

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and provides recommendation for developing English reading materials for vocational school students majoring in fashion.

5.1. Conclusion

Based on the needs analysis results, the writer found that fashion students needed English for understanding written information before being able to do or produce dress or something. Students' needs in reading were to be able to understand written information such as in memo, Standard Operational Procedure, short messages and texts related to their major. Those kinds of materials were in line with macro skill or reading skills, that is, recognizing communicative written text according to form and purposes. Through the questionnaires, it was found that the teachers had fulfilled the reading needs of the students in understanding memo and text related to their major, but the reading need of the students in understanding SOP was not fulfilled by the teachers. It was because as stated in English basic competences, SOP was set for twelfth grade students which mean that these students would learn SOP when they had been in twelfth grade. Furthermore, based on the questionnaires, it was found that the teachers had fulfilled the reading materials related to the grammar of the students' needs in tenses, adjective clause and objective pronoun. In addition, the teachers also had

fulfilled the reading materials related to the vocabulary of the students needs in parts of speech, suffix, and verb related to work-field. Meanwhile in reading activities, finding the main idea and supporting idea and reading aloud were the reading activities that were given the most by the teachers. Other results of reading activities given the most by the teachers were finding the difficult words and answering questions based on the texts. It could help and make the students to comprehend the texts. There were micro skills which were covered in those reading activities; understanding the grammar rules by identifying tenses in the texts. Furthermore, in vocabulary activities, finding the difficult words and translating with the dictionary and filling in the blanks were the vocabulary activities which were given the most by the teachers.

After analyzing fashion students' reading needs, the writer evaluated the textbook that were used the most by the teachers. The textbook was *Get Along with English for Vocational Schools Grade XI in Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which is published by Erlangga years 2010. It was done in order to find out the relevance of reading materials given to the students' reading needs. To evaluate the textbook, the writer used objective analysis adapted from Hutchinson and Water (1987). Before evaluating the textbook by using objective analysis, the writer first evaluated the textbook by referring to English basic competence for elementary level students in vocational high school. It was found that the textbook was relevant to English basic competence. From seven basic competences, the textbook provided materials that referred to those basic competences.

After that, the writer evaluated the textbook by using objective analysis. It was found that the textbook didn't contain written texts materials needed by fashion students. The reading materials provided had social purpose function to vocational schoolstudents. It was because the textbook referred to English basic competences for vocational high schoolwhich means that the textbook was set for vocational school students in all majors. The textbook was designed not only for fashion students, but also for other majors in vocational school. Therefore, the reading materials provided in this textbook were general and the terminology of fashionwas very limited. The textbook was created for the teachers' resources to prepare their students to be able to pass the mid test and the final test. In conclusion, the reading materials provided in the textbook were not relevant to the reading needs of vocational high schoolstudents majoring in fashion.

5.2. Recommendation

In teaching reading for fashion students, the teachers should provide or select reading materials that are related to the students' major. It is because they might have the situation where English is used in their future workplace and these students need to understand the information written in English. To fulfill students' reading needs, the teachers can use supplementary or authentic materials which are related to students' reading needs. However, it should refer to the English basic competences for vocational high school. The teachers should be able to provide specific reading materials which are also related to English basic competences. By doing this, the teachers are in line to the basic competences as

the demand for the students to be able to pass the mid or the final tests and also as the knowledge for the students about specific written information or texts that can be used later in their workplace. The teachers can ask productive fashion subject teachers in the schools about the materials or vocabularies that are being learned in productive subject class, so the teachers can design appropriate reading materials for these particular students. In addition, the activities that can be implemented to fulfill students' reading needs can be responding to the written information as the requirement to achieve the goal of reading, that is, comprehension. Those activities can lead the students to comprehend the written information or texts. The teachers should provide specific reading materials that are related to the students' reading needs which are given by using appropriate reading activities in order to be able to achieve the goal of reading. It can make students interested in learning English because they will feel motivated to learn something they need and want to.

For the students, in order to be able to understand written information or text in English, they should get used to read English. They should have more exercises to read texts in English and always bring the dictionary in English subject for finding the meaning of the difficult words. Besides that, the productive subject teachers, the English teachers, and the government in education field can collaborate in providing the textbooks that are related to each major in vocational high school. It is because the needs of English for each major in vocational high school are different, so the textbook should also be distinguished based on the students' major and needs in their future workplace. It also can help the English

teachers in vocational high school to provide specific materials and fulfill their students' needs in speaking, listening, writing, as well as in reading.