

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1. Conclusions**

This chapter consists of three major parts. The first part discusses their major findings and the significance. The second part discusses the limitation of the study and the recommendation for further research. The third part discusses the suggestions for Education practitioners.

The research data indicate that regarding the teaching materials used by the lecturers, the lecturer had already made good selections. They carefully concerned with the linguistic content particularly on an adequate and appropriate description of the language characteristics of which the learners are required to handle. The selections of the materials seem to be concerned much on the aspect of topics and themes related, the language and the content of the language that are not general. The choice the language and language content seem to be relevant to the students' need in the research site.

Meanwhile, regarding the teaching learning employed in the classroom, some phenomena indicate that learning-centered approach, which is strongly advised for ESP class, seemed to fail to be applied. The teaching-learning process only covered the main activities in reading such as translation and comprehension or understanding the text. This evidence requires further investigation whether or not such activities assist students to construct their knowledge or not as expected

by the ESP rules in teaching. Moreover, the fact that the media is rarely used and teacher's domination during learning process seems to make things worsened.

At last, concerning students' need in learning English, the students indicated their needs toward the use of the textbooks, handouts, the use of media for learning which are relevant to the their field of study. It is expected that the availability of these relevant media will help them to be able to dismiss the boredom during the teaching learning process, and to generate more active knowledge construction. Most of the time the research indicates that students' expectation in learning ESP tends to be more cultural and educational, and academic and occupational one rather than personal or individual.

## **5.2 The Limitation of the Study and Recommendation for Further Study**

The study was limited in number of participants (3 lecturers and 56 students), the length of the study (1 month observations) and the scope of the study (only MKDU PAI UIN SGD Bandung). Therefore, the writer considers it important for other researchers to conduct further research regarding the same issue. It is strongly suggested that further researchers are going to involve more participants in the studies and longer time to conduct the classroom observations, so that the phenomena of teaching learning ESP can be more obviously understood and can meet its best solution.

### 5.3. Suggestions

For lecturers teaching English ESP particularly in the research site, it is an urgent need to know the principles of how (1) to conduct the teaching learning process in the classroom; (2) to select materials to be used in the process of teaching learning process; and (3) above all, to be sensitive to students' needs and expectations when they take the ESP course. The lecturers, if possible, are also suggested to conduct need analysis before they teach the students at the beginning of the semester.

For the research site, it will be beneficial to revisit the concept of teaching ESP and to revise their previous paradigm that teaching ESP in non-English Education Department as *MKDU* is such a very simple and easy thing. The research indicates the opposite. Hence, institutionally more trainings on ESP should be provided for the lecturers who teach ESP in non-English Department.