



CHAPTER V

CONCLUSION AND SUGGESTIONS

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter covers a brief summary of the content of the first four chapters of this study. It also gives some inferences and generalizations concerning the research questions. Besides, this chapter also provides some suggestions regarding the findings for the development of Speaking III material in Adi Husada Nursing Academy.

5.1 Conclusion

Robinson (1991:3) proposes that ESP course is based on a need analysis, which aims to specify as closely as possible about what the students have to do through the medium of English. In this case the Speaking material III in Adi Husada Nursing Academy should also be based on the need analysis.

Being aware of the importance of providing materials which is based on need analysis, the writer would like to identify the needs of the students joining Speaking III class in Adi Husada Nursing Academy in the year of 2003, know whether the existing Speaking III materials meet the needs of the students joining Speaking III in Adi Husada Nursing Academy and the objective of teaching Speaking III at Adi Husada Nursing Academy or not, find out the criteria of the Speaking material that meet the needs of the Speaking III students of Adi Husada Nursing Academy and the objective of teaching Speaking III at Adi Husada Nursing Academy, and propose a sample unit of Speaking III material that meet

the needs of the Speaking III students of Adi Husada Nursing Academy and the objective of teaching Speaking III at Adi Husada Nursing Academy.

To fulfill the purposes of the study, the seventy-nine students joining Speaking III class in the year of 2003 in Adi Husada Nursing Academy were taken as the subjects. The instrument used to collect the data of the students' needs was a twenty-item questionnaire for the students. While the instrument used for analyzing the existing Speaking III materials was the writer, herself. The response of the students to the questionnaires are used as the basis of subjective analysis while the result of analyzing the existing speaking III materials are used as the basis of objective analysis.

In evaluating the existing Speaking III materials, the writer worked through four stages. They are Defining Criteria, Subjective Analysis, Objective Analysis, and Matching Process. Defining criteria is the criteria based on which the material will be evaluated. Subjective analysis refers to the criteria of Speaking teaching material expected by the respondents. Objective analysis refers to the real feature existing in the Speaking III material. Matching is the process of knowing the degree of compatibility between the result of subjective and objective analyses.

After conducting all the steps above, the writer finds out the needs of the students joining Speaking III class, the criteria of speaking material that is needed by the students joining Speaking III, and the degree of compatibility in each aspect that is defined. In brief, the aspect of expectation, English skill, and English component get a point of 3, the aspects of audience, objective, context, text

version, and topic get a point of 2, the aspect of text types gets a point of 1, the aspect of the sequence of the material, exercises, and teaching learning technique get a point of 0. Thus, the writer concludes that the existing Speaking III material in Adi Husada Nursing Academy has not matched the needs of the students' and the goal of teaching Speaking III.

Realizing that the existing Speaking III materials just partly meet the students' needs and the goal of teaching Speaking III in Adi Husada Nursing Academy, the writer proposes a sample unit of Speaking III material based on ESP approach. The writer considered the result of subjective and objective analysis in designing the suggested material. The writer took randomly one topic, which is **Eating and Drinking**, from all of the topics in Speaking III class.

In order to know that the suggested material is appropriate for the students joining Speaking III in Adi Husada Nursing Academy in the Year of 2003, a try out was conducted by one of the Speaking III lecturers in Adi Husada Nursing Academy. Observing the try out and comparing the students' Speaking marks, the writer concludes that the suggested Speaking III material meets the needs of the students joining Speaking III in Adi Husada Nursing Academy and the goal of teaching Speaking III in Adi Husada Nursing Academy. Thus, the sample unit of Speaking III material proposed by the writer is applicable in the Speaking III class of Adi Husada Nursing Academy.

5.2 Suggestions

On the last part of this chapter, the following suggestions are offered to develop the Speaking III materials in Adi Husada Nursing Academy so that the goal of teaching Speaking III can really be reached:

- a. Since the nursing academy students need English as an English for Specific Purpose, the speaking materials given should meet the students' needs.
- b. Using an authentic material in the ESP class is a good idea. In this case, the lecturer should simplify the difficult authentic material.
- c. The speaking lecturers should distribute a questionnaire to the students at certain periods of time in order to know their needs, for example, in the first meeting of each semester.
- d. The speaking lecturers should design speaking materials based on ESP approach so that the speaking materials will meet the students' needs and the goal of teaching.
- e. Since this study just proposes a sample unit of speaking III material from the eight units, the writer hopes that this study can be developed more by the other researchers or the lecturers of Speaking III in Adi Husada Nursing academy.



