

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and some suggestions drawn from this study.

5.1. Conclusion

This study starts from the definition of relevance stated by *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* (2006, p.12) which categorizes the term relevance into the appropriateness of (1) the coverage, (2) depth, (3) levels of difficulty, and (4) materials organization. Thus, this study focuses on two of four areas; *the coverage* and *materials organization* to retrieve a description about the relevance of the learning materials contained in the textbook to the objectives of the curriculum used by Pusdikpengmilum Kodiklat TNI-AD.

In terms of coverage, from the description obtained through data analysis, it can be concluded that the content of *Campaign 1* covers most of objectives demanded by KIBI Level 1 New ALC curriculum by providing various types of learning materials. From eight learning objectives, it is found that there are two learning objectives (no.3 and no.6) which has uncovered lesson content. Despite of the availability of the some contents with related topics, teachers are required to do materials adaptation to use these materials in order to fulfill the objectives of the curriculum.

In terms of materials organization, the materials are presented in sequences; starting from introducing, explaining, and finally producing the tasks as being targeted by the objectives stated in the curriculum. It is also revealed that the learning materials do not only consist of linguistic-based contents which requires students to master phonology, grammar, and vocabulary, but also require students master the ability of how to perform tasks which is known as competency-based content. This type of content conceptualization fits type of the learning objectives that requires competency-based materials.

Questionnaire survey has revealed that the textbook has covered most of the learning objectives. The percentage of 78.57% (based on Likert scale) indicates that the teachers are quite satisfied with the relevance of the textbook. Despite of some discrepancy of opinions occur between teachers, most of them agree that this textbook has covered most of the objectives demanded by the KIBI curriculum.

In spite of all these questions, interview survey conducted to three English instructors of Pusdikpengmilum has shown that this relevant to be used in their teaching purposes. Indeed, the role of supplementary textbook to support this textbook is still debatable, but the description of teachers' perception pertaining to their experience in using this textbook tend to show positive perceptions.

Hence, from the findings of all data analysis, it can be concluded that the learning materials contained in *Campaign 1* are relevant to the objectives of KIBI

Level 1 New ALC curriculum operated by Pusdikpengmilum Kodiklat TNI-AD in terms of their coverage and materials organizations.

5.2. Suggestions

Prior to the role of English instructors, teachers are suggested not to be reluctant to do material evaluation, selection, and adaptation. In spite of all framework has been stated in the curriculum, teachers are supposed to be flexible when facing a situation when none of the materials in the textbook can cover what is demanded by the curriculum. However, the textbook was not design to fulfill the objectives of the curriculum. Thus, material adaptation is a not a strange way to achieve those goals.

In relation with the institution, Pusdikpengmilum should pay more attention to the selection of materials. In this case, American Language Course (ALC) curriculum plays the primary role of ELT program in the institution. The officials of Pusdikpengmilum is suggested to conduct further research about the relevance of ALC textbooks and its relation with *Campaign 1* to explore the interoperability of both textbooks in achieving the goals of KIBI curriculum.