

CHAPTER V: CONCLUSION AND SUGGESTIONS

This chapter provides a conclusion for the study. Apart from that, suggestions for further research are presented at the end of the chapter.

5.1 Conclusion

The present study aimed to investigate the needs of the chemistry education students at UPI Bandung and propose a syllabus that is expected to meet the needs of the chemistry education students. Interviews and a questionnaire were conducted to gain the picture of the chemistry education students' needs in English.

The results of needs analysis suggest that the chemistry education students need to develop writing and speaking skills in English for the purpose of teaching chemistry. The necessary and demanded skills that would support the students in teaching chemistry are giving instructions, reviewing, describing process, asking questions, making a conclusion, summarizing, verbalizing nomenclature in chemistry, labeling laboratory apparatus, writing tests, and writing lesson plans.

The findings also show that the students prefer textbooks as the material in the ESP course. Apart from textbooks, DVDs and newspapers are also preferred by the students. For the teaching of the material, the ESP course should employ a present-practice-perform (PPP) methodological approach. This is due to the fact that most of the students are in the English proficiency level of lower-intermediate and under.

Andrie Sukma Nugraha, 2013

Developing an English Subject Syllabus for Chemistry Students: a Survey at a State University in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

In terms of activities, results of needs analysis show that the ESP course should provide activities in the form of group or paired activities, games, role play, and micro-teaching. The inclusion of games and group activities are expected to boost the students' positive emotions. Meanwhile, the inclusion of role play and simulation is expected to represent the real world of the students.

Lastly, for assessment, the results suggest that the ESP course should assess the students through role-play, micro-teaching, test construction and lesson plan construction. The assessments mentioned above are appropriate since they are wanted and are necessary for the students. Furthermore, those assessments represent real world tasks of the students which is teaching chemistry.

The findings of needs analysis became the basis in proposing a syllabus which is expected to meet the needs of the chemistry education students at UPI Bandung. The proposed syllabus consisted of the course rationale, goals, objectives, syllabus, materials, activities, assessment, and program evaluation. Previously, there has not yet been a needs analysis conducted in the chemistry education department at UPI Bandung. For that reason, the present study is the first and the results of this study will hopefully provide literature for future non-compulsory English course designers at the chemistry education department of UPI Bandung in developing a syllabus that meets the needs of the students.

5.2 Suggestions

On the basis of the conclusion, there are some suggestions which can be put forward:

1. The present study only involved chemistry education students who are the subject of the proposed syllabus. For that reason, the results of the study cannot be generalized for chemistry education students other than the participants of the present study. Therefore, it is suggested to always conduct needs analysis before developing a syllabus for future non-compulsory English courses in the chemistry department at UPI Bandung.
2. The present study only attempted to propose a syllabus for the non-compulsory English course. For that reason, the proposed syllabus cannot yet be regarded as effective in meeting the students' needs. Therefore, it is suggested to employ the proposed syllabus of the present study to decide whether the proposed syllabus is effective or not.
3. The present study only conducted interviews and questionnaires in revealing the needs of the students. For that reason, it is suggested to do observation in revealing the English needed in teaching chemistry.
4. The result of the study has indicated that the students are preferable towards a textbook. A textbook can be as a source of language and reference for the students in developing their English outside the course. It

is suggested to develop a textbook for chemistry students at UPI Bandung in the future that suits the chemistry education students' needs.

5. The number of literature on English for Teaching Chemistry is limited. Therefore, it is suggested to conduct more studies to reveal the English needs of chemistry teachers.

