

CHAPTER V

CONSLUSION AND RECOMMENDATION

5.1 Conclusion

According to the result of this study, the researcher concluded that the Culinary Arts students in SMK N 1 Gresik needed an English module. To develop the English materials in this study using R&D design which is used ADDIE modified by Candra Hadi Asmara (2012). The need analysis is conducted in culinary arts students consists of 36 participants. The need analysis consists of three things that need to be analysis: target need, learning need, and interview. The result of need analysis shows that the students learn English to support their culinary arts subject and to support their career in the future. The students' interest with reading skill, writing skill, and speaking skill, they will use English to read article about culinary arts, use for write the procedure to make something or receipt, and to communication around their school and their work. Furthermore the students emphasized on the right pronunciation when they explain their tasks and talking with people. Most of the students prefer the materials that consist of pictures, because picture will give the motivation to learn English and can make them easy to understand the materials.

Based on those findings of the students need, the researcher then divided the module into four chapters, "Cooking tools", "Indonesian spices", "Indonesian sambal", and "Garnish food and drink". Those chapters covered all the need of culinary arts students. In the step of expert validation, the researcher got suggestion to give addition in task and write the source of each picture in the module. Meanwhile to try out the step, the researcher did not have any

suggestion from the participants to correct some errors or revise any parts in the module because the participants said that the module was good, clear, and easy to understand by them.

To conclude those findings, the researcher could say that even though the students emphasizes more on the practice rather than theory, but better since they needed to have the understand about the theory first than they could practice.

The interview result is shows that the K13 curriculum is used in SMK N 1 Cerme, it is from the English teacher and culinary arts teacher. The English teacher said that K13 curriculum is emphasized on speaking skill, reading skill, and writing skill. Meanwhile the culinary arts teacher also said that reading, writing and speaking skill is important to the culinary arts students to support their culinary arts subject and their future job.

Talking about the result of final product, it shows that the English materials that developed by the researcher is presented to the culinary arts materials, it is based on the students' respond that they strongly agree that the content of the materials is suitable with they need and they want.

This module also support from the experts by giving the assessment of the module in the each aspects. Those are two experts, the first expert is English teacher and second expert is Culinary Arts teacher. Those are two experts gave average score, it means that the materials is higher appropriate with culinary arts students and easy to understand.

5.2 Suggestion

From the result of developing module of this study, the writer gives a recommendation to the students of Culinary Arts in SMK N 1 Cerme, the teacher, and the next researcher. For the students of Culinary Arts, this English module can be used as a guideline to

learn all about culinary arts in English context. This module provides some basic information and exercises are included as well.

For the English teacher can developed the English book based on the students book, English teacher can used strategy to provide the learning activity and the teacher also used media such as hot potatoes or CALL (Computer Assisted Language Learning) to support the strategy and learning activity more interesting for the students and more innovative.

For the next researcher can develop with a new basis, such as developing ESP materials with basis of android to make the materials can be apply in hand phone or laptop, it can be used as a digital learning.

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