

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

After conducting the research and the process of analyzing the data it was found that the lecturers only used just one kind of models of reading that was bottom-up approach. They have not yet used the top-down approach as the other part of models of reading. The writer assumed that the lecturers had used a skill-centered approach to accomplish the ESP course design for Biology students. It means that the planning and the implementation of ESP course design for Biology subject was not fulfilled the whole requirements in designing an ESP course because the course designer better use a learning-centered approach as a suitable approach in interpreting the data which came from the needs analysis and reviewed the theoretical models of learning and language available to maximize the potential of the learning situation.

In order to fulfill the requirements to achieve the target in reading comprehension the lecturers from Biology Department itself better teach English for Biology subject not lecturers from English Department because the only lecturers from Biology Department who mastered the knowledge of Biology deeply. It was done by the Biology Department in placing the right persons as the lecturers for English for Biology subject. It can be argued that the opinion which is said that the right lecturer for ESP course must be a member of English Department, but according

to the data analysis it was inappropriate because it is impossible for one lecturer to comprehend many kinds of knowledge deeply.

5.2 SUGGESTIONS

To achieve the ability in the process of reading comprehension beside reading skills such as skimming, scanning, paraphrasing, etc it is suggested to the Biology lecturers to use other activities such as using schemata in exploring their background knowledge to interpret text in order to construe meaning. It is also suggested that the right lecturer for ESP course must be a lecturer from the department itself because they master the knowledge deeply.