

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1 Conclusions of the Results

Considering the data collected from two groups of participants, it can be concluded that there are both similarities and differences among the perceived learning and target needs of students and English instructors at the Management department at Muhammadiyah university of Gresik.

Perceptions of students regarding the reasons for learning English varied. Most of the students stated more than one response as reasons. The idea that the main language of the job is English was expressed by the students as the most important reason.

The speaking sub skills which were attached the greatest importance as learning needs were asking questions and answering questions. The listening sub skills which were attached the greatest importance as learning needs were obtaining specific information and obtaining gist. The reading sub skills which were attached the greatest importance as learning needs were making inference and guessing the meaning of unfamiliar words. The writing sub skills which were attached the greatest importance as learning needs were expressing clearly and using appropriate vocabulary.

The speaking sub skills which were attached the greatest importance as target needs were speaking with customers and with native speakers. The listening sub skills which were attached the greatest importance as target needs was understanding native speakers and understanding face-to-face conversations. The reading sub skills

which were attached the greatest importance as target needs were reading itineraries, business letters, and the agenda of a meeting. The writing sub skills which were attached the greatest importance as target needs were writing business letters, and recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument, using direct quotations and e-mail messages.

English instructors stated more than one response as reasons for management students to learn English. The idea that the main language of the job is English was expressed by the English instructors as the most important reason. Correspondence to be conducted in English, written or printed materials' being in English, conveying information from English to non-English/English speakers and following training courses conducted in English were other reasons stated by the instructors. One more reason stated by the instructors was passing the English Proficiency Exam that those who want to work as management sector.

The sub skills which were attached the greatest importance for speaking skill regarded as learning needs were expressing oneself and answering questions. The sub skills which were attached the greatest importance for listening skill regarded as learning needs were obtaining specific information and obtaining gist. The sub skills which were attached the greatest importance for reading skill regarded as learning needs were reading intensively and making inference. The sub skills which were attached the greatest importance for writing skill regarded as learning needs were developing ideas and linking ideas. The sub skills which were attached the greatest importance for speaking skill regarded as target needs were speaking with customers and with native speakers. The sub skills which were attached the greatest importance

for listening skill regarded as target needs understood native speakers and understanding face-to-face conversations. The sub skills which were attached the greatest importance for reading skill regarded as target needs were reading business letters, and fax messages. The sub skills which were attached the greatest importance for writing skill regarded as target needs were writing business letters and recognizing different essay types/structures: descriptive · analytical comparison/evaluation · argument and e-mail messages.

One of the instructors stated that speaking and listening were the most important two skills for management. The other one stated speaking and reading skills as the most important two skills for those students. Translation was usually stated to follow speaking, listening and specialist vocabulary. Writing, however, was stated to be the least important skill by all of the English instructors. Specialist vocabulary was stated to go along with those skills.

5.2 Suggestion for Practice

The results of the study may be an aid to the Curriculum Development Unit of English Language School at Muhammadiyah University of Gresik in deciding on the English language needs of Management students and improving the already existing program to better meet the needs of the students.

The results of the study revealed that students are not as competent as they ought to be in most of the skills. The mean difference between the importance they give and they rate themselves is significant in most of the items. Although the already existing ESP program consists of skills-based objectives, it seems that they are not

practiced as effectively as they should be. When the skills are concerned, more emphasis should be given to presentation and practice of listening and speaking skills.

Results of the data analysis suggested that students need more practice in speaking and listening skills. Reading and writing skills are stated to be practiced fully. However, indicated that the students are in need of more effective activities for those two skills as well.

Language learning is usually considered to be stressful activity. Learners usually feel themselves secure when it is in their mother tongue. However, in language learning they may not be sure they have made themselves completely understood or they have understood. This breeds a sense of insecurity. Hutchinson (as cited in Brumfit,1988) suggests that good teachers try to minimize the negative effects of the learner's emotional reactions to learning and try to boost the positive emotions. This may involve:

- using pair or group work to minimize the stress of speaking in front of the whole class
- structuring tasks so as to enable learners to show what they do know and what they do not
- giving learners time to think and work out answers
- putting more emphasis on the process of getting the answer rather than the product of the right answer.

- making interest, fun and variety primary considerations in the design of tasks and activities, not just an added bonus Most of the emotional considerations, such as interest, motivation, anxiety and confidence can be dealt with through those tips.

5.3 Suggestion for Further Research

Assessing the needs of students will lead to other studies such as syllabus design, materials development and design, implementation and evaluation of the courses in the program. A variety of factors, including resources and the target population, can influence the decision of when to conduct another needs assessment. Regularly revisiting the data from a prior needs assessment in light of changing conditions helps signal when the earlier information becomes seriously outdated or is no longer appropriate for characterizing the target population. Using a variety of needs assessment techniques and instruments and including stakeholders; especially those involved management business as data collection sources may enhance the quality of a needs assessment study.