

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and the suggestions to others.

5.1 Conclusions

The research findings and discussions in Chapter IV lead to the following conclusion:

5.1.1 The Target Needs

It was found that the goal of learning English of first grade students of Office Administration study programme at SMK Sunan Giri Menganti was to support their career in the future. They wanted to use English as a medium of oral communication with their customers and colleagues. To function properly in the target situation, they believed that their English proficiency level should be improved into intermediate or advanced level since their current level was still beginner.

The students also believed that they were weak in speaking skill. They wanted to be able to communicate fluently using English in oral communication after graduated from vocational high school. The findings also show that they wanted to enrich the vocabulary items which are related to APK field.

5.1.2 The Learning Needs

The students needed the topics for learning English related to APK field. They desired the listening input was in the form of dialogue or monologue which

has less than 100 words in length. The activity for learning listening was to identify certain information in dialogue / monologue. For learning speaking, the desired input was in the form of a model of dialogue and monologue with the list of new vocabulary with the meanings and phonetic transcription. The activity for learning speaking was to discuss a certain topic or issue with other friends.

The students desired an authentic text which has less than 100 words in length as the reading input. The desired activity for learning reading was to comprehend a text by group discussion. Furthermore, the input desired by the students for learning writing is the explanation about the structures of the text which was learnt. The desired activity for learning writing was to arrange jumbled sentences into a good paragraph.

The students wanted to carry out the tasks / activity by groups work discussion. The students wanted to be problem solver which means solving problem or finishing tasks by discussion. Meanwhile, they wanted the teacher to be a mentor in the classroom who gave tasks and discussed them together.

5.1.3 The Appropriate English Learning Materials

5.1.3.1 The characteristics of appropriate English learning materials.

Based on the results in Chapter IV, the researcher conclude that the appropriate English learning materials had the following characteristics:

- 1) The materials were relevant to the curriculum of vocational high school and students' needs.

- 2) The materials elaborated the texts in detail and explored the texts which relevant to students' daily life.
- 3) The materials gave the accurate language inputs so that students would achieve the objectives of learning.
- 4) The materials employed the correct and appropriate language use.
- 5) The materials used the language that was presented clearly and understandable by the students.
- 6) The materials were presented consistently and equally in all units.
- 7) The materials provided tasks which encouraged students' interaction and participation.
- 8) The materials facilitated the students to recognize their achievement and failure after the learning process.

5.1.3.2 The design of appropriate learning materials.

Based on the results in Chapter IV, the researcher conclude that the appropriate English learning materials had the following design:

1) Introduction

The introduction section provided unit title and introductory paragraph. The purpose of the introductory paragraph was to inform the learners about the objectives of the learning and the significance of the unit to their future.

2) Lead In

The purpose of the lead in section was to introduce the students with the topic of the unit. It was also to provide background knowledge and context before the students do the real tasks.

3) Lesson proper

This section consisted of two cycles, i.e. *Listening and Speaking* (the oral cycle), and *Reading and Writing* (the written cycle). The purpose of this section was to provide the students with tasks by which students can achieve the objectives of the learning.

4) Evaluation

This section functioned as an evaluation phase. The students were expected to do a number of tasks by which they can apply the competences that they have learnt. The tasks were designed as authentic as the real world tasks so it must happen outside the classroom (as homework).

5) Reflection

The purpose of this section is to provide a self-assessment activity. Therefore, the students will know how much they have learnt from the unit.

6) Summary

This section was designed to presents the summary of the language items taught in the unit.

7) Competency Test

The purpose of competency test is to check the students' understanding about the material in every unit.

5.2 Suggestions

1. To the English Teachers

English teachers of vocational high schools should try to develop English learning materials which appropriate to the needs of the students. In developing the materials, teachers are suggested to refer to the research findings about the characteristics of appropriate English learning materials. They are also suggested to develop learning materials which have the appropriate design as presented in the research finding.

2. To Other Researchers

This research consist of three units and only focuses on developing the English learning materials for first grade students of Office Administration study programme at SMK Sunan Giri Menganti especially in second semester. Other researchers are suggested to add the product's units of this research because the researcher thinks that the product's units of this research are still not enough to enrich the students' English proficiency. Other researchers also suggested to develop English learning materials for other study programmes which have the problems with the availability of appropriate English learning materials. They are also suggested to find the other characteristics of appropriate learning materials based on the needs of the students.