

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The students of SMK Panca Budi 2 Medan particularly in Office Administration study program needed the English reading materials which could support their learning activity and learning environment. Their learning activity was supposed to increase their knowledge about clerical duties and their learning environment to prepare themselves for looking a job later. Those texts provided were developed based on the syllabus used, based on the basic competence 1.6 that is comprehending technique documents, the indicator stated that reading texts related to technique documents (standard operating procedure), and the time for learning is 6 hours and there are 3 texts, they are: Arranging a Business Trip, How to Document Petty Cash Slips and Arranging a Formal Meeting. Those texts provided were appropriate based on the standar of BSNP (Badan Standar Nasional Pendidikan).
2. The reading materials on general English book did not match to their needs and they are supposed to develop. The English reading materials were developed through 6 phases, they were; 1) Gathering information and data, 2) Analyzing data, 3) Designing materials based on the needs analysis, 4) Validating the new reading materials by experts (Islamic subject teacher and English lecturer), 5) Revising the new reading materials based on experts' suggestions, and 6) Revised- developing reading materials (final product).

B. Suggestions

In relation to the Conclusion, the suggestions are as follows :

1. Teacher

Teachers should consider the students' needs to choose the learning materials. The learning process can be successful if the reading materials were useful for their daily life and learning environment. The teacher should use the appropriate teaching materials based on the specific vocation which is had by the students. The teachers should develop the reading materials if they found the materials were too general for the students at SMK Panca Budi 2 Medan particularly in Office Administration study program which had specific needs.

2. Institution

The institution should supervise the teachers and ensure them that the reading materials supported the teaching and learning process. The institution also should find the books which match to the students' needs. The number of references of English reading materials had to be increased to ease the students learning English.

3. Other researcher

Other researchers should find many references to support in developing reading materials. The questions in questionnaire should be considered to give the students' chance to deliver their wants in learning english specifically in reading skill.