

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The previous chapter reported the result of the research after conducting the research using the theoretical framework as discussed in chapter II. Hence, it can answer the research questions about the types of the syllabus, the teaching strategies applied, and the students response to the tasks given by the lecturer. This chapter concludes the researcher interpretation of the research finding in a form of conclusions and suggestions.

#### 5.1 Conclusions

This qualitative descriptive research presents a study of the Teaching of English for Science and Technology in the classroom at Mechanical Engineering Department of Bandung Polytechnic. This study is investigated used three main research questions included syllabus, teaching strategies and students responses to the given tasks.

Based on the analysis of data gathered from questionnaire, interview, class observation, and document analysis, it is shown that the practice of EST at Mechanical Engineering Department of Bandung Polytechnic using the ESP approach in the classroom and has run adequately in fulfilling the students' needs.

Regarding to the first research questions, the investigation found the synchronized points of view both from lecturer, students, classroom observation and the document analysis. The syllabus applied into materials is appropriate with

the learners' needs especially for students' future jobs. The students need to understand English in order to comprehend the manual book on mechanical engineering that uses a mechanical register.

The lecturer hold the need analysis but not as a formally way. On the course design, she used Language Centred Course design which is connect as direct as possible between the analysis of the target situation and the content of the ESP course. Moreover, the criteria of syllabus apply is Functional/Notional Syllabus. Otherwise, the stage of the syllabus that the lecturer uses is The Organisational Syllabus.

In addition, materials sources the lecturer chooses an appropriate textbook, then copies and distributes it as a handout to the students. The lecturer also uses the textbook as guidelines in choosing the tasks.

On the teaching strategies as the second research question, the lecturer made some efforts to make the class conducive and as much comfortable as by doing the personal approach. She tries to keep in involved with the students so students do not hesitate anymore to ask everything that they do not understand or put forward their opinion.

On the other words, the lecturer applies direct strategies and uses the communicative approach because the students are involved directly to the language itself. Moreover since the class is organized in two ways communications, therefore the students find that English learning is interesting and makes them not to get bored in the classroom. Communicative Language

Teaching (CLT) that the strategy chooses by the lecturer applies well in the classroom.

As the answer for the third research question, the students show that they have high motivation in learning English, so that there are no crucial problems in the tasks given by the lecturer. They agree that the task help them to comprehend the materials. Also the lecturer always gives them variety of tasks such as presenting a role play, arranging the paragraph, answering the questions, discussing with their group, etc.

On the kinds of test, the lecturer does not give the pre-test, just the midterm test and the final test. The scoring is taken not only from the two tests but also from the daily participation.

So far, the practice of EST in Mechanical Engineering department applies well and could be applies at any other universities. The lack of prior knowledge of the students and their heterogeneous ability in the classroom are not a problem to apply the EST approach. The lecturer uses the appropriate teaching strategies that can motivate students to learn actively in order to improve their English ability.

## **5.2 Suggestions**

From the whole investigation, it is decide to give two suggestions in order to make realization of better English course in the future. First, it will be more attractive if the students are facilitated by the other learning sources such as a

worksheet book that contain more grammatical and mechanical registers. So students will practice a lot at their home in order to make them familiar with English. It is believe that if they practice more outside the classroom, the teaching and learning process will be more successful.

Second, the lecturer needs to use more various media such as playing the video conversation or native daily life that has relation with the mechanical field so it could be train students more in pronunciation, listening, and their comprehending.

