

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. Concerning with the results of the research dealing with the existing materials of Accounting department students, it can be concluded that the lecturer taught English in a conventional way. It means that the English subject in this department is taught as English for general purposes (EGP) not English for specific purposes (ESP). It can easily prove by identifying the teaching materials given to the students and the method of teaching. The materials are about basic English grammar such tenses, construction sentences, etc., and the method of teaching tends to lecturer-centered. The class is dominated by the lecturer.
2. Related to the analysis of the students' needs, the question about the profile of the students, the place of study, and the time allocation, have been answered base on the responds of the questionnaire. The majority of the students are adults (23-26 years old), have additional English course and they choose public English course for the place of their study and they also learn their English intensively. They take the English course because it is compulsory and they need it for both their future jobs and study. Most of the students want to learn English through a combination of lecture and group-work. They claim that they are good in reading skill and the wish to deepen their reading for the

purpose of both current and future uses, i.e. they need 'to be able to read a wide range of reading materials effectively and accurately, in particular those that are relevant to their subject areas and they need to become proficient readers by enriching terms (technical, sub-technical, and even general terms) related to the field.

3. Teaching materials is designed by some criteria and base on the students wants and supported by some theories in ESP. To design/develop an accurate teaching materials, each component in the systems has to be considered. In other words, suitable teaching/learning materials should be able to fulfill each of the other components in the system approach. The teaching/learning materials already developed for specific target students have to be implemented in the real learning/teaching situation. The implementation of the learning/teaching materials in the real situation in this step is meant to try out the teaching/learning materials whether they are suitable for the target students. If not, then the learning/teaching materials have to be revised based on the data obtained from the try out to the target students.

5.2 Suggestions

The research has been done with data analysis and discussions from questionnaires for students of accounting department. It has achieved the aims initially set forth. However, the results would be more convincing if it was carried out with some experimental teaching.

One important related problem is that there should be one continuous research on the evaluation of the implementation of authentic tasks designed in the materials development of Accounting English. So that the conclusion of the findings will probably reach higher reliability. The researcher has made great efforts in completing this research with tremendous interests, enthusiasm and responsibility. However, mistakes and limitations are inevitable. All constructive ideas and comments for the improvement of the research are always welcomed.

Hopefully, this research will be a little bit useful for those who concern English language teaching and learning in general, and ESP teachers and learners in particular; also for those who design or adapt ELT materials.