Chapter 5. Conclusion and Suggestion

A.   Conclusion

The conclusion and recommendation will be presented in this chapter. As stated in the previous chapter that the study research aims to develop supplementary English reading material for second grade of Tourism Department students with the number of participants is 40 students. The location of this research is SMK Negeri 1 Gorontalo.

There are some steps that researcher did before develop the product by using ADDIE model of research. It started from analysis of 2013 curriculum refers to regulation of Peraturan Direktorat Jenderal number 27 which has been applied at this school in English Lesson for the second grade student consist of seven basic competencies in an academic year, but in this study just take four basic competencies that is taught at first semester, they are Asking and Giving Opinion, Taking Telephone Message, Making Formal Invitation, and Procedure Text.

Then gathering need analysis data from 40 second grade of Tourism Department student by questionnaire that covers three aspects, namely students' background, target needs, and learning needs. The first aspect is students' background. From 40 respondents, most of them are in age 17 years old (47%), but just 45% of them have been learning English since Elementary school and 35% can learn English from regular course.

The second aspect is students' target needs which consist of goal, necessity, lacks, and wants. Most of them have goals in learning English for communicating fluently both of spoken and written. They need reading skill for communicating actively in all tourist industry competencies, such as understanding the instructions in the Computerized and interpreting information in tourism industry. Because most of them have current English proficiency is at the level of beginner (62%) and most of the lacks is in understanding vocabulary in text (41.1%), so they want that reading learning can improve their ability to understand a text (32.4%).

The third aspect is students' learning needs which consist of input, procedure, setting, students' and teacher's roles. Most of them like for reading a simple texts which consist of < 250 words that related with their major such as guiding, tour planning, reservation and airline ticketing, and MICE. Most of them want the reading text, answering questions, matching words and its meaning based on the text, doing tasks about grammar, and thought that pictures in English materials are not really helpful. They like mostly to do 10 -12 tasks in each unit both of individually and in a small group in classroom and or house by using their gadget. In the event of a student role, the majority of them desire to actively participate in a classroom discussion and express their thoughts with all of their peers as well as the teacher. They also want the teacher to demonstrate or explain how to complete the activities before asking them to complete them.

Based on the analysis, the researcher design a framework of teaching materials that will be developed which consist of introduction, content, and

closing. In this stage, the research instruments have designed that consist of expert judgment validation sheets and students and teachers' response questioner. The stage is development the product based on the results of the analysis and design stages. The activities in this stage are drafting (textbook cover, preface, content list, contents using CTL approach, and references), validating (by 2 validators using questioner), and revising (based on the result of validating).

The next stages are implementation and evaluation. As the result by using this product, students have motivated and active in English reading learning because the content is contextual with the tourist industry work field. It can be proved by their responses are Very Good with an average student response of 93.3% and an average teacher response of 92.7%.

B. Suggestion

Following are some suggestions made by the researcher based on his research:

1. For the Tourism Department students

The supplementary English reading material has developed using CTL approach and supported by QR Code. This text book is expected to be a reading learning material that motivates students to have fun learning. However, if students do not actively participate in the teaching and learning process, things will not go smoothly. Students must be communicative both in class and outside the classroom by using this textbook as a material of study. To develop their reading skills, the children must work diligently on all of the tasks.

2. **For the English teacher of vocational school**

English is a very important language in the work environment in general and in the tourist industry work field in particular. Therefore, English teachers in vocational schools must understand the needs of students and update information according to industry needs. English teachers in vocational schools should always collaborate with productive subject teachers to develop teaching materials that are suitable for students' major. The English teachers who teach in the Tourism Department can use this supplementary English reading material as a companion material for the main textbook used in schools.

3. **For other researchers**

The supplementary English reading material based on the Contextual Teaching and Learning approach supported by QR Code for the second grade of Tourism Department students' needs to be refined, if it is indeed useful and produces a higher quality product. It can also be developed with other skills such as writing, speaking, or listening by using an appropriate and fun approach.

Furthermore, other developers should stress the demands of students, because the most significant aspect of generating materials for vocational high school students is content that is relevant to their major. It is critical to comprehend students' demands and later evaluate the real-world setting of their field of work in order for the output to be effective in their future employment.

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