

CHAPTER V

CONCLUSION AND SUGGESTIONS

This is the last chapter of the entire research. It contains a summary of the interpretation of research findings that have been described in the previous chapter. Also, there are suggestions from the researcher that come from research findings, discussions, and conclusions of research results that are useful for several parties.

5.1 Conclusion

Based on the result from data analysis, the researcher concluded that the Cambridge textbook: *Guess What! Level 6* published by Cambridge University Press is good to be used for six grades of Elementary School. This book fulfills all assessment categories based on the adaptation of the *Badan Standar Nasional Pendidikan* (National Education Standards Agency) scoring rubric for textbook assessment. It also implements student-centered teaching methods and collaborative learning which is a major concern in our curriculum (Indonesian students).

Even though this book explains explicitly through pictures in the vocabulary presentation, the pictures and illustrations in the book are very clear and attract student's attention. Also, the use of everyday language in reading books also makes students more interests in learning new vocabulary given in each chapter.

In addition, the exercises provided are interesting and can be applied in class. This makes students active learners all the time, even though there are several minor categories based on the *Badan Standar Nasional Pendidikan* assessment of detailed sub-component analysis on Depth of Material and a few about Conformity with the Development of Thinking Learners. Cambridge textbook: *Guess What! Level 6* is still acceptable and more than meets the requirements for use as learning materials in schools or language courses in Indonesia.

5.2 Suggestions

In this part, the researcher would like to give suggestions that can be considered better and beneficial to several parties:

- For future researchers:

The results of this study can be used as a source of information for further research in the same field or to find effective ways to overcome these problems, especially in the effectiveness of word mastery in the vocabulary section which is found in the '*Guess What! Level 6*' book as a teaching material book for Indonesian students.

- For authors:

For the author or the book writers of '*Guess What! Level 6*', researcher hope that in the future the author can provide a detailed description or glossary of each vocabulary contained in the book in each chapter, or at least make a glossary at the end of the page. The choice of colors and images attracts students' attention, but explanations of vocabulary are equally important, especially in educational books, considering this is a book for Elementary School.

REFERENCES

- Joklová, K. (2009). *Using pictures in teaching vocabulary* (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
- Nnamdi-Eruchalu, G. I. (2012). THE ROLE OF TEXTBOOKS IN EFFECTIVE TEACHING AND LEARNING OF ENGLISH AS A SECOND LANGUAGE. *Nigerian Journal of Curriculum and Instruction Volume*, 20(1).
- MARDIANAWATI, L. (2012). *VOCABULARY TEACHING STRATEGIES USED BY TEACHERS OF JUNIOR HIGH SCHOOL (A Descriptive Study on Private Junior High Schools in Cilacap in Academic Year 2012/2013)* (Doctoral dissertation, UNIVERSITAS MUHAMMADIYAH PURWOKERTO).
- Birds, Myvanwy (2012, December). The Importance of Images in Language Memory. *Sookmyung Women's University*.
- Erkaya, O. R., & Drower, I. S. (2012). Perceptions of an EL Learner on Vocabulary Development. *International Journal of Special Education*, 27(1), 81-92.
- Okeeffe, L. (2013). A framework for textbook analysis.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers*. Oxford university press.
- Sadiq, M. (2013). Use of photographs as a powerful tool in teaching/learning environment: An experience. In *EDULEARN13 Proceedings* (pp. 1788-1792). IATED.
- Triangulation, D. S. (2014, September). The use of triangulation in qualitative research. In *Oncol Nurs Forum* (Vol. 41, No. 5, pp. 545-7).
- Tama, S. A. (2014, May). The Impact of Using Pictures on the Students' Vocabulary Mastery at Grade Three of SD Negeri 2 Rulung Raya Natar South Lampung in Academic Year 2013-2014. In *International Conference on Education and Language (ICEL)* (Vol. 2).
- Fuyudloturromaniyyah, N. M. (2015). *A Textbook Analysis: An In-depth Analysis of Activities in Scientific Approach's Perspective in an EFL Textbook for Seventh Grade* (Doctoral dissertation, Indonesia University of Education).
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Baralaei, S., & Najmabadi, A. (2015). The effect of using images on vocabulary learning on EFL learners. *International Journal of Research on English Language Teaching Studies*, 3(2), 17-19.

Ghaedi, R., & Shahrokhi, M. (2016). The impact of visualization and verbalization techniques on vocabulary learning of Iranian high school EFL learners: A gender perspective. *Ampersand*, 3, 32-42.

Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, 1(2), 182-191.

Asyiah, D. N. (2017). The vocabulary teaching and vocabulary learning: Perception, strategies, and influences on students' vocabulary mastery. *Jurnal Bahasa Lingua Scientia*, 9(2), 293-318.

Nurhidayah, R. (2017). TEACHING VOCABULARY THROUGH PICTURE AT THE FOURTH GRADE STUDENTS OF SDN 1 RAJABASA RAYA.

Munaf, A. T. (2019). *ANALYSIS OF STUDENT BOOK SUPER MINDS AMERICAN ENGLISH AND ENGLISH CHEST FOR GRADE 2 ELEMENTARY SCHOOL* (Doctoral dissertation, Universitas Negeri Semarang).

Kaplan-Rakowski, R., & Loranc-Paszyk, B. (2019). The impact of verbal and nonverbal auditory resources on explicit foreign language vocabulary learning. *System*, 85, 102114.