

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions based on research results and discussions. This conclusion relates to developing Eco-ELT-based textbooks, including the results of product validation from media and material experts and product suitability through limited-scale trials. Meanwhile, suggestions are aimed at students, teachers, and future researchers.

#### 5.1 Conclusion

This research focuses specifically on the process of developing Eco-ELT-based textbooks for young learners and the process of determining the appropriateness of Eco-ELT textbooks. Based on the research results in the discussion, it is explained that the process of developing Eco-ELT textbooks goes through 4 stages: defining, designing, developing, and disseminating.

This development process involves two experts, namely a media expert and a material expert, to view and analyze the product before it is tested. The validation results show that the value from the media expert validator obtained a percentage of 95% and the value from the material expert validator obtained a percentage of 97.6%. Thus, all validation results are classified in the "very valid" category.

The valid product was then tested on fourth-grade students at SDN Glagahwangi 1 to determine the level of product suitability. Student assessments in measuring the level of product suitability obtained an average percentage of 92.5%. Thus, the Eco-ELT textbook developed is classified in the "very worthy" category. Meanwhile, the grade 4 English teacher's assessment of the suitability of the Eco-ELT textbook obtained an average percentage of 94%. Thus, the Eco-ELT textbook developed is classified in the "very worthy" category.

Based on the results of assessments with validators and conducting limited trials with students and teachers, it can be concluded that the Eco-ELT textbook learning media that has been created is appropriate and suitable for use in the teaching and learning process.

The products resulting from this research can be applied in the field of education, especially for young learners as an English learning resource to improve young learners' English language skills and foster the character of loving the environment to keep the earth safe.

To complement the research that has been carried out, the researcher recommends that further researchers research the development of Eco-ELT-based textbooks at higher levels of education, products can be in the form of textbooks or other forms of media such as audio media and visual media. Apart from that, other researchers who want to develop this research should add an evaluation stage to carry out trials using the product on objects to determine the effectiveness of the product so that the research can be more in-depth and get better results.

## **5.2 Suggestion**

After conducting this research, the researcher made several suggestions to several parties, the first to students, especially fourth graders who are studying English, to use the Eco-ELT textbook as an additional learning resource to improve their English language skills and increase their self-awareness to love the environment. Furthermore, for fourth-grade English teachers, this product can be used as a complement in carrying out learning as well as additional new references in providing teaching materials so that it can be used as an effort to increase the optimization of learning outcomes by the objectives of the mandate contained in the 1945 Constitution, namely that education is an effort to educate children of the nation.

Furthermore, for the next researchers to focus more on developing more varied learning media using the Eco-ELT approach. Learning media can be in the form of textbooks, audiovisuals, visuals, and others with a wider scope, not only for young learners but also for students who are in a higher phase of education.