

CHAPTER V

CONCLUSSION AND SUGESSTION

This chapter presents the conclusion on the use of syllabus developed in this study. The findings of need analysis in discussion also provide some suggestions for the teacher to develop the teaching-learning situation should be taught to the students.

5.1. Conclusion

From the previous chapters, it can be concluded that the curriculum of English teaching and learning at SMK Semen Gresik, especially for automotive engineering department, focus on reading skill. It can be seen from the findings of need analysis which many students of first grade and alumni of automotive engineering at SMK Semen Gresik choose reading skill as priority in English teaching and learning process. Because of many development engineering information are written in English, they feel need to comprehend reading text to get the information. Therefore, the syllabus developed in this research is focus on English reading syllabus. The syllabus developed is also based on the students and alumni needs in which relevant to the content subject of the first grade of automotive engineering vocational high school. Moreover, a preliminary evaluation shows that they are motivated and interested in English reading syllabus that provides various reading activities which help them to comprehend technical terms in English so that they can enjoy learning English. But, considering the level of students is still novice, the use of Bahasa Indonesia in

explaining the units of English reading syllabus is still needed to avoid misunderstanding of students, so that they can do the exercises appropriately. The goal of English reading syllabus is to provide the students with the ability to understand English for mechanic engineering in their study and working world in the future.

5.2. Suggestion

Suggestions on the basis of findings and foregoing discussions should be put forward.

1. An English teacher should develop the reading situations provided in the syllabus as long as the students are still interested in the topic given.
2. The use of Bahasa Indonesia is still needed to explain the activities and materials to avoid misunderstanding because the students are too difficult to understand in fully English explanations.
3. For the next researcher, hopefully they can develop the reading materials based on the English reading syllabus developed.