CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this chapter, the writer draws the overall chapter into some conclusions in order to have a clear and brief picture of the focus of discussion in the paper. Through the research the writer come to following conclusions:

1. The English needs analysis show that students of Mechanical Engineering Department need ESP both as EAP (English for Academic Purposes and EOP (English for Occupational Purposes). Specifically, Mechanical Engineering Department Students needs speaking skill especially communicative competence for work, and they need reading skill in order to understand mechanical textbooks for study.
2. The English lecturer of Mechanical Engineering Department use Culture Based English for College Studies. The book consists of fifteen topics of culture. For instance : Our capital city, Becak, We Love Dangdut, Harmonious Life, The World of Mysticism. Material is not specifically related with mechanical engineering (not focus on mechanical) department.
3. After identifying English needs analysis and the existing materials applied in Mechanical Engineering Department. It is found that in terms of goal, theme and material, the existing material is less relevant with English needs of Mechanical Engineering Department's Students. The content and the existing

material is less specific to mechanical field, it is not covers mechanical and scientific term, forms, and functions.

5.2 Suggestions

The following suggestions are made for the development of further research and as an input for the EST practitioner who deals with EST material.

1. ESP practitioners (EST teacher, head of Department or material designer) have to identify more specific needs of the students in their department in order to determine the material which covers the appropriate and exact requirements of the students in learning English
2. EST practitioners, especially lecturer should realize the essential role of accommodating specific material for students. Lecturer should be able to adjust the course material according to the feedback from students' needs analysis. As suggest by Robinson (1991) that one of EST criteria Content-Based means that they should focus on specific problem that people are likely to encounter in their everyday working lives in the ESP field.

   Moreover, specific is refers not only to specialized content, but also to specific objectives. Any material to be used in EST course should, therefore, have clearly defined objectives expresses in performance terms. The content of EST usually covers mechanical and scientific term, forms, and functions (Pillbeam : 1987)
3. Since the process of creating material is time consuming, and the ESP material is not available commercially. In providing the material, therefore lecturer can

adapt material which gained from various resources for instance internet, newspaper, etc.

4. Since the research found that Mechanical Engineering Department at Faculty of Technology and Vocational Education needs English both for Academicals Purposes and Occupational Purposes. Therefore, reading comprehension and speaking required special attention and priority in selecting material.
5. With regard to reading, lecturer should facilitate the students to be able to comprehend the textbook deeply rather than simply discussing the issues of the text. As Komarova & Lipgart argue that reading comprehension not only implies inference and prediction, but reading comprehension means that the student is capable of recognizing the structure of the text, guessing the meaning of unknown words from context, re-expressing the content of the text, re-writing the text, summarizing it, either in a written or oral way, or answering questions about it. So comprehension and expression are interrelated.

They also suggest the adoption of some elements that should be considered in selecting and transforming reading material, as stated below:

> "…., first reading strategies such as skimming, scanning, inference, etc. had to be used for achieving reading comprehension and it also seemed logical to insist on the functions and the structures most frequently appearing in the technical texts, they should be practiced during the lesson; finally vocabulary had to be taught within the context. As technical texts are full of compound words, it should be convenient to dedicate special attention to morphology too.

The writer thinks that reading comprehension suggested by Komarova & Lipgart above is adequate and sufficient for Mechanical Engineering

Department Students. Therefore the lecturer can adopt it and support it with relevant and specific materials wish by students.

6. With regard to speaking comprehension for the wok field, the ESP practitioner could give focus on communicative competence. As Huckin and Oslen (1983) argue that scientist and engineers may be technically brilliant, and creative, but unless they can convince coworkers and supervisors of their worth, the technical skills will be unnoticed, unappreciated, and unused. In a word, if technical-in this case mechanical- people cannot communicate to others what they are doing and why it's important, it is they and their excellent mechanical skill that will be superfluous.

9. The ESP practitioner could also collaborate the EAP and EOP material by combining the use of special authentic materials like services and repair instructions, product information, business letters or mechanical journals. It can improve the reading comprehension and intensity the relationship to their job

10. The writer realizes that the investigation of English needs of Mechanical Engineering Department's Students for the work field have not been deeply observed, because of the limitation of time and limitation of respondents. Therefore, the material designer can conduct more deeply observation of English needs in work field, through conducting little interaction between material designer, students and an engineer who have been fully drawn in mechanical engineering field.