CHAPTER V

CONCLUSION

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To conclude this thesis, the writer would like to present the summary along with some suggestions that may be useful for Secretarial speaking teachers when they want to put this suggested way of evaluation and teaching technique into practice.

5.1 Summary

It is undeniable that English is the language which is used in almost around the world. However, among the four skills speaking is considered very important. The reason is that speaking skill is used as the main means of communication to carry out our daily activities of human life such as public affairs and business activities.

One of the main professions which requires a person to be able to speak English fluently is secretarial profession. Secretaries must speak like professional, in the sense that they must convey their ideas in a well organized way so that they can be easily understood. As they use English as a means of supporting their work, they must use specific terms to carry out their purpose. If they use English for

specific purpose, the teaching of English at the Secretarial Department must also be for specific objective related to that specific purpose.

The objective of Speaking IV of the Secretarial Department of Widya Mandala Catholic University refers to the teaching of English for specific purpose, that is, students expected to be able to communicate both in office and in business situation. This kind of teaching has something to do with ESP which provides materials related to the study and which meets the students' needs. When the materials meet the students' needs, the learning process will run smoothly.

Being interested in the importance of providing materials which meet students' needs, the writer distributed questionnaires to the sixth semester students joining Speaking IV. The distribution of the questionnaires were meant to know the needs of the students.

The information obtained from the questionnaires were used to evaluate the existing Speaking IV materials. As a matter of fact there are five criteria to evaluate the materials. They are students' needs, objective of Speaking IV class, students' English level of proficiency, time allotment, and matching step. In the matching step itself there are four kinds of

criteria: defining criteria, subjective analysis, objective analysis, and matching the subjective criteria with the objective criteria.

The first criteria in matching step defined is based on the students' needs and the objective of the Speaking IV class. Subjective analysis realizes the criteria expected by the class. Objective analysis evaluates the existing speaking materials based on the subjective criteria. Then, the matching step modifies the answers between the subjective and the objective analysis.

After being analyzed, the subjective and objective criteria are awarded points. Each points can identify whether the existing Speaking IV materials match the students' needs or not. In fact the evaluated materials only partly match the criteria wanted by the class. However, the materials still can be used if the speaking teachers do not want to change them and several points should be changed in order to meet the students' needs and the objective of the Speaking IV class.

Realizing that the existing speaking materials just partly meet the students' needs and the objective, the writer suggests a modified Speaking IV materials based on ESP Approach. She also provides the procedure for

applying the material.

5.2 Suggestion

After finishing this study, the writer will give suggestion as follows:

a. Since the Secretarial Department students use English for specific purpose, the speaking materials given should support the students's needs.

b. Sometimes it is good to use authentic materials in class. If the text is too difficult, the teacher can simplify it.

c. The speaking teachers can distribute the question-naires to the students in a certain period of time in order to find out their needs which can reflect the demands of the world.

d. The speaking teacher should hold a meeting regular-ly to design a more appropriate and desireable teaching materials based on the ESP Approach.

e. To decide whether a certain material can serve as the appropriate teaching material, a matching procedure can be carried out by, let's say, the coordination of Respective Subject or anyone in charge of it.

f. This idea of evaluating material is also applicable

to other kinds of teaching material such as
reading, listening, business correspondence, etc.
in order to find the "appropriate" teaching
material.

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