

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and provides recommendation for developing English reading materials for vocational school students majoring in automotive (*Teknik Kendaraan Ringan*).

#### 5.1 Conclusion

Based on the needs analysis results, the writer found that *Teknik Kendaraan Ringan* students needed English to understand written information before being able to check or repair the vehicle. Students' needs in reading were to be able to understand written information such as in Standard Operational Procedure (SOP), memo, report, and job application letter. Through the questionnaires, it was found that the teachers had fulfilled the reading needs of the students in understanding report and memo, but the reading needs of the students in understanding SOP was not fulfilled by the teachers. Furthermore, based on the questionnaires, it was found that the teachers had fulfilled the reading materials related to grammar for the students needs in tenses, possessive objective, and modal auxiliary. In addition, the teachers also had fulfilled the reading materials related to the vocabulary of the students' needs parts of speech, verb related to major, tools and kits, and specific terms related to major.

Meanwhile in reading activities, reading to find general information, reading to find the main idea, and reading to find specific information and detailed

information were the reading activities that were given the most by the teachers. Furthermore, during the learning activities for reading related grammar, memorizing verbs based on the tenses and determine the correct tense in a sentence were the grammar activities which were given the most by the teachers. Meanwhile, in vocabulary activities, the most activity done by the teachers were fill in the blank and matching vocabulary and the meaning.

The writer found that the materials given by the teacher mostly from *Get Along with English for Vocational Schools Grade XI in Elementary Level*, written by Entin Sutinah, dkk which is published by Erlangga in 2010. But, the theme used for the materials in this book is still general, not related to the major. When teaching in the classroom, most of teachers teach general English. Only some of them who teach the materials needed using the theme that related to the major. Almost all of the reading materials given by the teachers were general and the specific terms used related to the major is very limited. In conclusion, the reading materials provided by the teacher were not relevant to the reading needs of vocational high school students majoring in *Teknik Kendaraan Ringan*, because the materials used here were not represent the real material that they may face in the future workplaces.

## **5.2 Recommendation**

Based on the findings of this study, there are recommendation for teaching reading for *Teknik Kendaraan Ringan*, such as:

### **5.2.1 For Teachers**

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 workplaces, so these students need to understand the information written in English. To meet students' reading needs, the teachers can use authentic materials which are related to students' reading needs. However, it should refer to the English basic competences for vocational high school, so that the students still be able to pass the mid or the final tests as the standard of minimum abilities that have to be achieved by the them and also get the knowledge about specific written information that can be used later in their workplace. The English teachers also need to ask productive *Teknik Kendaraan Ringan* subject teachers in the schools about the materials or vocabularies that are being learned in productive subject class, so the English teachers can easily design appropriate reading materials for these particular students. In addition, the activities used during the learning process should be appropriate to deliver the reading materials needed by the students. Those activities can lead the students to comprehend the written information. By doing this, the students are going to be able to achieve the goal of reading.

### **5.2.2 For students**

They should get used to read English correctly in order to be able to understand written information in English. They need to have more exercises to

read texts in English and always bring the dictionary in English subject for finding the meaning of the difficult words and to get new vocabularies, especially the ones that related to their major.

Besides that, the productive subject teachers, the English teachers, and the government in education field should collaborate in providing the textbooks that are related to each major in vocational high school. The textbook should be distinguished based on the students' major and needs in their future workplaces because the needs of English for each major in vocational high school are different. By using the book which has specific materials based on each major, the English teachers in vocational high school can provide specific materials and appropriate activity to deliver these materials. It can help them to fulfill their students' needs in speaking, listening, writing, and reading.