CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn on the basic of the results of the present study in connection with the research problems. The present study also offers some recommendations, especially for further research.

5.1   Conclusions

Having analyzed the data from questionnaire, interview, and document analysis, the researcher can infer that the students need language function (grammar), reading, and speaking materials. Regarding grammar, the students seem to consider that learning grammar can help them learn other skills, such as speaking, listening, and writing. However, the grammar materials must meet their needs, such as basic materials about tense, to be, to have, to do, to infinitive, and gerund.

Regarding speaking, the students seem to consider that this is the most important one for them as it can help them to get a job easier. Meanwhile, dealing with reading, the students also seem to consider that reading is needed by them because it can help them to comprehend the various texts and will prepare them to follow various academic programs,

such as English for Science and Technology, English for Accounting, English for Finance and Banking and English for Computer, etc.

Besides, the materials that are considered to accommodate students' needs are based on three aspects, namely grammar, reading, and speaking. The reading texts provided varies not only for their department but also for many department that generally not to be able to accommodate the learners' need. Meanwhile, the speaking materials provided to students are considered to be able to accommodate the students' needs because the students need speaking more although the materials do not coincide with their Departments as students said that they want to be able to speak English fluently.

This is also inferred that the syllabus implemented in the research site can be developed based on its principles, approach, and assessment. Finally, the English syllabus needs to be revised in terms of basic competence, indicators, time allotment, and materials covered.

5.2 Suggestions

From the conclusions above, there are some suggestions that are recorded. First, since the present study used questionnaire, interview, and documentation analysis as the techniques to collect data, it is expected for further research to creatively select other data collection technique such as classroom observation. Other phenomenon could be found if the classroom observations at the next study by joining the

classroom activity. Second, in the number of participants of the present study, it would be better if they were more than six. Hence, the findings would be more various.

Third, it is hoped that the findings of this present study would assist ESP practitioners to design the materials that are considered to be able to fulfill the learners' needs. Forth, since the students prioritize speaking as their priority, it would be better if the ESP practitioners or lecturers prepare some activities relate to English speaking, such as play, speech, presentation, etc. and since the content of speaking materials are considered not to be able to accommodate the students' needs, it would be wise if the lecturers design the English grammar and the speaking materials well and relate to the students' department, such as Discussion techniques, At the Meeting, Job Interview, Techniques to Answer Interviewer's Questions, Self Introduction, Describing Something, Presentation, and Small Discussion.