

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

The development of the supplementary English reading and writing materials was done through the following steps: conducting needs analysis, designing the syllabus of the materials, developing the first draft of the materials, having the expert judgment for the materials, revising the first draft of the materials, implementing the materials, evaluating the materials, and finishing the final draft of the materials.

In connection with the needs, it was found that the students should be able to find out the topic of the passage as well as the main idea of the paragraph. For the text types, most of the students thought they were in need to read descriptive texts and recount text that appropriate to SK/KD (*Standar Kompetensi/Kompetensi Dasar*). Besides understanding the passages, the students need to improve their writing skill. Furthermore, most of the students wanted to improve their vocabulary mastery and grammar knowledge so that they can write English accurately.

The students' language skill level at that time was grade X. The Students mostly wanted to improve their vocabulary mastery and grammar understanding. The students want some text for reading and some exercise for their writing based on curriculum 2013.

The appropriateness of the materials has been evaluated by the expert, by considering these four aspects, namely: the content, the presentation, the language, and the graphics. According to the analysis results of data obtained from the expert judgment, the materials are appropriate as indicated by the content (2.9 in 1-4 scale), the presentation of the materials (3 in 1-4 scale), the language (2 in 1-4 scale) and the graphics (2,3 in 1-4 scale). Try-out data analysis also showed by the students, result in the mean value i.e. 3,27 in 1-4 scale which is

categorized as “ very good”. So, the developed supplementary Project-Based reading-writing Learning materials for tenth grade students are appropriate to be used.

B. Implications

These research findings embody some implications, especially for students. The passages provided to the students should accommodate the students’ needs, including the topics and the level of language skills. The length of the passage should be adjusted to the students’ language skill level. In addition, the reading comprehension tasks should engage the students’ abilities to find out the topic of the passage, the main idea of the paragraph, the explicit information of the passage, and the implicit information of the passage. Meanwhile, the writing tasks have met the students’ needs, and the students had been helped with the tasks before. Therefore, the students will have more opportunities to develop their writing skills through guided, semi guided, and free writing tasks.

Regarding the reading passage, the topics should be related to the students’ preferences. The grammar tasks should be presented in such a way that the students’ reading comprehension and writing skill can be developed. The difficulty level should be appropriate for students’ ability. In addition, the activities should be interesting to students.

C. Recommendation

There are some points of recommendations proposed by the researcher in relation with the improvement of the materials and further research and development projects. Firstly, the developed materials could provide more types of texts for the students. Secondly, the tasks in the reading comprehension sections, writing tasks, and grammar focus should be varied. Lastly, the developed materials should be interesting for the students.