

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts: conclusion and suggestion. The conclusion is consisting of a summary of the previous chapter. Meanwhile, the suggestion is consisting of recommendations which are given to English teachers and the textbook writers.

5.1 Conclusions

Reading skill, especially in English language for vocational students hold a vital role. One of them is being a supported skill which leads and eases the students to reach their skillful program competency. So, it is crucial issue to analyze whether or not reading skill served by the textbook reflects on 2013 Curriculum.

As stated on previous chapter, reading is divided into two. First is passages and the second is activities or tasks. Through them, the researcher tried to analyze reading skill by remarking on three aspects. First is readability of the text, second is classification of cognitive domain of the activities and the third is level of comprehension questions which served on the textbook entitled: "*Bahasa Inggris*" for the tenth grade students.

The result of the first aspect, readability of the text, shows us among twelve passages, there are only three readable passages. They are chapter there are only four passages that is reflected of the 2013 curriculum, they

are: passage 1 in chapter VIII “*The Secrets of Stonehenge*”, passage 1 in chapter IX “*Cancellation of JYJ Concert in Singapore*”, passage 2 in chapter IX “*ANNOUNCEMENT McMaster Mini-Med School*” and passage 1 in chapter VII “*Visiting Niagara Falls*”. Their estimated school grade is for some high school or collage

The second aspect has the result that among four classification of cognitive domain from 27 tasks given in the textbook, there are 16 tasks (59%) belongs to *remembering* and 7 tasks (26%) belong to *understanding*. Meanwhile, the smallest belongs to *applying* which only get 1 task (4%) and *analyzing* got 4 tasks (11%).

Lastly, the third aspect is level of comprehension question. The result shows 71% questions belong to literal, and 23% others belong to interpretative and the rest 6% belongs to critical.

5.2 Suggestions

The suggestions of this study are divided into two parts; suggestion for English teachers that use the textbook as the source of teaching English and suggestion for the textbook writers.

5.2.1 Suggestion for English Teachers

For English teachers that use the textbook as the source of teaching English, better if the teacher look for the relevancy of the indicators of the reading activities presented in the textbook with the indicator of reading

activities formulated in the curriculum. It can anticipate if there are some materials of the textbook that are not relevant with the curriculum.

Moreover, the teacher should find out other reading texts taken from other sources to give to the students which are suitable for first senior high school students, for example from magazine, newspaper, etc. directly without adapted by the textbook.

5.2.2 Suggestion for the Textbook Writers

Second suggestion is directed to the textbook writers. The writers should revise the irrelevant reading materials in the textbook entitled: "*Bahasa Inggris*". Then the writers should present the reading materials of the textbook based on what are suggested in the curriculum.

5.2.3 Suggestion for Further Researchers

The last suggestion is directed to the further researcher. This study only involves one skill. That is reading materials. Obviously, there are four skills in English teaching and in the textbook. Those are listening, speaking, reading and writing. Therefore, some of the result may not applicable to other skills, which does not have same characteristic. So, for further researchers, they can take a study to analyze the materials for other English skills in any level of the textbook entitled: "*Bahasa Inggris*".