CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the research findings, it can be concludes that:

1. There are 25 ways which are divided into two perspectives. Firstly, there are 11 ways of the teaching of English to Machinery Engineering students based on content perspective. Secondly, there are 14 ways of the teaching of English to Machinery Engineering students based on of ways of teaching the content. The teachers were not focus on the teaching of English to Machinery Engineering students.

2. There are three reasons underlying the process of the classroom teaching of English to Machinery Engineering students. They were (1) The lack of teachers' knowledge of ESP, (2) The lack of teachers' initiative, and (3) Misconception of teaching English to Machinery Engineering students. In analyzing the data, two perspectives are used. The first is content taught and the second is ways of teaching the content.

5.2 Suggestions

Based on the conclusion above, it is suggested that:

1. The teacher should master the concept of knowledge of teaching English to vocational students to produce the better quality of teaching learning process.

2. The teachers should be able to modify the materials provided by the government to suit the needs of the students.

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3. The result of this study is supposed to be considered in an effort of improvement of teaching quality. Moreover, it is necessary to be replicated by applying different research approach for the purpose of further verification.