

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations are presented in this chapter. The conclusions are based on the findings of the analysis in the preceding chapter. These recommendations are for English teachers, authors of textbooks, and the next researcher to consider.

#### A. Conclusion

This study can draw two conclusions based on the findings and discussion in chapter IV. First, the materials of the English textbook “Bahasa Inggris Think Globally Act Locally” for 9th-grade students were published by *Kemendikbud*. The 18 characters mentioned by *Kemendiknas*, which can be found in the textbook “Bahasa Inggris Think Globally Act Locally” was relevant to the primary objective of this study. These characteristics religiousness, honesty, discipline, tolerance, perseverance, creativity, democracy, independence, curiosity, patriotism, nationalism, appreciation, friendship or communication, love of peace, reading interest, environmental awareness, social care, and responsibility. Each chapter emphasized one to eleven characters' education, which is related to the chapter's theme. From chapters, one to eleven, the most frequently illustrated characters were friendship/communication (17,3%), social care (15,3%), and appreciation (12,7%). However, characters with a percentage (2%) and below, such as discipline, tolerance, independence, environmental awareness, democracy, nationalism should all be included in the teaching materials.

Second, the teaching material consists of two integrations namely: the percentage of direct integration of character (19.3%) and the percentage of indirect integration of character (80.7%). This result showed that the integrating technique of characters indirectly is more dominant in this textbook. It showed that the author seemed to pay attention to the cognitive and affective aspects of students. At this point, students should be able to think critically and understand the implead meaning. In addition, students have been able to solve problems logically by involving various related issues.

## B. Recommendations

The researcher provides the following recommendations based on the results of this study.

1. For English teachers

For English teachers, selecting an English textbook should be done with care. Teachers should be able to directly or indirectly discover the words in the textbook and correctly convey the words in the classroom. Teachers can use context and cooperative learning to ensure that these words are effectively integrated.

2. For the authors of textbooks

In educational textbooks, authors should give great attention to the characteristics. In addition, to make a good book, they need to carefully check and follow the guidelines and instructions for writing textbooks. Therefore, learning English is important for achieving academic goals and language abilities, as well as building active character learners.

3. For the next researcher

The focus of this study is solely on the analysis of the textbook “Bahasa Inggris Think Globally Act Locally”. If other researchers who are interested in doing related research can look through various textbooks or concentrate on the same or various grade levels as well as the use of the character in the teaching, so much the better. They might use this research as a source of extra knowledge or as a reference.