

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After developing the materials of reading, the conclusions were described as follows.

1. The existing materials of reading were not match with the needs of the business administration students, and the amount of the subject matters was too few to be studied. So that, the researcher made the materials of reading are provided for the students for one semester. In addition, the second subject matter (Company History) is not match with the needs of the business administration students. Thus, it was changed into more suitable topic based on the needs of students.
2. The new English syllabus and reading materials should be designed through Task-Based Language Instruction Approach in order to meet the students' needs. The reading materials should fulfill the components of a task, namely goal, input, procedure, teacher and learner role, and settings.
3. The new reading materials should be validated by the experts' viewpoints by conducting the questionnaire to the experts. The questionnaire has components of product/content, method, language, and layout. The result of the questionnaire has shown that the new reading materials are suitable for business administration students.

5.2 Suggestions

Related to the conclusions, it is suggested that:

1. the English lecturer in business administration study program should provide the Reading materials which are match with the needs of the students of business administration.
2. the English lecturer can use Task-Based Language Instruction as his/her approach in teaching business English for business administration students.
3. the reading materials should be validated to the experts in order to provide a suitable and readable reading materials for business administration students.