

## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter presented the conclusion and the suggestion of the research, reference to the finding and discussion that stated in chapter IV and V before. The conclusion that presented in this chapter covers both theoretical and empirical conclusion.

#### A. CONCLUSION

From the result of the research that has been discussed in the previous chapter, the researcher was concluded that:

##### 1. Teacher's perception on the students' target need

According teacher perception in the research, the students target need were:

The target situation of pastry student of SMKN 2 Trenggalek was produced and served the cakes, cookies, and baverages. Thus, the necessities was the language to communicates in the target situation.

Lacks deal with the gap of necessities and the student prior knowledge that derived from comparing those two term. The lacks were students' limitation of vocabulary and the lack of self-confidence.

Wants deal with the necessities and the wants according to the learner point of view. The wants of pastry departmen student were be able to communicate well while they have been selected to conduct *prakerin* in foreign company.

## **2. Teacher's perception on the students' learning need**

The term of learning need that have been found in the discussion were:

The reason of student to join pastry department were due to their final score in junior high school rather than their interest. After joined pastry department, the student were expected to get a job directly after graduated from school. The vocational school student in common were derived from middle-low economic, thus they want to get job quickly.

Pastry classes were dominated by female student. The attitudes of pastry student were good in learning even they have various level of proficiency, while their attitude in learning english is low.

## **3. The impact of this perception on the student need in learning English toward the teacher teaching strategies**

Teaching strategy were deal with the material, teaching method, teaching media, and evaluation. Those item have be found in the research were:

The type of material that used in teaching and learning process were commercial and authentic material. The sources of those two types of material were came from textbook and internet. The methods that used by the teacher were discussion method, lecture method, three phase technique, and suggestopedia.

In teaching and learning process the teacher accustomed to use the media in form of audio media, visual media, and audiovisual media. To

evaluate the student, the teacher was preferred to use a test or traditional evaluation as her form of evaluation

Through the data, it could be concluded that the strategy that teacher frequently used in teaching and learning process were:

a. Direct instruction strategy

The researcher assumed that in applied lecture method, it oriented by teacher-centered approach. In presented the material, she was preferred to used media to show the material. beside the used of media, she was provided the demonstration to help he student understand the concept.

b. Cooperative learning strategy

The researcher assumed that in applied discussion method, it oriented by student-centered approach. To decide the material was started from find the material until formulate the conclusion, the authority was stated in student. The teacher role was decided the theme and asked the student to look for the material. In the classroom activity teacher should be guided the student to formulate the result.

## **B. SUGGESTION**

Based on the conclusion above, the researcher would be offered some suggestion that for vocational school English teacher, ESP student, and further researcher.

1. The English teacher

The English teachers of vocational school were suggested to consider the vocational student need in term of language to determine most suitable material and teaching strategy based on the target need and learning need of the student. The result could be used to help them determine the most suitable teaching strategy in the future by conducted need analysis.

2. The ESP student

The ESP students were suggested to analyze their own need related to the skill that they learning about to support their performances in the real field. Those needs were supposed to use as the tool to help them determine the material that should be mastered by them.

3. Further researcher

The further researcher that want to conduct the research related to the teachers' perception on student need in learning English and its impact to the teaching strategies were suggested to consider the student as subject to find the clear information about their need in learning English. And for the better result, it was suggested to allocated enough time for research.