

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the study and several suggestions related to this study.

#### A. Conclusion

There are several conclusions drawn by the researcher based on this study. The conclusions are about the results of this study that are related to the categories and functions of visual images in Indonesian Senior High School English textbooks. The explanations of the conclusions are in the next paragraphs.

From this study, the researcher found that Indonesian English textbooks for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades use visual images in different quantity of each grade. The number of visual images is 431, including 117 in 10<sup>th</sup> grade English textbooks, 174 in 11<sup>th</sup> grade English textbooks and 140 in 12<sup>th</sup> grade English textbook. The evaluation of the visual images shows that they could be classified as several categories and functions.

The researcher found that generally visual images in Senior High School English textbooks are in the forms of color drawings, black & white drawings, color photos and black & white photos. Based on the result of analyzing visual images categories, it can be concluded that color drawings are found the most, color photos place the second, black & white drawings are as the third and black & white photos are found the least. In other words, most of the visual images are in the form of color drawings.

Moreover, the next conclusion is concerning to the functions of the visual images. There are three functions of visual images that are found by the researcher such as illustration, stimulus-response and student generated. However, visual images as illustration are found the most. Further, two other categories are still found although in small quantity. Therefore, most of the visual images have functions as illustration. In other words, related to the functions, the number of visual images is unbalanced.

In sum, Indonesian Senior High School English textbooks contain many visual images. Each grade uses visual images in different quantity for each category. So, it cannot be concluded that the more using visual images the better the book is. To make that inference needs further study. However, the visual images have functions for students as like as the result of this study that they can be as illustration, stimulus-response and student generated. According to the researcher, the using visual images should be suitable with the students' needs to increase their knowledge and skill. That's why the development of the visual images is needed.

#### **B. Suggestion**

In this part, the researcher gives several suggestions regarding the result of this study. The suggestions are pointed at educational purposes. Furthermore, the suggestions are also about the categories and functions of the visual images that have been analyzed by the researcher. They are presented in the next paragraphs below.

Concerning to the categories of visual images that are found in Indonesian Senior High School English textbooks, the researcher can suggest in several things. The suggestions are especially for responsible persons in making the textbooks such as the writers, editors and publisher.

Firstly, because drawings are the most in the textbooks, the writers, editors and publisher of the textbooks should consider the visual images that they use in making the textbooks. Using more photos should be as consideration. So, it will be balanced between drawings and photos.

Secondly, they should consider the quality of the visual images. The quality is about drawings and photos that are used. Regarding the drawings they can use various drawings so same drawing should not be found for many times in other pages. In addition, they also should consider the quality of the photos such as the photos should be clear. In other words, they are not blurred. In summary, textbooks' writers, even editors and publisher should consider visual images that they use in students' textbooks.

The next is about suggestions related to the functions of visual images that are found in Indonesian Senior High School English textbooks. The suggestions are not only for the responsible persons in making the textbooks but also for students and teachers who use the textbooks. Detail ideas of the researcher as the suggestions are discussed below.

The visual images can be as illustration, stimulus-response and student generated. Therefore, the writers, editors and publisher should pay attention visual images used in the textbooks because actually they have functions.

However, in the English textbooks, the visual images as illustrations contribute the highest number although these visual images are passive. So, the researcher' ideas about this matter is that they should increase the number of visual images as stimulus-response and student generated. In addition, it should not need to use visual images as illustration over. The using of visual images should be met with students' need to improve their skill and knowledge.

Moreover, in teaching-learning process, teacher can draw students' attention at the visual images in the textbooks. This is because the visual images will give students positive effects as their functions. So, the researcher' suggestion is that teachers and students can use the visual images in classroom.

Finally, the researcher also suggests that it needs further studies. Studies in investigating and analyzing of the textbooks should be always conducted to enhance the quality of them. Related to this study of visual images, the real influence of visual images in the English textbooks toward students' skill should be investigated. Therefore, further and better studies related to the visual images especially should be conducted.