

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research study has three main goals: 1) to identify the learners' needs in learning English for the students of Culinary Study Programme, 2) to identify the learning needs in learning English for the students of Culinary Study Programme, and 3) to develop effective English learning materials for the grade XI students of Culinary Study Programme of SMKN 1 SEWON in the first semester. In this chapter, research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

#### **A. Conclusions**

##### **1. The Learners' Needs**

A questionnaire was set up for finding the learners' needs. There are two components in the questionnaire; namely goal and input. Based on the research findings, the learners' needs are as follows.

- a. The students expect the English teaching and learning process that allows them to master vocabularies related to their study programme.
- b. The students prefer to learn the materials in the form of simple dialogues in the listening section.
- c. Related to the input of the speaking materials, the students prefer to learn English when the topics are related to their daily life.
- d. In the input of reading materials, the students prefer to learn English when the materials are related to culinary.
- e. The students prefer to read English texts when the length of the texts are less than 200 words.

- f. Related to the input of writing materials, the students prefer to learn English when the materials are in the form of formal letters related to the work field, such as application letters, and memo.

## **2. The Learning Needs**

In the needs analysis results, the learning needs were found in the procedure, setting, learner role, and teacher role. According to the findings, the learning needs can be concluded as follows.

- a. The students prefer to discuss the content of monologues or dialogues in the listening activities.
- b. In the speaking activities, they prefer to exchange information with their friends in a group.
- c. In reading activities, they prefer to analyze the meaning and the use of particular vocabularies based on the context.
- d. In writing activities, they prefer to complete sentences to make correct sentences.
- e. Related to vocabularies, they prefer to repeat the teacher in pronouncing words correctly.
- f. The students prefer to be responsive participant in the learner role.
- g. They expect the teacher to take roles as a controller, monitor, and resource.
- h. The students also prefer to discuss and accomplish the task in a group.
- i. Related to the setting, the students also prefer to learn in the classroom.

### 3. The Effective English Learning Materials

It can be concluded that effective English learning materials for the eleventh grade students of Culinary Study Programme have the following characteristics:

- a. The materials attempt to develop the four skills of English; listening, speaking, reading and writing.
- b. The materials are organized to present the spoken cycle first (listening and speaking) and the written cycle (reading and writing) later.
- c. The effective unit design has the following components.
  - Title
  - Warming up (states the learning objectives)
  - Let's Start (Lead-in)
    - Task's aims are to recall the learner's background knowledge and introduce the topic being discussed.
  - Main Teaching and Learning Activities
    1. Let's Listen and Speak
      - Begins from receptive (listening) to productive (speaking) skills
      - Language functions are given in a task.
      - Listening to a model dialogue.
      - Taking notes, answering questions from the dialogue, and filling in the blanks.
      - Making a dialogue and practicing the dialogue
    2. Let's Read and Write
      - Grammar task is given firstly every beginning of the written cycle.
      - Grammar practice is related to the topic

- Texts related to the working environment
- Answering comprehension questions from reading text
- Producing written work
- Let's Check Your Competence
  - Task's aim is to check the students' understanding on the topic.
  - The students could assess their own understanding after learning the materials the unit.
- My Reflection
  - The students assess their learning in the unit.
- Let's Summarize
  - Presents the summary of the materials.
- List the Words
  - The important words in the unit are given in this section along with the transcriptions, part of speech, and meanings.

d. Effective task components are as follows.

1. Goal

asking and telling one's job description and educational background, writing Curriculum Vitae, using adjective clause, telling past time jobs and working in the future, writing application letters, expressing complaint, using imperative verbs and transitional signals, writing simple instructions

2. Input

- adapted curriculum vitae, application letters and advertisements, simplified texts, dialogues, pictures, phonetic transcriptions  
 - comprehensible, understandable, and suit the learners' background knowledge.

### 3. Procedure

answering comprehension questions, having dialogues, practicing dialogues (role playing), writing curriculum vitae, writing application letters, writing instructions

### 4. Setting

pair work, project work, individual work

### 5. Learner role

being active participant

### 6. Teacher role

controller, monitor, resource, tutor

## **B. Suggestions**

This research study is significant for the attempt to develop English learning materials for eleventh grade students of the Culinary Study Programme. It investigates the learners' needs as well as the learning needs toward the English teaching and learning process, and then proposes the effective English learning materials based on the needs. Considering the researcher's limitations, further studies are necessary to be conducted.

First, this research study focused on designing English learning materials for the eleventh grade students of Culinary Study Programme. The students in vocational high schools do not have English materials which are appropriate to the students' contexts yet meeting their needs as ESP learners. Therefore, efforts on providing such materials are needed in the further development.

In addition, there are some suggestions for the next implementation of English learning materials which can be proposed to the material developers and the English teachers who teach in vocational high school.

1. To the material developers, they should design the materials in a sequenced arrangement. Starting with spoken cycle (listening to speaking) to the written cycle (reading to writing).
2. To the English teachers who teach in vocational high schools, they should use the materials that provide the students with activities that are suitable with their study programme.