

## **CHAPTER V CONCLUSIONS AND SUGGESTION**

### **A. CONCLUSIONS**

After analyzing the data, the conclusions were drawn as the following

1. Generally, the existing English writing materials are less relevant with the needs of pharmacy students. The topics are not relevant with the pharmacy which is make the students are less motivated in learning English. In term of tasks, they are not well-designed because the tasks do not help the students to promote and enrich the writing skill.
2. The writing materials needed by the students in the new course book are relevant and useful in the work situation, pharmacy program.
3. The design of writing materials is task based on cooperative learning. The task framework is employed in structuring the elements of writing materials; they consist of think, pair, share. This series of tasks are designed in order to facilitate the students to promote their writing skill easier and faster.
4. The result of this research is a course book which consists of title, objective, warming up, and let's practice. And also there are two units in the new course book, they are I'd Say That One's Better and My Experience As a Pharmacist. Then, the develop materials have been validated by two experts' judgement and the score gotten 87,5. It is categorized "good" means that the developing writing materials are suitable for students of pharmacy study program.

## B. SUGGESTIONS

In line with the conclusions above, some suggestions are recommended as follows:

1. It is suggested that the English teacher of vocational school should be more responsive with the need of the students and stake holder, therefore, the teacher should be able and creative to provides the relevant materials to the students' need or in other words the pharmacy students should be given English for pharmacy and as well the other majors.
2. It is suggested that the English teacher should be perspective with the tasks give whether they are useful in helping the students to increase their writing skill or not, if they are not, the teacher should be creative and able to provides the tasks which are useful and have the clear outcome to help and ease the students to increase their writing skill. Therefore, it is suggested to use writing material based on cooperative learning.
3. The new materials in this study has validated in terms of contents, process, layout, and linguistic features by English for Specific Purposes expert. The results show that it is good, relevant and feasible. So, it is suggested for the English teacher to use these materials to increase the pharmacy students' writing skill easier and faster, and for the other researchers who do the same study to develop the English materials for pharmacy in other skill: listening or speaking in order to complete the skill needed by pharmacy students.