

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has two main goals: 1) to identify the target and learning needs in learning English for the students of Ceramics Craft Skill Programme and 2) to design appropriate English learning materials for the grade X students of Ceramics Craft Skill Programme at SMK N 1 ROTA Bayat. In this chapter, the research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

A. Conclusions

1. The Target Needs

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

- a. The students expect the designed materials can help them to communicate effectively both in oral and written form.
- b. Related to the input, the students prefer to learn English when the topics are related to their daily life.
- c. The students prefer to learn English when the inputs are in the form of pictures and photographs.

2. The Learning needs

In the needs analysis result, 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 listen and answer in the listening activities.
- b. The students prefer to learn English when the duration for listening activities is three up to four minutes.
- c. In the speaking activities, they prefer to have discussion in pair work or group work.
- d. In reading activities, they prefer to read passage then answer related questions.
- e. The students prefer to read English texts when the length of the texts is 150 up to 250 words.
- f. In writing activities, they prefer to arrange jumbled sentences into a good paragraph.
- g. Related to vocabulary activities, they prefer to analyze the part of speech (noun, verb, adverb, and adjective).
- h. In grammar activities, they prefer to make sentences using the grammar structures they have learnt.
- i. In pronunciation activities, they prefer to listen to then repeat in pronouncing words correctly.
- j. Related to the setting, the students prefer to study in groups or exchange information with their friends.
- k. They also need 10 up to 15 minutes to accomplish a task.
- l. The students prefer to be active listeners and responsive participant in the learner role.

- m. They expect the teacher to take the roles as feedback giver, resource and facilitator.

3. The Appropriate English Learning Materials

It can be concluded that the appropriate English learning materials for the grade X students of Ceramics Craft Skill 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 then written cycle (reading and writing) later.
- c. The appropriate unit design has the following components:
 - Title
 - The learning objective
 - Consist of one or two paragraphs that state the learning objective in each unit.
 - Lead-in
 - Task's aims are to recall the learners' background knowledge and introduce the topic being discussed. The appropriate task in Lead-in is a task which is helped the students to predict the materials they are going to learn.
 - Lesson proper
 - 1. Focus on Listening and Speaking
 - Begins from receptive skill (listening) to productive skill (speaking).

- Listening to a model dialogue, answering questions while listening, taking notes and filling in the blank.
- Language functions are given in a task.
- Pronunciation activity also given in a task.
- Answering questions based on the dialogue, completing dialogue and making a dialogue and practicing the dialogue.

2. Focus on Reading and Writing

- Vocabulary task is given firstly every beginning of the written cycle.
- Texts related to the students' skill programme.
- Answering comprehension questions from the reading text.
- Grammar practice related to the topic is given in a task.
- Producing written work.
- Evaluation
 - The task is aimed to check the students' comprehension on the topic.

The appropriate evaluation for grade X students students of Ceramics craft skill programme is evaluation which cover the four skills of English.
- Self Reflection
 - The students assess their learning in the unit.
- Summary
 - Presents the summary of the materials.

- Word Bank

- The important words in the units are given in this section completed with the transcriptions, part of speech and meaning.

d. The appropriate task components are as follows:

1). Goal

The appropriate goals are expressing capabilities and preferences, writing description texts, asking for and giving directions, inviting someone and accepting or declining invitations and writing invitation letters.

2). Input

- Pictures, dialogues, phonetic transcriptions, adapted texts and invitation letters.
- Comprehensible, understandable and suit the learners' background knowledge.

3). Procedure

The appropriate procedures are answering comprehension questions, having dialogues, practicing dialogue (role playing), writing descriptive texts and writing invitation letters.

4). Setting

The appropriate settings are group work, pair work and individual work.

5). Learner role

Being active participant

6). Teacher role

The appropriate teacher roles are as facilitator, resource, and feedback giver.

B. Suggestions

This research study is significant for the attempt to design English learning materials for grade X students of Ceramics Craft Skill Programme. It investigates the target and learning needs toward the English teaching and learning process, and then proposes the appropriate English learning materials based on the needs. Considering the researcher's limitations, further studies are necessary to be conducted.

There are some suggestions proposed to the grade X students of Ceramics Craft Skill Programme, the English teacher and other researcher or materials developers.

1. To grade X students of Ceramics Craft Skill Programme, they should not be hesitated to ask guidance and help from their teacher if they find any difficulties. The designed materials will not work well if the students in the class are passive learners.
2. To the English teachers who teach English in vocational high schools, they should have materials that provide the students with activities that are appropriate with their skill programme.
3. To the other researcher or materials developers, considering the respondents' opinion and suggestion toward the designed materials, the researcher suggested other researcher or materials developers who are interested in developing English learning materials for vocational high schools students to develop materials which appropriate with their skill programme and meet their needs.

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