

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusions About The Product

This research was aimed at revealing the reading target needs, the learning needs, and finding on the characteristics of an appropriate set of task-based supplementary English reading materials focusing on descriptive text for Grade VII students of Junior High School. The conclusion of this research was gained from the findings and discussion in the previous chapter.

1. The Reading Target Needs

The reading target needs refer to what the learners need to do in the target situation. According to the needs analysis that was conducted on the target needs of Grade VII students of Junior High School can be concluded as follows:

- a. The main goal of the students in learning English is to answer all of reading questions correctly in order to pass the exam
- b. The students' lacks were related to the vocabulary, grammar, generic structure and social function of the texts.
- c. The students expected to be able to communicate in English well after learning the English reading materials.

2. The Learning Needs

The learning needs are related to the students' opinion about what they should do to attain the target situation. In terms of procedures, the students liked to learn the texts through various activities, those are gap filling activities, matching activities, answering comprehension questions in the form of multiple choice and short answer questions, true/false activities, arranging jumbled words and sentences and discussion. The students prefer to find out the meaning of words in the dictionary rather than guess the synonym or the antonym of those words.

3. The Characteristics of the Appropriate Task-Based Supplementary Reading Materials

The materials should be based on the learners' needs. The data of the learners' needs can be gathered by conducting needs analysis. The students realized that they got difficulties in identifying the generic structure and the function of the texts, vocabulary mastery and grammar mastery. On the other hand, they also realized that it is necessary to comprehend the texts in order to answer the questions correctly so that they can pass the exam. Moreover, they wanted to be able to communicate well after learning the English reading materials. Based on that consideration, the task-based supplementary English reading materials should cover the aspects that the students' needs: identifying generic structure and the function of the texts, vocabulary and grammar lesson, interesting activities, activities that allow them to communicate with their

friends and the English teachers, and also task sequence that allow them to learn the materials autonomously so that it would be useful for them in preparing the exam.

The topics of the units in the developed materials should be related to their real life considering that nowadays teenage learners are absolutely addicted to their gadget and the internet. It aims to make the materials meet the learners' interest and make the learning process meaningful. The task-based supplementary English reading materials consist of three units. Each unit has the unit title and objectives. The unit title can be in the form of an interesting phrase or sentence that is appropriate with the materials that are going to be learnt in the unit. The objectives should be involved in the task-based supplementary English reading materials so that the students know what the activities in that unit is for and they can evaluate their learning process.

Considering that the students' goal in learning English reading materials is to answer all off the reading questions correctly so that they pass the exam, these kind of task-based supplementary English reading materials are useful for the students to comprehend descriptive texts because it allows the students to comprehend the descriptive texts autonomously through well-order activities.

4. Recommendations of the Product Use

There are recommendations proposed for the Grade VII students of Junior High School, the English teachers, and the other materials developers.

1. Recommendations to The Grade VII Students of Junior High School

For VII grade students of Junior High School , they must be actively involved with their friends because there is a session explaining their own friends and group work activities are implemented materials that need to be fitted in pairs and groups.

2. Recommendations to the English Teachers

English teachers of class VII students must be able to implement it so they can apply the material in class. Additional English based on assignments reading material can also be used to teach generic structures, social functions, vocabulary and grammar descriptive texts about animals, humans and homes. English teacher grade VII students must also conduct a needs analysis to provide appropriate guidance and assistance for students because the learning objectives of the material can be agreed upon if the English teacher plays their role well given in the previous chapters.

3. Recommendations for the Other Researchers and Materials Developers

It is recommended for other researchers and materials developers who are interested in developing supplementary materials for teenage learners to develop interesting supplementary materials that contain other types and different text activities and apply other learning approaches. They should develop supplementary materials that contain generic structures of the texts, social functions of the texts, vocabulary, and grammar lessons since the students find it difficult to comprehend those aspects.

