materials evaluation. *System*, 24(3), 378–389

Scoot, Wendi A. & Lisbeth H. Ytreberg. (1990). *Teaching English to Children*. New York: Longman

Zohrabi, M., Sabouri, H., & Behroozian, R. (2012). *An assessment of strengths and weaknesses of Iranian first year high school coursebook using evaluation checklist.* English Language and Literature Studies, 2(2), 89–99. doi:10.5539/elt.v4n2p213