

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The 2006 English curriculum is consisted of twenty five standard competences. It is involved all the skill: listening, speaking, reading, and writing. All the content of curriculum is reflecting the most of the activity in the textbook but it still there are some standard competence and indicator that are not reflecting the activity in the textbook.

For the listening in first semester, there are two indicators that do not reflect the activity in the textbook. They are: basic competence 1.2 indicator 3 and basic competence 2.2 indicator 2. For the listening in second semester, there are four indicators that do not reflect the activity in the textbook. They are: basic competence 7.1 indicator 3; and basic competence 8.1 indicators 1, 2, and 3.

For the speaking in first semester, there are three indicators that do not reflect the activity in the textbook. They are: basic competence 4.1 indicator 3 and 4; and basic competence 4.2 indicator 1. For the listening in second semester, there is one indicator that does not reflect the activity in the textbook. It is basic competence 9.2 indicator “*Role playing using the following expression: responding interpersonally*”.

For the reading in first semester, there are three indicators that do not reflect the activity in the textbook. They are: basic competence 5.2 indicator “*Identifying various information in short functional texts in form of list of*

good”; basic competence 5.2 indicator 2 and 3. For the reading in second semester, there are six indicators that do not reflect the activity in the textbook. They are: basic competence 11.1 indicator 1, 2, and 3; basic competence 11.2 indicator 2; and basic competence 11.3 indicator 2 and 3.

For the writing in first semester, all the indicators reflect the activity in the textbook. For the writing in second semester, there is one indicator that does not reflect the activity in the textbook. It is basic competence 12.1 indicator 2.

There is one topic lesson that does not suitable with 2006 English curriculum. It is stated in unit nine. The topic lesson is *“Offering something and accepting an offer.*

5.2 Suggestion

The author should view the curriculum then pay attention to the detail of indicator. There are some indicators not reflected in this book. So the authors have to add the material based on the indicator which is existed in curriculum so that all of the indicator can be reflected completely.

For English teachers that use the textbook as the source of teaching English, better if the teacher studies the reflection of the standard competence and also indicators of the activities presented in the textbook with the standard competence and indicator of the activities formulated in the curriculum. It can anticipate if there are some activities in the textbook that are not reflected or out from the curriculum. So, the teacher can create other activities to reach the indicator.

The last suggestion is directed to the further researcher. This study only discuss about the reflection of curriculum 2006 in *Scaffolding: English for Junior High School Students VII*. The next researcher can analyze the pattern of the question stated in this book. It is useful to map out the kind of question whether it is appropriate or not with the skill which is discussed.