

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

This study aimed to evaluate the *Interactive English* textbook for 8th-grade students within the framework of the Merdeka Curriculum. The findings indicate that the textbook overall meets the criteria for effective educational materials, achieving a fulfillment level of 74%. It is categorized as "good" but demonstrates areas for improvement in various aspects.

In terms of objectives, the textbook received an "excellent" rating with a score of 82%, showing a strong alignment with the teaching goals set forth by the 2013 Curriculum. However, discrepancies were noted, particularly in specific activities that did not align with the curriculum's learning indicators. Regarding language skills, the textbook scored 63%, indicating a "good" status, although the integration of skills could be better balanced. Notably, productive skills such as speaking and writing were emphasized more than receptive skills like listening and reading, which could impact students' overall language proficiency.

The content analysis revealed that the textbook achieved an "excellent" score of 80%, showcasing well-structured themes and activities that resonate with students' real-life contexts. However, the absence of explicit grammar instruction and limited literary texts presents challenges for comprehensive language development. Lastly, in terms of design, the textbook scored 72%, suggesting that while the physical aspects of the textbook are generally good, enhancements in visual balance and additional supporting materials would further improve its effectiveness.

Overall, the *Interactive English* textbook serves as a valuable educational resource. Yet, it necessitates continuous evaluation and updates to better align with curriculum objectives and to provide a more comprehensive learning experience for

students. The findings underscore the importance of carefully selecting textbooks that meet the diverse needs of learners in a dynamic educational landscape.

Based on the discussion outlined earlier, it can be concluded that there is a philosophical connection in the context of English language learning in accordance with the *Merdeka Belajar* Curriculum.

First, philosophy plays a crucial role in providing guidance for the English learning process. Second, English language learning is recognized as part of ontology in philosophy. Third, English learning, particularly within the *Merdeka Belajar* curriculum framework, adopts the constructivist philosophy theory. Fourth, the English learning process aligns with various modern and postmodern philosophical theories. Fifth, moral philosophy is applied in English learning to achieve the Pancasila character competencies. Sixth, there is a reciprocal relationship between philosophy and English language learning. Seventh, the axiological, epistemological, and ontological values of philosophy are integrated into the assessment of English learning. Eighth, in English language learning, there is a theory of truth related to philosophy.

The practical implications of this research indicate that integrating philosophical principles into English language teaching can enhance students' understanding of the cultural context and moral values embedded in the language. Therefore, it is essential for educators to apply a philosophical approach in the learning process to develop competent and well-characterized students.

Recommendations for future research include further exploration of the application of other philosophical theories in English language teaching and studies on their impact on students' academic performance.

## **5.2 Suggestions**

Based on the findings of this study, it is essential for textbook authors and publishers to ensure that the Interactive English textbook closely aligns with the

Merdeka Curriculum's objectives, particularly by addressing discrepancies between textbook activities and the curriculum's learning indicators. Additionally, a more balanced approach to developing language skills is recommended, emphasizing both receptive skills (listening and reading) and productive skills (speaking and writing) to provide a holistic language learning experience. The inclusion of explicit grammar instruction, along with a wider variety of textual materials, can enhance students' grammatical understanding and enrich their vocabulary and reading skills. Furthermore, improvements in the visual design of the textbook, such as achieving a better balance between black-and-white and color visuals, can stimulate student interest. Supplementary materials like workbooks and audio resources would also support student learning by facilitating practice and reinforcing concepts. Finally, regular evaluation and feedback from educators and students are crucial to identifying areas for improvement and adapting materials to better meet the evolving needs of learners. By implementing these suggestions, stakeholders can ensure that textbooks effectively support language learning and contribute to the successful implementation of the Merdeka Curriculum in junior high schools.