CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion, implication and recommendation on the use of the relevance of learning materials and students' needs.

5.1 Conclusion

Based on data collection of the study, researcher found that students revealed positive and negative perceptions towards the use of the learning materials, the perception towards the materials, activities and their purpose in learning English.

Some teachers tend to know about students needs but teachers focus more in reaching the goal about National Examination although they stated that they are willing to help students able to speak, such an inconsistence statement researcher found. Teachers' also tend to give students writing activities, such as writing the dialogues instead of asking students to have cue cards. Fewer teachers try to provide students vocabulary in special terms as input for their students.

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 EAP is something teachers don't provided much. Conclusion is although students' study in Vocational High Schools, students of Computer and Networking (Teknik Komputer dan Jaringan) stated they don't get their special terms in their productive class / workshop class are introduced in their English class.

5.2   Recommendation

Based on the data obtained in the study, it is recommended that teachers provided materials and speaking activities appropriately, give students input and assess their abilities not only by writing activities and teachers have to provide grammar as one of the complementary not main of the learning materials to the students. For example, in basic competence mentioned in background (*2.2 Mencatat pesan – pesan sederhana baik dalam interaksi langsung maupun melalui alat),* teachers can give students a topic handling a phone from a boss then write down what instructions to work a program or a machine be given by the boss to be written down. This activity might give a good input for students so they will confidence enough to speak.

Teaching speaking may wasting of time, but ask students to write it down and read it in front of the class could not help them to be able to speak. Using a cue cards or have a role play in class room are drilling activities after giving them some examples. In case of lack of time, teachers can use technology such as video recording by cellphone which is easy for students to apply, this technique is done by the teachers at SMKN 26 Pembangunan Jakarta as the solution in having lack of time by many teachers. Speaking materials should be materials the will use in their future working life with a little bit explanation in what grammar they have to use to speak in a certain circumstances.

For example, bring students to a situation of an interview then ask then to answer with a conditional sentence, by providing this topics teachers can make students understand when will they use "conditional sentence" or in other

materials such as writing a Curriculum Vitae, teachers can provide materials of grammar, past tense by teaching them how to say the experience in the past based on the CV.

By conducting those activities or materials, teachers can give students General English and Specific English at the same time.