

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

As the last part of a research report, the conclusions of the research and the recommendations are presented in this section. In the conclusions section, the presentation is preceded by the restatement of the aims and the research questions. The results are presented by referring to each research question which guides this research to its answer. A greater conclusion is also generated as taking the result of the research into one grand statement. Then, in the recommendations section, the weakness of this research is presented as giving a possible enhancement model to the quality of this research.

5.1 Conclusions

This thesis is concerned with the condition of the teaching of English reading skill in an English education department of an Islamic university in Palangka Raya. The purpose of the research is to develop an Islamic English Reading skill course syllabus. The syllabus is developed with the basis of analysis result of the currently used syllabus, students' needs, lecturer's factors and the institution demand of Islamic-based teaching in the university. Guided by three research questions, the research was firstly done by analyzing the current condition of the syllabus and then followed by the second step, the analysis of the students' needs along with the lecturer factor and the institution demand. The result of the first two steps were used as developing the Islamic English Reading course syllabus.

The first research question seeks the information about the current condition of the syllabus as about the existence of Islamic culture inducement in the materials. Along with that, students' opinion and the lecture's belief and opinion about the usage of Islamic culture were also assessed. The result shows that the syllabus contains no Islamic culture text as the teaching materials. This finding is supported by the students' opinion that the teaching of reading never use any Islamic culture text. While these findings were presented to the lecturer, it was confirmed that the Reading skill course syllabus was developed with the basis that the teaching of English should only focus on the linguistic matter or the knowledge of the reading skill itself in this case. Hence, it is concluded that

the current teaching activity does not consider the usage of Islamic culture as the materials.

The second research question deals with the attempt to draw the needs of the students, the lecturer's belief, and the institution demand related to the Islamic culture inducement in the teaching of the Reading skill course. The findings infer that the students need the Islamic culture texts for familiarity reason, along with the target language (Inner circle countries) culture for maintaining learning interest reason. The necessities also can be linked to students' expectation reason to choose to study English in an Islamic university. The lecturer, on the other hand, seems to not into the culture-based language teaching. That is based on the reason that the teaching of reading skill should only focus on the reading skill materials. The institution, however, requires every teaching activity to always accommodate the Islamic culture and value. In the teaching of reading, especially, the texts used as the reading materials are required to also give an Islamic insight for the students.

By taking reference to the findings as the answer of the first and second research questions, an Islamic English Reading skill course syllabus was developed. It is determined that the syllabus is a product-oriented syllabus which focuses on the teaching of critical reading skill and intercultural knowledge. Hence, the layered of skill and content-based syllabus types is selected. As for the rationale section, the students' characteristic is stated by covering the description of their general ability, and possible usage of their cultural similarity, Islamic culture, in the teaching activity. The nature of the course is also stated by describing the general aim and the content coverage of the course. The statement of the teaching activity is also stated in the syllabus which is adopted from the currently used syllabus in the institution.

The objective, content, and evaluation section are also developed accordingly. In the learning objective section, eight objectives are stated which represent the requirement of five thinking levels of Bloom's taxonomy i.e. C2 up to C6. The content section, on the other hand, is the most developed part in the syllabus. Fourteen different texts are adapted to provide the students with the cultural topics they preferred. The adaptation of the texts considers the readability, multimodality, and the most important, the culture content which is preferred by the students. Lastly in the evaluation section, an assignment was

developed. It requires students to apply all of the materials taught in the whole semester and demonstrate a critical reading skill and thinking.

The result of this study, in general, emphasizes the significance of needs and situation analyses in developing a syllabus and cultural content in language teaching. The analysis procedure provides educators an opportunity to understand more about the students and also the institution. It is the main road for lecturer to provide a customized materials which fit the students condition the most. The findings also highlight the importance of culture content in language teaching. It can be used to help the students learning process, and also to maintain their cultural identity themselves. However, the benefit of culture-based language teaching can only be attained with a well-managed organization. If the text selection is not based on the students' condition, it might be seen by the students as the other non-culture-based texts.

5.2 Recommendations

This study comes with two main recommendations. The first recommendation is related to the syllabus development. It has been discussed that syllabus has an important role in teaching. Therefore, it should be well-developed. The syllabus developer should devote more time to analyze the current condition, the students' needs, and also the demand of the institution. By being so, the materials are expected to give more positive effect to the students learning experience. The outcome, moreover, will be in line with what the institution expected it to be. The development process is also suggested to be taken care by a local consortium of lecturer in the same field of expertise, if the national level of alike consortium is not available. This consortium is expected to give a more standardize syllabus and also the teaching activity.

The second recommendation is related to the culture-based language teaching. It is suggested that the lecturers in the research site consider the application of culture-based language teaching. The institution has a cultural advantage which can be utilized in culture-based language teaching, the students' similar Islamic cultural background. The application can be done by employing the intercultural model which uses the Islamic culture to compensate the Inner Circle countries' culture content. As applied in the syllabus developed in this study, a layered of skill and content-based syllabus can be used. Hence, the culture content teaching does not jeopardize the linguistic matters.

The result of this study perhaps can only be used as in the teaching of Reading skill course. It might be not suitable for a direct application on other macro skills courses. Therefore, additional research on culture-based language teaching on other macro skills are recommended, both to confirm the finding of this study and to determine whether each macro skill teaching requires a different approach of culture-based language teaching. A development study which focuses on a process-oriented syllabus is also recommended in order to confirm whether the culture-based language teaching is best to be applied in any teaching orientation.