

Chapter 5

Conclusion and Suggestion

Conclusion

Basically both *EIM* and *WERB* fulfil the objectives of teaching English at SMPIT Insan Kamil Sidoarjo in terms of its content, in terms of its content organization, in terms of its topic, in terms of skills covered in it, in terms of its vocabulary, in terms of its grammar, in terms of its teacher's book, in terms of its workbook and in terms of its CD-ROM. However, each of the book got its strength and weaknesses. For example in *EIM*, the result of teacher questionnaire showed that from the nine criteria, the coursebook got 3,2 as the mean score which means that teachers are satisfied with the coursebook. However in the aspect of grammar, it got the lowest mean score as it was inferred from the document analyses that the grammar is introduced deductively which is considered to be complicated for the students to follow so the teacher needs to explain the pattern and the use of the grammar in detail. Next, different from the *EIM*, the result of the teacher questionnaire showed the mean score from the nine criteria of this coursebook is 2,38 which showed that most of the teachers are less satisfied with the coursebook as the coursebook doesn't cover the four skills

(listening, speaking, reading and writing) in balance. The coursebook gives a big portion in speaking skill. Furthermore, teachers couldn't find any CD-ROM as one of the teaching aid. Teachers also agreed that there is no a certain heading for grammar aspect in the coursebook. So, the grammar is introduced through the text.

Next, even though in general *EIM* got the highest mean score compared with *WERB*. There are some aspects, in which *EIM* may need supplementary materials from *WERB*. From the student's book based on the document analyses and teacher interview, even though *EIM* provides a certain heading named speaking, the speaking activity is considered too difficult for the students to follow as it demands the students to make the language as their own such as discussing activities rather than manipulate the language. So, at this point *EIM* may adopt the way *WERB* presents the speaking skill in which it guides the students to manipulate the language and goes to make the language as their own.

Suggestion

The result of this study might give a new perspective of the two coursebooks based on teachers' perspective. First, for *EIM*, it is considered that the instruction of the speaking skill

and grammar aspect can be simplified. So, it can be easier for the students to follow.

Second, for *WERB*, it is considered to enrich the material especially for the listening and writing skills. Besides, the coursebook may also need CD-ROM as teaching aid that provides some audios and videos to support listening and speaking skills. Next, some culture about the target language culture may also be supplemented in this coursebook to enlarge the students' awareness about the target language's culture. Next, a certain heading named grammar may also give in the coursebook to dig student's awareness about the important of grammar in learning the language.

TEACHERS' EVALUATION OF ENGLISH COURSEBOOKS

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