

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion drawn from the result of the data findings discussed in the previous chapter. It also presents some suggestions.

5.1 Conclusion

Based on the findings of the study and the discussions, some conclusions can be drawn from the analysis information gap activity in the books entitled *Challenges* and *Scaffolding* at junior high school. The researcher using 3 instruments to analyze information gap in these books, those are: contextual, originality and authenticity. Based on contextual, *Challenges* textbook is not appropriate with students' culture in Indonesia although its material is good, talking about originality, this book 100% original based on "*Plagiarism detector*" but from authenticity all the material of this book is authentic because the material is real so appropriate with authenticity of this book.

In addition, the context of *Scaffolding* textbook already appropriate with students' skill in this country because the material talking about general object of this country but the material in this book is not suitable with task learning process. From originality this book 99,9% original based on "*Plagiarism detector*" but from authenticity all the material of this book is authentic because the material is real so appropriate with authenticity of this book.

Based on Littlewood (1992), Norman. Lewis and Hedequist (1986) and Ur (1981), there are seven kinds of information gap activity, they are: *sharing information with restricted cooperation, sharing information with unrestricted cooperation, puzzle form, personal questionnaire, finding things in common, detecting differences and putting in order*. The finding of this research, the researcher finds one kind of information gap in *Scaffolding* textbook, this is: *sharing information with unrestricted cooperation*. Meanwhile, in *Challenges* textbook, the researcher finds three kinds of information gap activity, they are: *sharing information with unrestricted cooperation, detecting differences and personal questionnaire*. The researcher finds 21 exercises that contain information gap activity in *Challenges* textbook. Meanwhile in *Scaffolding* textbook the researcher only finds 10 exercises that contain information gap activity. In quantity is clear if *Challenges* textbook better than *Scaffolding* textbook, because the researcher can find there are many information gap activity in *Challenges* textbook, but in quality, *Scaffolding* textbook has less quality because this textbook improve by communicative approach but the material about communicative approach is less. In *Challenges* textbook, this book has good material and performance. In fact the material in this book is hard but can encourage the student to study hard. The difference between *Scaffolding* textbook and *Challenges* textbook is in instruction. *Challenges* textbook makes the students more active and creative because they have to create some questions and then answer their own question with their partner.

The finding of the study show that information gap activity present in *Scaffolding* textbook and *Challenges* textbook, but the activities in these books are different. In fact, information gap activity is more complete in *Challenges* textbook and the quality of *Challenges* textbook is better than *Scaffolding* textbook.

5.2 Suggestion

The result of this study is that the researcher wants to suggest that *Challenges* textbook to be used for some schools in Gresik. So, not only *Scaffolding*, but also *Challenges* textbook should be used in this region, because *Challenges* textbook is better than *Scaffolding* textbook, and *Challenges* textbook can be a referential for the students and the teacher. Meanwhile, in *Challenges* textbook there are many activities followed by information gap activity. Besides that, the material of this book is good to improve students' knowledge.

5.2.1 Suggestion for English Teacher

For teacher, they should examine the book before using and apply in their classroom, looked from the contextual, originality and authenticity.

5.2.2 Suggestion for English Textbook Writers

The textbook writers should develop with communicative approach that appropriate with material and task learning in *Scaffolding* textbook if they create other English textbook later. Meanwhile for *Challenges* textbook, this book has good material but the contextual not appropriate

with students' culture in this country because this book is published by
Pearson Longman for England student.