

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

After analyzing the feasibility of content of the “*Bahasa Inggris Think Globally Act Locally*” textbook, the researcher can conclude this study as follows:

1. The feasibility of content (Compatibility with KI and KD), in this textbook is not mentioned at all, such as KI 1 and KI 2 are not mentioned. It just mentioned for KI 3 and KI 4. KI 3 is mentioned in Chapter 1,3,5 and 6. KI 4 is only mentioned in chapter 2 and 4.
2. The accuracy of material of this book has presented some materials in accordance with facts, concepts, principles, and theories completely. In this book the use of language in explaining the material can be easily understood by students. The existence of a conversation in explaining the material in the book also is increasing students' insight. The language used is also very easy to understand by students at the junior high school level.
3. The criteria of relevance and development of life skills in supporting materials are appropriate. But there is only a slight lack of diversity insight in the 6 chapters of this textbook. Of the six chapters that have been analysed, all of them do not show diversity insight.

B. Recommendations

1. For Teacher

Since the compatibility level of the textbook “*Bahasa Inggris Think Globally Act Locally*” has not reached 100%, teachers should not just depends on these textbooks as teaching materials. Other materials can be added to complement the textbook, especially in terms of understanding diversity insight. Teachers not only have to focus on fulfill the standards for core competence (*KI*) and basic competence (*KD*), they must also be able to find books that suitable to their students. Other factors must be considered in order for students to realize their expectations for the 2013 Curriculum.

2. For Publisher

In publishing specific textbooks to be used in the school, publishers should be very alert on the changing of curriculum and the needs of student. Before publishing textbooks for schools, all elements that are included in the BSNP evaluation criteria must be considered, as they provide guidelines for materials that suitable the needs of students.

3. For Further Researcher

This study discusses the content analysis of junior high school English textbooks for grade IX students. Future content analysis evaluations or research on similar topics should explore more aspects and provide more valuable results. The difficulty in conducting research or analysis in this textbook lies in understanding the meaning of each title in the textbook. I hope that through further research, we can understand the content and meaning of other textbooks so that we can analyze other English textbooks more easily.