BIBLIOGRAPHY

BIBLIOGRAPHY

- Akademi Keperawatan Adi Husada. 2003/2004. *Kurrikulum Bahasa Inggris Semester III*.
Surabaya: Akademi Keperawatan Adi Husada.
- Bell, Judith. 1989. *Doing Your Research Project*. Philadelphia: Open University Press.
- Broughton. 1978. *Teaching English as a Foreign Language*. Routledge and Kegan Paul
Publisher.
- ChenfieldM. Brodsky. 1987. *Teaching Language Arts Creatively*. San Diego: Harcourt
Brace Jovanovich.
- Dawson, Mildred A. and Adrell, Elwell.1963. *Guiding Language Learning*. New York:
Harcourt Brace World.Edge and Samuda.
- Edge, Julian and Samuda, Virginia. 1980. *Methodical: The Role and Design Materials
and Methods in Communicative Course Design*. Singapore: SEAMEO Regional
Language Centre.
- Ek, J. A. V. 1987. *The Threshold Level Methodology in TESOL*. USA: Newburgh House
Publisher.
- Holsti, Ole R. 1969. *Content Analysis for the Social Science and Humanities*. Philippines:
Addition Wesley Publishing Company.
- Frida, Dubin and Elite Olshlain. 1977. *Facilitating Language Learning*. New York:
Regent Publishing Company, Inc.
- Finnochiaro, Mary. 1974. *English of a second Language from Theory to Practice*. Regent
Publishing Company Inc.
- Finnochiaro, Mary and Christopher Brumfit. 1983. *The Functional Notional Approach*.
USA: Oxford University Press.

- Hutchinson, Tom and Waters, Alan. 1984. *English for Specific Purposes – A Learning Approach-Centred Approach*. New York: Cambridge University Press.
- Joe Weider. March 1998. *Men's Health*. USA: MPA
- Joe Weider. March 1998. *Men's Fitness*. USA: MPA
- Milne, John. 1981. *Communication in the Class: Application and Method to a Communicative Approach* edited by Don Byre. Longmann Ltd.
- Nababan, P.W. J. 1987. *The Communicative Approach and Teaching of Reading in TESL Situation*. IKIP Malang.
- Nunan, Davud. 1991. *Language Teaching Methodology: A Textbook for Teacher*. Prentice Hall International.
- Patton, Michael Quinn. 1990. *Qualitative Evaluation and Research Methods*. Boston: Little Brown and Company.
- Phillips, M. K. and Shettlesworth. 1978. *How to Arm Your Students: A Consideration of Two Approaches to Providing Materials for ESP in English for Specific Purposes*. London: ETIC Publications.
- Pogrud and Grebel. 1998. *Make Your Mark in Health Service*. Chicago: The University of Chicago Press.
- Prawira, Inggraeni Sujana. 1993. *Understanding Speaking Nursing*. Vienna.
- Richard, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge University Press.
- Richard, Jack C. and Theodore S. Rodgers. 1986. *Approach and Methods in Language Teaching*. London: Cambridge University Press.

- Rivers, Wilga M. 1970. *Teaching Foreign Language Skills*. Chicago: The University of Chicago Press.
- Rivers, Wilga M. 1987. *Speaking in Many Tongue*. Cambridge University Press.
- Robinett, Betty Wallace. 1978. *Teaching English to Speakers of Other Languages*. Minneapolis University of Minnesota Press.
- Robinson Pauline C. 1991. *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.
- Salimbere, Suzanne. 1983. *From Structurally based to Functionally Based Approaches to Language Teaching*. English Teaching Forum, Vol XXI No. 1.
- Schleppegrell, Mary. 1991. *English for Specific Purposes: A Program Design Model*. English Teaching Forum Vol XXIX No. 4.
- Tukan, Stefanus Laga. 1984. *Bahasa Inggris di Subsistem NIR-Inggris Unika Widya Mandala Surabaya: Bagaimana Sebaiknya Diajarkan?*. Unpublished Paper.
- Yulinawati, Lidia Maria. 1999. *An Evaluation of English Teaching Materials for the Students of Economic Faculty of Widya Mandala Catholic University*. Unpublished S1 Thesis FKIP Widya Mandala Catholic University.

