

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

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

1. Generally, the existing English reading materials are less relevant with the needs of culinary students. In term of topic, they are not relevant with the culinary which makes the students are not motivated in learning English since it's not suitable with their needs. The activity that given also not well-designed to improve their ability in reading.
2. The reading materials needed by the students are materials that relevant with their need, where the topics or contents used in the course book are relevant and useful in the work situations, culinary. The topics needed in work situation are describing culinary place, retelling a culinary experience and telling a folktale.
3. The English reading materials of culinary students were developed suitable with the students' in culinary based on the data provided on evaluation and need analysis trough three stages, they were: 1) evaluation and need analysis, 2) developing materials, and 3) materials validation. The result of this research is a course book which consist three chapters. The reading materials had been developed with adding two new text, exercise, picture that relate to their major and showing

the generic structure of descriptive, recount and narrative in every chapter. Then, the developed materials have been validated by expert judgment and the score gotten is eighty eight (88) which belong to good category based on Dirgeyasa (2011) since the range is (70-89). It is categorized “good” means that the developing reading materials are suitable for students of culinary study program.

B. SUGGESTIONS

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

1. It is suggested that the English teacher of vocational school should be more initiative with the need of the students; therefore the teacher should be able and creative to provide the relevant materials to students' need. The learning process can be successful if the reading materials were useful for their daily life and their environment. The teacher should develop the reading materials if they found the materials were too general for the students of culinary.
2. The institution should supervise the teachers and ensure them that the reading materials supported the school's mission. The institution also should find the books which match to the students' need. The number of references of English reading materials had to be increased to encourage the students learning English and culinary at the same time.
3. The new material in this study has validated in terms of relevancy, contents, layout and linguistic features by an English for Specific

Purposes expert, and the results show that it is good and suitable. So, it is suggested for the English teacher to use this materials to increase the culinary students' reading skill easier and faster, and for the other researchers who do the same study to develop the English materials for culinary in other skill: writing or speaking in order to complete the skill needed by culinary students.



THE
Character Building
UNIVERSITY