

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion of all chapters. It also presents the recommendation for the development of reading materials for *Jasa Boga*.

5.1 Conclusion

Jasa Boga students have prospective job as chef, waiter/waitress, etc. This study focused on the relevance of reading materials taught to the reading materials needed by the students. This study analyzed the students' answers, teachers' answers, and practitioners' answers. The practitioners' answers considered as persons who know the real needs of *Jasa Boga* students. When the students worked at a restaurant or hotels, they meet foreign customers or any written information so that they have to be able to communicate in written form in English. The analysis of the relevance materials is beneficial not only for the teachers and students, but also for the book writers. The students can be a skilled worker if they are taught the materials relevance with the major.

For the reading topics, the students most needed to learn memo and short message, and SOP which had more than 80%, while the teachers taught menu frequently which also had more than 80%. For the reading activities, the students most needed guessing meaning (91,1%) while the teachers mostly conducted skimming (92,8%). In the grammar topics needed, the students most needed to

learn about singular and plural (93%), while the teachers most taught tenses (92,8%). In grammar activities, the students most needed completing sentences using appropriate tenses (91,5%) and using appropriate tenses (91,4%), while the teachers most conducted using appropriate tenses (78,5%). It can be concluded that the teachers had conducted suitable grammar activity since using appropriate tenses was the most needed and taught. For the vocabulary topics, the students most needed to learn about terms related to the major (96,3%), while the teachers most taught about adverbs (78,5%). For the vocabulary activities, the students most needed activity of guessing meaning (90,4%) and filling in the blanks (90,3%), and the teachers most conducted those activities which had the same percentage, 78,5%. So that, it can be said that for vocabulary activities, the needs and the activities conducted were relevant although the amount of the percentage were not same.

According to the questionnaires' result, the menu and the business letter were the completely relevant since the percentage of those topics taught was higher than those topics needed. For the reading activities, skimming and identifying main idea and supporting idea were also the completely relevant. Tenses, modals, and objective and possessive pronoun were the completely relevant of grammar topics. Then, in interview section, the teachers and the students complained about the textbooks used and also the time of teaching which the English subject only given 2 hour lesson. The teachers stated that they cannot give appropriate reading topics because the teachers did not have much time to

explain the additional topics. In some schools, the teachers only taught tenses but they did not give the relevance text or example to students' major.

5.2 Recommendations

As *Jasa Boga* students, they need to be able to understand the written information in English. The English teachers should provide the materials which relevant to *Jasa Boga* major in teaching and learning process. They should select the materials in the textbook and only used the relevant materials. The newest problem of 2013 curriculum is that the textbook used by the vocational high schools also used by senior high schools which the materials provided mostly belong to the senior high schools because it served in general English. The teachers can solve this problem by giving the reading text or example which relevance with the major. They can get the authentic materials in the internet, or other books that provided the relevance materials to them. By doing this, the students get advantages because of the teachers give the materials relate to the major and also relevance with the basic competences; the students can pass their mid and final test, and they also can get much written information that can be used in their future workplace. To support the relevant materials, the English teacher could ask the productive subject teachers about what materials that are being learned and also what materials needed in English to enrich their knowledge, and the English teachers can design the reading materials appropriately. Moreover, the

reading activities can be used to check whether the students really understand the reading materials or not.

For students, when they get the materials relevance with their major, they are rich of knowledge that can be used when they conduct *PKL* or work in the future. They can work in international restaurants and they also can survive in their job. Moreover, the students should be aware to their needs, and can find the reading materials in other sources by themselves to increase their knowledge. Moreover, for book writers, they should differentiate the content of the textbook according to each major so that the materials provided relevance to the students' needs.