

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 CONCLUSION**

This textbook successfully builds a solid foundation in language teaching. Through a structured approach, it presents the material clearly and logically. The use of various text types and exercises provides students with opportunities to understand and practice basic English concepts, which is crucial for beginner learners. Aspects like basic grammar and vocabulary are presented systematically, giving students a solid framework to start their learning journey. The inclusion of sections like 'language focus' indicates a deliberate effort to provide linguistic instruction, which is a positive step.

Nevertheless, the analysis also reveals areas where the textbook has not fully utilized students' learning potential. Notably, it tends to focus on a rigid and mechanical approach, with a lack of exposure to authentic language and limitations in stimulating creativity. Although the book includes grammar exercises, its isolated presentation from real-life communication contexts hinders students from applying that knowledge functionally. Furthermore, the textbook neglects right-brain-based activities, which are proven to be important for emotional engagement and holistic thinking. Consequently, the book risks creating students who have a theoretical understanding but lack the fluency, confidence, and creativity needed to use English in the real world.

The conclusion drawn by the researcher from the entire study, "A Content Analysis of The English Textbook 'English for Nusantara' for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory, is that the textbook has fulfilled 14 criteria from 16 criteria of Tomlinson's theory. Thus, the English textbook "English for Nusantara," authored by Damayanti et.al (2022) at SMP Negeri 1 Gunungsitoli Barat, English teachers can be implemented and use, which is based on the Merdeka Curriculum, for the eighth grade of junior high school.

## 5.2 RECOMMENDATION

Based on the research findings, here are the recommendations for improving the "English for Nusantara" textbook in the future:

- To enhance its effectiveness, the "English for Nusantara" textbook should shift from a mechanical approach to a more integrated and holistic one. The first improvement is to contextualize grammar by embedding it directly into authentic materials, such as native speaker conversation transcripts. Instead of presenting rules in isolated boxes, the book should encourage students to analyze how linguistic features (like *indirect speech*) are actually used.
- The second improvement is to balance brain stimulation by incorporating a variety of creative activities that are currently missing, such as singing, dancing, or drama. These exercises not only boost student engagement but also stimulate the right side of the brain, which is crucial for creativity and emotional understanding. By implementing these recommendations, the textbook will be transformed from a mere source of theoretical knowledge into a dynamic and engaging tool that empowers students to use English functionally, creatively, and confidently.
- Textbook must contain material that meets the 16 criteria of Brian Tomlinson. This material is very crucial because it functions as a quality standard for textbooks. By meeting these criteria, instructional materials can be ensured to be relevant, effective, and in accordance with the needs of students, which in turn will create a more interesting and efficient learning experience. In addition, these criteria also provide important insights for educators and curriculum developers regarding the strengths and weaknesses of existing textbooks, enabling them to guide the improvement and development of future materials.