

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter firstly, presents broad conclusion of the study regarding the English needs of engineering community in Universitas Pendidikan Indonesia. Then, the next part provides implication and recommendation of the study. Finally, limitation and implication for further research are stated at the end of the chapter.

5.1. Conclusion of the Study

This Needs Analysis thesis is an attempt to describe the perceptions possessed by undergraduate non-educational engineering stakeholders; students, teachers, alumni and study program managers towards the English language needs of engineering community at Indonesia University of Education (UPI). The study focuses on the target practitioners; subject and language teachers, academic administrators, to minimize the discrepancy created by the absence of Needs Analysis which is identified to not only endanger the nature of the course but also form mischief regarding the language skills needed, appropriate teaching methods and suitable resources.

This study aimed to look at the research findings from multiple perspectives by triangulating both quantitative and qualitative findings in an attempt to answer the study research questions related to the present and target situation advised by Hutchinson and Waters (1987). In relation to engineering community's Present situation at UPI Bandung, the results demonstrate that the present situation of the target community was complex. Firstly, the participant students demonstrated similarities and differences in attitudes, motivation and beliefs towards English language use. Secondly, they also demonstrated varieties of learning styles (most students appeared to be dependent-learners) and level of English language proficiency. Most of these students came with inadequate knowledge of the target language, a fact which was indicated by the students themselves and also expressed by the teachers and study program managers.

Furthermore the participant students have also called for a broad ESP course to be implemented on the target discipline. It was realized by the suggestion regarding the balanced-combination between General and Specific English in the classrooms. With such views, the students desire a flexible ESP syllabus, which provides practice in both the receptive and productive skills, but greater focus on speaking and reading in academic as well as speaking and listening in target career situation, preferably implemented by a bilingual teacher who promotes 50%-75% use of English. Besides the fact that the students expressed unsatisfactory towards the frequency of ESP course in the curriculum, the course still lacks of relevant materials, tasks and teaching methods.

The findings of this research question also offer a perspective from which to identify the engineering students' target situation. First of all, English is considered as an important tool of communication in engineering community. It is also important to note that the importance of this language varied from one situation to another. Here, in academic encounter, English was perceived as the main tool of acquiring related-field knowledge through the activities of reading source books, whereas, in target career situation, it was mainly dominated by the needs of communicating with foreign colleagues or customers. Even though the needs of English were very demanding, the use of it in Indonesian target career situation was identified to occur very rarely.

5.2. Implication and Recommendations

From the study findings, there are three main points that can be highlighted. Firstly, the discrepancy among respondents perspective and purposes identified in this study should be handled by translating students perceived needs into pedagogic term which then be combined with the description from other stakeholders. In other words, when designing the English language course, ESP teachers should consider learners needs and guidance from the resource groups as advised by many ESP theorists. This way, the outcomes of the course can be more satisfying.

Secondly, despite the low frequency of the use of English in Indonesian engineering context, it is suggested that English language should be used extensively in engineering contexts and considered as the main tool of communication to carry out a variety of different academic and target career activities. Thus, they should also match what the students learn with what they will face in their academic and professional domains. It can be achieved by placing the focus of language teaching on active group learning so that learners can be more easily exposed to target language use.

Lastly, looking at the teachers' qualification and resources, the findings of this study are strongly advised to be used as the first layer of foundation for any decision making related to the process of designing syllabus. Therefore, well-structured ESP courses can offer much more reliable outcomes and expectation.

5.3. Limitations and Suggestion for Further Research

The major limitation of this research is common to all fundamental researches which focus on firstly describing issues in the contextual situation. Thus, the further studies can complete the development by conducting Needs Analysis for every sub community of engineering as well as proposing the suggested syllabus, since it is known that every student is unique, and what is desirable or challenging to one person might not be the same to others. Furthermore, to understand and evaluate the use of English in the sciences, there is a need for more focused investigation of each discipline's language requirements as this study has only investigated the general needs of four departments (non-education Building, Electrical, Architecture and Mechanical engineering). Thus the findings might not be generalized since the study is fundamentally concerned with one faculty. In relation to the limited information gathered from engineering students, it can be said that more evidence is needed to establish their wants, lacks and necessities. Finally the process of conducting the instruments employed in the study was also another limitation. The instruments of this study were restricted only to the use of questionnaire and interview. Therefore, it is expected that the future study can enrich the knowledge through classroom observation and the use of proficiency test which enable the more reliable data findings.