

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

In this chapter, the conclusions and suggestions are given in the last part in this chapter.

#### **5.1 Conclusion**

The purpose of this study was to develop EAP materials using group Investigation Strategy for Agriculture Department at University of Muhammadiyah Gresik. The researcher developed the materials based on the need analysis from interview with Lecturer of LC and Dean of Agriculture Faculty. Also need analysis questionnaire were distributed to 13 students of Agriculture Department. The result of need analysis showed that the lecturers expect to be more directed to Students-centered in the learning process. So that, the students are more active and confident in speaking English. While from questionnaire, it can be concluded that the goal of students in learning English is to be a fluent speaker and can communicate using English. In the future, the students will use English for higher education, job and career. The students' English ability is currently at the beginner. They find difficulties in understanding grammar, understanding the contents of simple text, difficulty in listening to audio, communicate using English and difficult to create a report using good grammatically. They mostly prefer to learn English related to Agriculture study program with interactive materials, various activities, group work and projects in pairs.

In developing the materials, the researcher using group investigation as a model of the activity. In each chapter there are many kind of activities in which follows 6 stages of Group Investigation procedure, those are (a) grouping, (b) planning, (c) investigating, (e) organizing, (f) presenting and (g) evaluating. In the first stages, the students given an activity that can activate their background knowledge. Then the second stage is planning in which the students explore more about the topic discussed. The third stage is investigating the topic from some sources. After investigating, the students organize the important information they get then present the result of discussion in written or spoken form. The last is

evaluating, here the students given questions, conclude and so on to measure their understanding about materials discussed. The developed materials consist of six chapters including four skills that integrated.

After developing the material, the researcher conducted the try out to the 11 participants of Agriculture Department Students. The try out step was done by implementing the materials to the participants directly. The result showed that the students felt that the ESP materials is appropriate with their need and want. Also, the instruction of the materials was clear, good and easy to understand. for the layout and design, the appearance of materials is good and presentable.

The materials that developed by researcher are appropriate and it can be used for the students of Agriculture Department. They need ESP materials that are relevant with Agriculture which is their background of knowledge. The materials including integrated skills with interactive tasks, thus the students can use English both orally and written.

## **5.2 Suggestion**

For the result of developing materials of this study, the researcher gives suggestion for the students, for future researcher and for the lecturer.

### **5.2.1 For Students**

Students should be aware of the importance of English in their lives. ESP book development using Group investigation strategy for Agriculture Department is a bridge for students majoring in agriculture to explore further their ability in using English. With group investigation activities in this material, will train students' critical thinking, responsibility in the group and courage in delivering the material. Therefore, Agriculture students should be more active and confident during the ESP learning process.

### **5.2.2 For Future Researcher**

This research focuses only on book development using group investigation strategy for Agriculture students who attend ESP class at University of Muhammadiyah Gresik. Therefore, other researchers are expected to develop ESP books related to other majors in addition to agriculture as well as providing new

innovations for the content of the book to be developed by using another approach or strategy.

### **5.2.3 For English Lecturer of Language Center**

It is better if the lecturer provides ESP material related to the Agriculture department itself. In addition, lecturers also provide learning activities and varied types of tasks to students in which students can active during the ESP learning process takes place. Thus the students can explore English using the material about agriculture through ESP learning. The role of lecturers is very important in supporting and motivating students in learning English to make students interested so that the knowledge they gain can be beneficial for their future.