

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This is the last chapter of the entire research. It contains a summary of the interpretation of research findings that have been described in the previous chapter. Also, there are suggestions from the researcher that come from research findings, discussions, and conclusions of research results that are useful for several parties.

#### 5.1 Conclusion

Based on the result of the findings and discussion, the researcher concluded that the *Skyrocket 1 Student's Book* published by Richmond provides necessary literacy foundation for young learners. This book fulfils the table criteria of necessary literacy foundation needed for young learners. *Skyrocket 1 Student's Book* also collaborates the activity and exercise of necessary literacy foundation with English skill such as listening skill.

The first research problem investigated whether *Skyrocket 1 Student's book* provides the necessary literacy foundation needed for young learners. It was found that *Skyrocket 1 Student's Book* does provide literacy foundation for young learners. The table of the criteria of the necessary literacy foundation needed for young learners was filled with different kinds of activities and exercises that aims to give strong foundation of literacy foundation. However, there was no alphabet knowledge criteria found in the chapter 7 which is about clothes for all.

The second research problem investigated the ways how *Skyrocket 1 Student's Book* presented the necessary literacy foundation needed for young learners. It was found that *Skyrocket 1 Student's Book* supply the necessary foundation needed for young learners with various kinds of activities, exercises and instructions.

From what has been elaborated thus far, it can be concluded that *Skyrocket 1 Student's Book* is considered as a good book to provide necessary literacy foundation needed for young learners. The necessary literacy foundation was found in many kinds of activities, exercises and instructions.

## 5.2 Suggestions

In this part, the researcher would like to give suggestions that can be considered better and beneficial to several parties:

- For future researchers:

For the other researchers who are interested in researching similar topic, the results of this study can be used as a source of information for further studies with the different series of Skyrocket and different aspects.

- For educators:

In order to make the teaching and learning process more interesting, it is suggested that educators can use the activities in the coursebooks, and combine it with the other creative activities.

## REFERENCES

- Ahmad, Sharique & Wasim, Saeeda & Irfan, Sumaiya & Gogoi, Sudarshana & Srivastava, Anshika & Farheen, Zarina. (2019). Qualitative v/s Quantitative Research. 6. 2828-2832. 10.18410/jebmh/2019/587.
- Adiyanto, O. (2022). *Teachers' Techniques In Teaching English To Young Learners Through Online Learning System*.
- Bloodgood, J. W., & Carolina, N. (1999). *What 's in Children 's*. 34(3), 342–367.
- Brown, C. S. (2014). Language and Literacy Development in the Early Years: Foundational Skills that Support Emergent Readers. *Language and Literacy Development in the Early Years*, 24, 35–48.  
<https://doi.org/https://files.eric.ed.gov/fulltext/EJ1034914.pdf>
- Diptoadi, V. L., & Mindari, R. (2015). an Evaluation of English Coursebooks for Young Learners. *Bahasa Dan Seni: Jurnal Bahasa, Sastra, Seni, Dan Pengajarannya Is Licensed Under*, volume 43, 170–182.
- Ellis, G. (2014). “Young learners”: Clarifying our terms. *ELT Journal*, 68(1), 75–78. <https://doi.org/10.1093/elt/cct062>
- Faridatuunnisa, I. (2020). Kebijakan dan Pelaksanaan Pembelajaran Bahasa Inggris untuk SD di Indonesia. *Prosiding Seminar Nasional*, 191–199.  
<https://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7510>
- Jenner, K. (2018). *Alphabet Knowledge and Handwriting*.
- Kaltsum, H. U. (2016). Bahasa Inggris Dalam Kurikulum 2013 Di Sekolah Dasar. *The 3rd University Research Colloquium* , 67, 276–283.
- Maili, S. N. (2018). Bahasa Inggris Pada Sekolah Dasar. *Jurnal Pendidikan Unsika*, 6(1), 23–28.
- Muhammad, K. (2008). How To Choose Suitable English Coursebooks To Be Used In The English Teaching-Learning Process: Doing A Micro Evaluation. *ASHRAE Journal*, 27(12), 34–38.
- NAEYC. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A joint position statement of the International Reading Association (IRA) and the National Association for the Education of

- Young Children (NAEYC). *Young Children*, 53(4), 30–46.
- Scarborough Hollis. (1998). Early Identification of Children at Risk for Reading Disabilities. *Topics in Early Childhood Special Education*, 12(2), 212–229.  
<https://doi.org/10.1177/027112149201200206>
- Setiawan, W. (2021). Evaluation on an English Coursebook in Online Learning: Voices from Teachers. *ENGLISH REVIEW: Journal of English Education*, 9(2), 453–462.  
<https://journal.uniku.ac.id/index.php/ERJEE%0AEVALUATION>
- Snow, Burns, & Griffin. (1998). Preventing Reading Difficulties in Young Children. In *Behavioral Disorders* (Vol. 25, Issue 1).  
<https://doi.org/10.1177/019874299902500106>
- Tomlinson, B. (2005). Estudios de lingüística inglesa aplicada. *Estudios de Lingüística Inglesa Aplicada*, 6, 267–274.  
[http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list\\_uids=19893492](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=19893492)
- UNESCO. (n.d.). *No Title*. <https://uis.unesco.org/node/3079547>
- Zorfass, J., & Urbano, C. (2008). A description of foundation skills interventions for struggling middle- in four urban interventions for struggling middle-grade readers in four urban Northeast and Islands Region school districts. *Education*, 042.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors.
- National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Rockville, MD: National Institutes of Child Health and Human Development. Retrieved from [www.nationalreadingpanel.org/publications/summary.htm](http://www.nationalreadingpanel.org/publications/summary.htm)
- Slattery, M. & Willis, J. (2001). English for primary teachers. Oxford: Oxford University Press.

Patton, M. Q. (1999). Enhancing the Quality and Credibility of Qualitative Analysis. *Health Services Research*, 34, 1189-1208.