

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The objective of this research was to develop English reading materials of procedure text based on task based language teaching to meet the students' need of Culinary Art in Vocational High School 10 Medan.

In the developing reading materials of procedure text, an evaluation of the existing materials was done and it was found that the teaching materials are irrelevant to the basic competences in syllabus which were derived from basic competence 3.11 and 4.15 that is the students should catch the meaning in recipes and manual form.

Then, need analysis was conducted on September 07, 2017 to identify the target needs and the learning needs of the Grade XII students of culinary art in the state vocational high school 10 Medan. There were 32 students as respondents in the class XII – BG<sup>1</sup> filled the questionnaires.

In terms of target needs, the students agree to the statement that their intention to learn English is to get a job they want. Then, the students strongly agree to the statement that a reading text material, related to the culinary art is really important. Moreover, the students strongly agree to the statement that in the real work field, English will be used to comprehend some instructions or directions on recipe and kitchen appliances.

In terms of learning needs, the students strongly agree to the statement that providing some vocabularies and grammar in designing the material is really helpful to understanding the meaning of reading text. Then, the students strongly agree to the statement that teacher's role is really helpful in explaining the materials and the way how to do the tasks. Moreover, the students strongly agree to the statement that the students should do tasks in order to be more active and quite in teaching and learning activities. That is why the more interesting materials through task based language teaching had been developed to meet the students' needs.

After conducting the need analysis to identify target needs and learning needs, a syllabus was written and designed based on curriculum 2013. The topic of material would be developed after writing the syllabus. The topic consisted of four parts; introduction, exploration, reading practice and evaluation.

From the evaluation of materials, it could be concluded that the developed materials based on Task Based Language Teaching was really met the students' needs to be implemented as the reading materials for the grade XII students of Culinary Art in the state vocational high school 10 Medan. The mean score from the English lecturer based on the materials evaluation in the aspects of content, language, presentation and layout was 3.81 which belonged to the "very good" category and from the English teacher it was 3.92 which belonged to the "very good" category. The materials were considered as the final draft of the research after doing some revisions. It needed some improvements when it would be applied to different groups of students.

## **B. Suggestions**

### **1. Vocational Schools Students**

The grade XII students of Culinary Art should create communicative circumstance in the English classroom by being involved actively in English activities. The designed materials will not work well if the students do not participate actively in the teaching and learning process. They also need to do the tasks earnestly to improve their own English skills.

### **2. English Teachers at Vocational High Schools**

English teacher is one of the important points to make the teaching and learning process become successful. To achieve the goal of study, the teachers should understand well the students' needs in learning English. The teacher is suggested to add more sources related to the students' major if the English materials they use are not appropriate enough. It is even possible for the teachers to develop the appropriate materials by conducting observation and needs analysis. The teachers can coordinate with other teachers to create their own products and the results can be implemented to the students to know whether the materials can improve students' skills or not. If the materials can support students' needs, they can make further development of the materials.

### **3. Other Materials Developers**

To other materials developers, they can develop English materials for culinary art for other skills, such as writing, speaking, listening or materials with integrated four skills. It is also suggested for other developers to emphasize the needs of the learners since the essential point in developing materials for

vocational high school students is laid to the relevant content to their study. It is important to understand the needs of the students and consider the real context of their field so that the products will be useful for their future carrier.

