

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

1. Based on the previous chapter, the finding and discussion, it can be concluded that the student needs in learning English for specific purposes at mathematics education department of sunan ampel state Islamic university are arranged bellow:
  - a. Comprehend reading material.
  - b. Fluency in speaking. It is used in classroom discussion about a mathematic material, and presentation or university lecturing.
  - c. Ability in writing academic article.
  - d. Comprehend lecturing activity
  - e. Understanding the mathematics vocabulary especially for trigonometry and statistics & probability which show small percentage of student`s familiarity because it shows the smallest percentage among the other mathematics topics.
2. Before middle test, the syllabus accommodates to the student needs in speaking development, especially for vocabulary building and pronunciation as the micro skill of speaking ability. In addition, the topics accommodates to the student needs and interest. Simple arithmetic, geometry, algebra, and measurement is considered as the topic in English

for mathematics course. Students interest the topic because they believe that those topic is important. However, the other skills are not accommodated student needs. For example listening skill, the students are lack to practice listening. In the other skills, reading and writing is not accommodated to the syllabus. Students only learn the vocabulary without understanding those vocabulary in a paragraph.

3. After middle test, the syllabus accommodates student needs because it designs as integrated skill through presentation in bilingual where the student can practice all the English skills by making and presenting a paper.
4. Generally, in the learning activity, the syllabus has accommodated the students need. However, the difficulty level does not match to the student`s level.

## B. SUGGESTION

After conducting the research about *Syllabus and Student Needs: An Analysis of English Syllabus at Mathematic Education Department State Islamic University of Sunan Ampel Surabaya*, the researcher suggests some important point state bellow:

1. The next researcher

English for specific purposes is trending topic in research of education on the world nowadays, many people talks about English for specific purposes, but it is one of the seldom topic to discuss as a research in English education department of sunan ampel state Islamic university. In tarbiyah

and teacher training faculty, ESP is only taught in mathematics education department as English for mathematics course. Many cases can be researched to find deeper information about the topic, such as:

- a. An analysis of the English material or the course book more detail by using the other research point of view. The topic is based on the lecture`s problem that the reference to teach English for mathematics is limited.
- b. An analysis of teacher behavior in English for specific purposes. The suggestion raise because of the lecture problem`s too. The different educational background (English students who teaches in mathematics department) might have problem in behavior. Therefore, the teacher behavior needs to be analyzed to find the solution what should lecture controls his/her self when the students seem more understand about a topic than his/her self.
- c. An analysis of test item. The phenomena that the test item is too easy, so the students can answer easily might indicate the mismatch level to the student`s ability. Therefore, the test item should be analyzed in order to create the items which is suitable to the student`s level.
- d. An analysis of learning media  
Media is an important part in teaching. Some students suggest that there should be more media in teaching English for mathematics to

increase student`s motivation. What media that suits to student`s need might need deep analysis.

- e. Consider the complement informant because it might find the gap between the educator and the students in order to find an appropriate finding.

## 2. The lecture

It is a good decision to arrange the topic starting from the easiest topic. Based on the questionnaire analyzes, the topic in syllabus are familiar to the students. However, the writer suggests that the algebra can be taught before geometry. It is because the students are more familiar to algebra than to geometry.

The second suggestion is about the level of student`s learning activity. Based on the questionnaire and interview section, the level of English for mathematics course should be higher. In addition, the lecture may add the learning topic about trigonometry and statistic & probability because the topics get the smallest percentage among the other technical mathematics term. Therefore, the students feel challenged and more motivated to the learning material. If the students learn the higher level, it is more suitable to the student`s need.

The last is about skill development consideration. After having the whole research, it might be better if the students have a chance to practice

the other skills, especially listening. It is because most students got problem in listening skill.

### 3. The reader

To the best of the writer knowledge, teaching English for specific purposes is different to teaching English for general purposes. Some difficulty is faced when teaching English for specific purposes especially related to the reference. By reading this thesis, the writer hopes that if the reader finds a good resource for teaching ESP especially English for mathematics, the reader can inform the writer or the department in order to help the lecture to find the resource. Additionally, by reading the thesis, the reader gets deeper understanding about English for specific purposes, especially English for mathematic.