CHAPTER V

CONCLUSION & SUGGESTIONS

5.1 Conclusion

This study has thoroughly examined the various factors that influences teachers' preferences for textbook published by private-sector publisher, teachers' perception towards the use of textbook by private-sector publisher, and the challenges that students and teachers face while utilizing the textbook. Through a series of interviews and observations combined with thematic analysis, the researcher has obtained several valuable findings regarding the topic.

5.1.1. Factors That Influenced Teachers' Preferences for Textbook Published by Private-Sector Publisher

Firstly, this study highlighted the importance of content quality and variety as an important factor that affects teachers' preference in selecting textbook. It is found that teachers appreciate textbook that offer a range of practice questions and incorporate visual media. These features not only enhance student interest bur also facilitate more effective learning. The usability and practicality of textbooks, readability and the availability of supplementary materials such as teacher handbooks and answer keys has become another factor that contributes to teachers' preference towards textbook selection.

5.1.2. Teachers' Perception Towards the Use of Textbook by Private-Sector Publisher

Secondly, teachers generally perceive textbooks provided by this particular private-sector publisher positively. They appreciate the content quality, practical utility, and academic support that the textbooks offer. The availability of supplementary materials and teacher handbooks also facilitates more effective teaching-learning process.

5.1.3. Challenges That Students and Teachers Face While Utilizing the Textbook

Thirdly, several challenges have been identified through this study that includes language and content complexity, particularly the difficulty of teaching advanced vocabulary and scientific content. Teachers often find themselves to work extra to provide additional support to help students to address this challenge. Moreover, the absence of local context, in terms of situation and condition that does not reflect students' real-life experience in the materials inside the textbook may make it more difficult for students to understand the material since they cannot relate with the material they study.

Infrastructure and resource limitations has become one more significant challenge. Inadequate school facilities, such as broken LCDs and a lack of teaching aid, limit the effective utilization of the textbook provided by private-sector publisher as they provide interactive materials that integrates technologies. Furthermore, not every student owns the textbook that makes the teaching and learning process has become more complicated.

Student-related challenges were also significant in these findings. The diversity in student characteristics and varying levels of English proficiency require teachers to adapt their teaching strategies continuously, following the change of curriculum and advancement of technology. In addition to that, students' dependency on teacher's explanations and their struggles with long and difficult readings underscore the need for textbooks that are adjusted to their learning levels.

This research contributes to the field by providing a nuanced understanding of the factors that influence textbook selection by English teachers, the perceptions of teachers regarding the use of specific private-publisher, and challenges that students and teachers face while using the selected textbook. It highlighted the need for textbooks that are not only complete and interesting but also easily accessible and adjustable to various teaching and learning environment. Textbook publishers can create textbooks that better support both teachers and students to enhance the effectiveness of English language learning, particularly at school.

In conclusion, this study underscores the critical role of well-designed textbooks in classroom context and the importance of considering students and teachers needs in textbook development. The insights gained from this research can guide future improvement in textbook content and usability to achieve more effective English teaching at school, particularly in Indonesia.

5.2 Suggestions

Based on the research findings, the researcher has several suggestions. Firstly, for textbook publishers, they have to put an extra effort to include more local content in their textbooks to make learning more relatable for students. This will help to bridge the gap between students' everyday life and the materials they are learning that makes them understand better. Additionally, the textbook publishers should balance the use of advanced vocabulary with simpler explanations and glossaries so that students and teachers can easily look at them and make the teaching-learning process much easier.

For teachers, they should continuously learn about the development of education and technologies. They have to adapt to the current situations, which might involve learning about recent gadgets and its implementation in teaching-learning process. Elderly teachers and those who have taught for years may struggle in studying these new technologies. However, they can ask for younger generations to teach them how to use gadgets and technologies so that they can make use of the additional materials provided by private-sector publisher's textbook better.

The government should invest more in improving school infrastructure and maintenance. In some cases, the infrastructure is available but unable to be used since it is broken or malfunctioned. Furthermore, the government should give more attention to the distribution of textbook, as it has been mentioned by P1 and P3 that the distribution of textbook sometimes late. While it is understandable since Indonesia has a wide area, the government should be

more prepared when the next curriculum shift happens. This way, teachers and students will have textbook on their hand to support their learning.

Further research related to this topic should explore the long-term impacts of using private-sector publisher's textbooks on student outcomes that considers several aspects, such as academic performance, language proficiency, and critical thinking skills. Since this research is done using qualitative approach that might be subjective depending on the circumstances, the researcher does recommend further research using quantitative approach to obtain real numbers that represents the actual data on field. The obtained data shall be more objective as it is collected quantitatively.