

Conclusion & Suggestions

Conclusion.

Content.

Content organization. In terms of organization, the factors evaluated were continuity, sequence, and integration. Based on the evaluation, both the teacher and the students found that continuity exists in the coursebook since there is actually a continuation (review) of the previous learned knowledge before. Sequence could also be found in the coursebook, but only focusing on the development of tenses (future perfect simple to future perfect continuous). However, the sequence of the coursebook content itself does not progress in a systematic flow from the easiest to the most difficult; the content was organized randomly in terms of difficulty level. Surprisingly, the students expressed positive response toward this kind of organization, emphasizing on the tendency of getting bored and stressed if it were to be organized

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progressively. When it comes to integration, both the teacher and the students did not find any general theme that links all the skills in the coursebook. The students interestingly showed positive response about this as well, expressing that they did not mind as long as they got more knowledge about diversified topics.

Content selection. In terms of selection, the focus of the research lied on the authenticity and the familiarity of the topics used in the coursebook. When it comes to authenticity, both the teacher and the students agreed that although some snippets of knowledge about western culture could be found, there was no sources cited from which the texts were adopted. Thus, the authenticity could not be justified. Additionally, although most of the topics are familiar to the students, the students admitted that the topic could actually be more interesting.

Vocabulary. In evaluating the vocabulary, the topic is familiar to the students, but they expressed their dislike about

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it. According to both the teacher and the students, the words presented are mostly familiar to the students and there is no elaboration on the use of the words itself. The preferred number of vocabulary presented could not be justified as well, considering the difference of prior knowledge possessed by each student and the vocabulary level of difficulty in accordance to the short period of term. However, most of the students felt that the number of new words presented in the book is enough for them. When it comes to how the vocabulary is presented, both the teacher and the students agreed on the lack of contexts that, when present, could have helped the students a lot more in understanding and remembering new words.

Grammar. According to the teacher, the number of grammar items presented in the coursebook is enough, considering the short period of the term. One student agreed with the teacher, but the others claimed that they could cope with more. However, all the students preferred the randomized

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order (referring to the sequence of the content). The

reintroduction of previously learned grammar items was also found and both the teacher and the students admitted on how they were helpful to both teach and understand the new ones.

When it comes to the way the grammar items were presented, both the teacher and the students agreed that the coursebook is already effective by providing the rules and explanations first before the practice.

Exercises and activities. According to the teacher, the variety of the exercises and activities provided in the coursebook is helpful; however, there are many repetitions of the same type of exercise. The students surprisingly did not mind this, admitting that they found it more helpful than boring. When it comes to listening practice, there is only one section for this skill on the book. While only one student agreed with the teacher that there should have been more opportunity to practice listening, the other students thought that the audio was pretty clear and one listening task per term is

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enough to help them improve. As for the speaking task, the teacher found that there is not enough opportunity given by the coursebook for the students to practice their speaking skill. Besides, both the teacher and the students agreed that the topic of the speaking should have been more interesting to encourage the students to speak more. For the reading task, the teacher agreed on the existence of various approaches in the exercises; however, the topic could have been more authentic and suitable with the students' interest. Additionally, both the teacher and the students agreed that the reading could be integrated with the vocabulary to promote deeper understanding. Lastly, the writing exercise offered a familiar topic, yet it is not interesting enough to spark the students' enthusiasm in writing. While the teacher emphasized more on the importance of different friendly approach in writing task, the students were not really interested. Since writing has always been the task the students dislike the most, they agreed that one writing task is enough for each term.

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Instructions. Based on the evaluation, the instructions found in the book varied. The longer instructions, although clear enough, are considered ineffective by the teacher since the students admitted that they never really bothered to read the instructions in the first place and they relied highly on the teacher once they encountered confusion along the way. Both the teacher and the students agreed on the more concised type of instructions, with clear operative words. A misleading instruction was found in the coursebook, but it did not matter that much in affecting the students' work.

Overall, the coursebook played an important part in many aspects of students' English language learning process, but the role of the teacher also highly determines the effectivity of the coursebook itself.

Suggestions.

The topics presented in the coursebook should be not only up-to-date and familiar with the students, but also authentic and in-line with the students interests. It is also

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suggested that the designer of the coursebook consider about creating a general topic for some skills, although not for all, that are more effectively learned when integrated (e.g. speaking and writing, reading and vocabulary, etc). There might also be a consideration to reduce the number of repeated type of exercises in order to make room and time for more task related to receptive skills such as listening and reading since they are important to be frequently practiced in order to help the students when they are practicing their productive skills like speaking and writing. Lastly, the instructions could be more concised and crosschecked in order to avoid ambiguity. A student also suggested that the book uses more interesting visual/layout that is of the interest of the students in order to motivate the students better.

Furthermore, as the current study is a retrospective evaluation that focuses more on the overall coursebook in terms of many criteria, a further study analyzing on each criteria in more depth could be even more helpful for the

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improvement of both the book and possibly the whole English

course curriculum system itself.

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