

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

There are two parts in this chapter. The first part presents the conclusions of the study. The second part presents the suggestions given by the researcher to the material designers, the curriculum designers, to the English teacher of junior high school, to the students of junior high school, and to the next researcher who are interested in developing materials.

A. Conclusions

As was stated in the formulation of the problem, this research is intended to finding the students' needs in the writing materials and the suitable materials for the students of SMPN 4 Playen. The detailed explanations about the conclusion are presented as follow.

1) The Students' Needs in Writing Materials

Based on the implementation of the developed materials, the researcher concluded several things of the students' needs in writing materials. First, the students need is the interesting topic in the materials. The interesting topic can motivate the students to study English especially in writing skill. The interesting topic also helps the students more enthusiastic in doing the tasks.

Second, the input text should be interesting. It makes the students do not bored with the materials given by the teacher. The input text also is authentic. It

will help the students more easy to understand the materials. Third, the teacher as the facilitator should give a clear explanation about the use of grammar because grammar is one of the most important things in making a writing text. Besides, the teacher should give explanation about the genre and vocabulary.

Fifth, the tasks and activities should be interesting. The interesting tasks and activities help the students more enjoy in doing the tasks or activities. The interesting tasks and activities will help the students really understood about the materials. Sixth, the setting of the students work should be interesting. It will help the students understand about the materials from the easy to difficult. The students also can share their knowledge with their partners.

2) The Suitable Writing Materials for the Students.

From the data of the computation indicated that the students really agreed with the developed materials. The researcher found several things of suitable materials of the eighth grade students of SMP N 4 Playen. First, the content of the materials should be developed as the realization of the students' needs meaning that the materials have to truly facilitate the students to practice their writing skill. Further, the materials have to contain an interesting input and it should be presented in an easy way. Second, the language used must be appropriate with the students' language level. It means that the language used can help the students to understand the materials as easily as possible.

Third, the input text should be interesting for the students. The input should be authentic as possible and/ or related to the students' real life. The

authentic input text materials can help the students to do the tasks and help the students in understanding the materials. Fourth, the materials have to have varied activities and tasks. The task should really explore the students' ability, so the students can truly practice their skills and use their creativity in performing the activities and/ or tasks. The setting of doing the task should also be varied since the students wanted to perform their tasks or activities as individually, in pairs, and in groups.

B. Suggestion

The main aim of this research study is designing English writing materials for eighth grade students of SMP N 4 Playen, Gunungkidul. There are some suggestions for the next research of the same or different of junior high school. The suggestions can be addressed to the other researcher and English teacher as follows:

1. To the other researcher: they should create materials which are more suitable with the setting, input, and activities that correspond to the students' needs and the students' profile.
2. To the English teacher: they created in selecting, adapting, adopting, or developing tasks.

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