

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and provides recommendation for developing English speaking materials for *SMK (Sekolah Menengah Kejuruan)* students majoring in *Teknik Komputer dan Jaringan*.

#### 5.1. Conclusion

The *Teknik Komputer dan Jaringan* students are expected to be a professional in computer and networking area which is using English in their target situation. It is considered that *Teknik Komputer dan Jaringan* students need specific English for their major since it is vocational secondary school. This study is focused on the speaking skill because based on the preliminary research and the interview, both students and practitioners admitted that speaking is the most important English skill which is used the most in their work place. They need to have a conversation in a certain circumstance like; talking to the foreign colleagues or bosses in computer and networking or IT area and having presentation to client or colleagues who might come from another country or cannot speak *bahasa*. The students are also preparing themselves to be able to speak fluently in English when they do a job interview because they might work not only in local companies, but also in foreign companies.

Therefore, the students need to be able to master English in many aspects specifically based on their employment prospects.

Through the interview, most of the students said that the teachers mostly teach reading skill and listening skill rather than speaking skill. The teachers tended to teach reading and listening more often than speaking while most of the students admitted that they need to speak more in the classroom in order to be more fluent and confident in speaking English in real life and their future work place. However in another side, most of the teachers said that they taught speaking less than the reading and listening skills because of the students' ability itself. Most of the students did not understand what to say or what to speak when they were asked to speak in English, therefore the teachers always went back to other skills. Also, some teachers tend to know about students needs in speaking skill but they focus more in reaching the goal about school tests and National Examination.

As for the needs analysis of *Teknik Komputer dan Jaringan* students, most of the students were agree that they need all of the speaking materials stated in the questionnaire, they are; agreement and disagreement, giving instruction, describing place/things/someone, giving solution, explaining a procedure, present something (tools or applications), offering things and help, giving and asking for opinion, if clauses, asking for help, orally produces differences among the English phonemes and allophonic variants, produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours, produce reduced forms if

words and phrases, and use facial features, kinetics, body languages, and other non verbal cues along with verbal language to convey meanings. Most of them think that they need more materials of agreement and disagreement and explaining a procedure. Meanwhile based on the practitioners, they need describing place/things/someone, giving solution, explaining a procedure, and present something (tools or applications) in their work place mostly which most of the teachers do not think so. (100%) of all teachers agree that they gave the materials about giving instruction, offering things and help, and giving and asking for opinion. This might be considered that the students still did not understand about what they would really need for their future work and this might happen because their teachers also did not acquaint such things to them. However, all the teachers agreed that they taught all speaking materials that are only stated in the syllabus.

Still, all the speaking materials given by the teachers were mostly general since the syllabus itself was made to be used by all majors in vocational secondary school. It was actually the teachers' responsibility to be as creative as possible to relate all the materials to each major they were teaching. Based on the interview, most of the students admitted that the teachers did not really give speaking materials related to *Teknik Komputer dan Jaringan*, most of the teachers only taught them what was provided in the textbook, though sometimes they also were used the internet.

All students agree that English is important but not all of them try to acquire more English out of school. General English is demanding and ESP is something

teachers don't provided much. Most of the students of *Teknik Komputer dan Jaringan* in Vocational Secondary Schools stated that they don't get their special or specific terms of their productive class materials are being introduced in their English class. In conclusion, most of the speaking materials given by vocational secondary school teachers were not relevant to the speaking needs of *Teknik Komputer dan Jaringan* students for their future work.

It is supported by the analysis of the textbook which was mostly used by vocational secondary schools being researched because textbook was considered to be the main English learning material which is used by vocational secondary school teachers. From the analysis, the writer found that the book was not matched to the needs of *Teknik Komputer dan Jaringan* students because the book was lack of materials related to the *Teknik Komputer dan Jaringan* context since the textbook was made based on the English basic competences of secondary school in any majors, not only for *Teknik Komputer dan Jaringan* major. The textbook also provided limited vocabularies which could be used by *Teknik Komputer dan Jaringan* students because it provided in general English. Besides, the book must be the application of the syllabus which focused on the school mid and final test and National Examination and it was not created to meet the specific students' need to face the target area or workplace. In conclusion, the speaking materials given by vocational school teachers were not matched or relevant to the speaking needs of *Teknik Komputer dan Jaringan*

students for their future work. The speaking materials were relevant to the syllabus only which is made generally for all majors in vocational secondary school.

## **5.2. Recommendation**

The English teachers of *Teknik Komputer dan Jaringan* students in vocational secondary schools should design or select the materials which are related to the students' major, notably for the speaking skill since it was the skill that they would need the most in their target area or workplace. In order to fulfill students' speaking needs, the teachers can use supplementary materials which are related to the students' speaking needs even though the materials still should be related to the syllabus of vocational secondary school. The teachers need to be as creative as possible to relate the English speaking materials to computer and networking area, not only teach speaking in general context. The teachers could ask the productive subject teachers of *Teknik Komputer dan Jaringan* about the materials or vocabularies which related to the major or use the basic provided materials as a base to teach speaking for *Teknik Komputer dan Jaringan* major.

For the students, to be able to speak English more fluency and confident for their future work, they should get used to speak English. They should practice more to speak English either in their daily lives or in the school. In addition, the productive subject teachers, the English teachers, and the government in education field could collaborate in providing the textbooks which are related to each major in vocational

secondary schools since the needs of English for each major is also different. Therefore, the English textbooks should also be distinguished based on the students' needs in each major for their target area. It can also help the English teachers in SMK for providing specific materials and to fulfill their students' needs in every English skill.