

CHAPTER V CONCLUSIONS AND SUGGESTIONS

The goals of this research study are to identify the target needs and the learning needs of the students grade X of Computer Engineering and Networking department at SMK YAPIM 1 Medan and to develop appropriate English Reading learning materials for the students of the department. In this chapter, the conclusion of the research and the suggestions are presented.

5.1 Conclusions

A. Target Needs

Based on the research findings, the conclusions of the target needs can be drawn as follows.

- a. The main goal of the tenth grade students of Computer Engineering and Networking at SMK YAPIM 1 Medan in learning English is to be able to communicate actively and fluently in English as well as to get success in the National Examination for English subject.
- b. Most of the students consider themselves at the level of beginner in terms of English proficiency. It means that their English is still limited and the language they can communicate is quite simple.
- c. Most of the students want to work after graduating from vocational high schools. The capability of communicating in

English, especially speaking and reading, are believed can support their career in the workingfield.

B. Learning Needs

The learning needs of the students can be grouped into some components. The first one is the input used in the developed materials. The students think that the effective length of the texts is no more than 350 words. They also state that they need vocabulary related to the discussed topics in each of tasks.

In terms of types of activities, most of students agree that they prefer to do the tasks by doing comprehensive tasks based on the provided texts. The students also want to get exposure in terms of grammar by doing grammar exercises and they want to do the tasks individually and in pairs. Regarding to learners' roles, the students prefer to be involved and become active participants in the learning and teaching process while in terms of teachers' role, the learners prefer the teacher to give explanation first about the materials before asking them to do the tasks. Teachers are also expected to guide the students to comprehend the texts and to introduce new vocabulary.

C. Characteristics of Reading Materials for Students of Computer Engineering and Networking

Based on the expert judgement, the materials developed in this study are considered to be appropriate. The final draft of the materials consists of 22 tasks.

Firstly, the title of the materials should cover the idea of the topic being discussed. The fonts and the colours used in the title should be clear and be able to attract the readers. The title then should be followed by a short and brief explanation that can give the students a view about the topic and what they are going to do in the material.

The following part after the title is the warm-up tasks which aims the students to recall their knowledge related to the topic in the material. It is better to provide this part with the availability of pictures and vocabulary to stimulate students' interest.

The next section is the main lesson which focuses on the reading activities. This covers the reading part called Let's Read where the students can find several texts to read as the input of reading. There is also grammar focus in which the students can get clear description about grammar and texts structure related to the reading input.

The comprehensive tasks, grammar tasks and vocabulary tasks are also included to support the students' understanding in relation to reading skills. After the students get sufficient reading inputs as the receptive skills, they are challenged to do productive skills by writing their own texts. To help them in producing the texts, some pictures and guides are provided before they produce the texts freely.

The last phase in the designed unit is reinforcement which deals with some parts: homework, review, glossary and reflection. Homework offers the students to have more exposure related to the content of the material by doing it at home. Review gives the students a summary, especially the grammar focus and the text types they learn. Then on the glossary part, the students can find a list of vocabulary that can enhance their vocabulary mastery particularly related to computer engineering and networking terms. The last part is reflection. This part is as important as the other parts since the students need to check their own comprehension of the whole materials they learn in the material. The students simply need to answer the provided items with by giving ticks for one of the four options: strongly agree, agree, disagree, or strongly disagree.

5.2 Suggestions

This research's product aims to design English learning materials for grade ten students of Computer Engineering and Networking program at SMK YAPIM 1 Medan. In addition, there are some suggestions for some parties in relation to the English materials.

A. Vocational Schools Students

The tenth grade students of Computer Engineering and Networking program should create communicative circumstance in the English classroom by being involved actively in the 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.

B. English Teachers at Vocational High Schools

English teachers are 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 researcher suggests the teachers 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.

C. Other Materials Developers

To other materials developers, they can develop English materials for computer engineering and networking program 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.