

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the result achieved from the whole process of Developing Task-Based Supplementary English Reading Material based on Islamic context for eight graders of Islamic junior high school (MTs) focusing on descriptive and recount texts, it can be summarized as follows.

a. Target needs

Target needs is what the student needs to do in target situation. According to the needs analysis that was conducted on 9th May 2019, the target needs of Grade VIII students of Islamic Junior High School (MTs) can be concluded as follows:

1. The students' main purpose in learning English is to answer all of reading questions correctly in order to pass the exam.
2. The students' difficulties in reading were related to the vocabulary, grammar, generic structure and social functions of the texts.
3. After learning the English reading material, the students expected to be able to communicate in English well.

b. Learning needs

Learning needs is what the student needs to do in order to learn. It covers the components of tasks proposed by Nunan (2004), those are inputs, procedures and the learners' role.

In terms of inputs, the students wanted the Islamic stories to be the material. They claimed that Islamic stories can make them understand the text more easily because they already have the background knowledge about Islam. They also wanted the text that are supported with picture because it give them the clear description of the object that is discussed in the texts.

In terms of procedures, the students liked to learn the texts through various activities, those are gap filling activities, matching activities, answering comprehension questions in the form of multiple choice, and short answer questions, true/false activities, arranging jumbled words and sentences and discussion.

In terms of learners' role, the students expected to complete the activities in groups. They also expected to have reading activities that allow them to interact with their friends and their English teacher.

c. The characteristics of the appropriate Task-Based Supplementary Reading Materials.

The materials should be based on the students' needs. The data of the Students' needs can be gathered by conducting needs analysis. There are some

aspects that should be highlighted in developing the materials. They are the learners' necessities, wants and lacks, the input of the materials, procedures, and the learners' role.

The students realized that they got difficulties in identifying the generic structure and the function of the texts, vocabulary mastery and grammar mastery. On the other hand, they also realized that it is necessary to comprehend the texts in order to answer the questions correctly so that they can pass the exam.

Moreover, they wanted to be able to communicate well after learning the English reading materials. Based on that consideration, the task-based supplementary English reading materials should cover the aspects that the students' needs: identifying generic structure and the function of the texts, vocabulary and grammar lesson, interesting activities, activities that allow them to communicate with their friends and the English teachers, and also task sequence that allow them to learn the materials autonomously so that it would be useful for them in preparing the exam.

The topics of the units in the developed materials is Islamic stories considering that they are students' of Islamic Junior High School (MTs). It aims to make the materials meet the learners' interest and make the learning process meaningful.

The task-based supplementary English reading materials consist of two units. Each unit has the unit title and objectives. The unit title can be in the form of an interesting phrase or sentence that is appropriate with the materials that are going to

be learnt in the unit. The objectives should be involved in the task-based supplementary English reading materials so that the students know what the activities in that unit is for and they can evaluate their learning process.

The activities in the task-based supplementary English reading materials are presented through six main stages and a reflection that ends the units. Those main steps are schema building, controlled practice, authentic reading practice, focus on linguistic elements, freer practice, and pedagogical tasks. In the schemata building stage, students do schema-building exercises in order to introduce the topic, set the context for the tasks, and introduce some of the key vocabulary and expressions that the students will need in completing the tasks. In the controlled practice stage, students use the target language vocabulary, structures and functions. In the authentic reading practice, students do reading comprehension activities. In the focus on linguistic elements stage, students are expected to understand the linguistics elements of descriptive texts. In the providing freer practice stage, students do less guided tasks in pairs or groups. In the last stage that is introducing the pedagogical tasks, students have grammar and vocabulary review. Each unit is ended with a reflection. It allows the students to have self reflection.

Considering that the students' goal in learning English reading materials is to answer all off the reading questions correctly so that they pass the exam, these kind of task-based supplementary English reading materials are useful for the students to comprehend descriptive and recount texts because it allows the students to comprehend the texts autonomously through well-order activities.

5.2 Suggestions

There are suggestions proposed for the Grade VIII students of Islamic Junior High School (MTs), the English teachers, and the other materials developers.

1. Suggestions to the Grade VIII Students of Junior High School

To Grade VIII students of Islamic Junior High School (MTs), they should actively interact with their friends because there are some reading games and activities in these materials that need to be completed in pairs and groups. They also should not be hesitated to ask for guidance and help from their English teachers if they find any difficulties.

2. Suggestions to the English Teachers

The task-based supplementary English reading materials can be used by the English teachers of Grade VIII students in the English teaching and learning process, especially to teach recount and descriptive texts in order to provide more reading exercises for the students before facing the exam.

The English teachers should at least understand the instructions so that they can build the simulation in their mind in order to determine their role before implementing the materials in the class. The task-based supplementary English reading materials can also be used to teach the generic structure, social function, vocabulary and grammar of descriptive texts about animals, people and houses since those aspects are considered as the students' lacks in learning English.

Nevertheless, the English teachers of Grade VIII students should continually conduct needs analysis to provide the right guidance and help for the students because the learning objectives of the materials can be reached if the English teachers play their role well as discussed in the previous chapters.

3. Suggestions for the Other Researchers and Materials Developers

It is recommended for other researchers and materials developers who are interested in developing supplementary materials for teenage learners to develop interesting supplementary materials that contain other text types and different activities and apply other learning approaches. They should develop supplementary materials that contain generic structure of the texts, social function of the texts, vocabulary, and grammar lesson since the students find it difficult to comprehend those aspects. Added to this, the focus of the supplementary materials can be in listening, reading, speaking or writing skills.