

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This research evaluated *Speaking Partner Basic 01* by using Cunningsworth's coursebook evaluation framework. The analysis was conducted in two stages: impressionistic analysis and in-depth analysis. Based on the impressionistic analysis, the textbook is categorized as Good with a good category. The textbook has a clear cover, organized content design, logical course structure, and consistent layout. The table of contents shows a complete 20-day speaking course. The topics are arranged from simple personal communication to more extended speaking tasks. However, the textbook does not develop the four language skills equally because speaking is dominant, while listening, reading, and writing are used mainly as support. Based on the in-depth analysis, the textbook is also categorized as Good with a score of 86.21%. The textbook strongly fulfills the aspects of aims and approaches, design and organization, and language skills. The goals match beginner learners' speaking needs. The textbook organization is clear and easy to follow. The activities provide many opportunities for learners to speak through introduction, description, routine talk, opinion sharing, problem-solving, product promotion, interview, and examination. The textbook also provides useful grammar patterns and vocabulary for basic speaking. The materials include self-introduction expressions, hobby patterns, conjunctions, suggestion forms, 5W+1H questions, and vocabulary related to daily life. These materials are relevant for beginner learners because they can be used directly in communication. However, several weaknesses were found. First, pronunciation practice is not explicitly developed. The textbook mentions pronunciation feedback, but it does not provide planned pronunciation activities. Second, style and appropriacy are not clearly explained. Learners are not given enough guidance on formal and informal expressions or respectful language use. Third, learner autonomy is still limited because the textbook does not include self-

assessment checklists, reflection sheets, or independent speaking logs. Fourth, cultural and social representation needs more careful treatment, especially in the unit about physical appearance.

In conclusion, *Speaking Partner Basic 01* is suitable as a basic speaking textbook for a non-formal English course. It can help beginner learners build confidence and practice practical speaking. The textbook is especially strong when used with tutor support. It still needs improvement in pronunciation, appropriacy, learner autonomy, and sensitive language use.

5.2 Suggestion

5.2.1 Tutors

Tutors are suggested to use the textbook as a main guide for speaking practice, but they should add supporting activities. Tutors can provide pronunciation drills, intonation practice, and short speaking feedback after each task. Tutors also need to explain how to use polite and respectful expressions, especially when learners describe people, give suggestions, or discuss personal topics.

5.2.2 For Material Developers

Material developers are suggested to revise the textbook by adding explicit pronunciation sections in each unit. These sections can include word stress, sentence stress, intonation, and common pronunciation problems for Indonesian learners. The textbook should also add self-assessment boxes at the end of each unit. These boxes can help learners reflect on vocabulary use, grammar accuracy, fluency, pronunciation, and confidence.

Material developers should also improve the cultural and social sensitivity of the materials. The unit about physical appearance should include guidance on respectful description. The textbook can also include more diverse examples of people, occupations, family types, and cultural contexts

5.2.3 For Learners

Learners are suggested to use the textbook actively, not only by reading the vocabulary and examples. Learners should practice speaking aloud, record their speaking, review tutor feedback, and repeat difficult expressions. Learners can also create personal vocabulary lists from each unit and use them in short daily speaking practice.

5.2.4 For Future Researchers

Future researchers are suggested to evaluate the textbook by involving learners and tutors as participants. Interviews, questionnaires, or classroom observations can provide stronger evidence about how the textbook works in real teaching situations. Future studies can also compare *Speaking Partner Basic 01* with other non-formal English speaking textbooks to identify broader patterns in non-formal speaking materials.

Future research may also measure the effectiveness of the textbook in improving learners' speaking ability. This can be done through pre-test and post-test speaking performance, pronunciation assessment, fluency measurement, or learner confidence scales.

