

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the study based on the data analyzed.

#### 5.1 CONCLUSIONS

Based on the questionnaire and interview respond the writer found that, almost freshmen agreed that language skills subjects in English Department of UNJ help to improve their language skills. 97% freshmen give positive responds toward the three subjects (EFIC, GRAFIC, and DID). Based on their opinion, EFIC, GRAFIC, and DID have already fulfilled the goals written on the syllabus even though the students believed that they need more class sessions for GRAFIC since it has a lot of materials. Therefore, the transition from Senior High School to the College did not trouble them much in terms of the course materials. However, they argued that they need more technical assessment to practice their language skills.

Based on the findings and discussion, freshmen also give positive perception toward the syllabuses. From the result, 95% of freshmen gave positive responded toward the aims, goals, or objectives of *English for Interpersonal Communication*, *English Grammar for Interpersonal and Social Communication*, and *Diction in Discourse* courses in the syllabus are appropriate to the needs of freshmen in order to their language skills, (*English for Interpersonal Communication* course to enrich their

language skill in interpersonal communication, *English Grammar for Interpersonal and Social Communication* course to gain their language skill in interpersonal and social communication with proper grammar, and *Diction in Discourse* course to enrich their vocabulary).

In term of learning materials, 94% of freshmen answered that the learning materials of *English for Interpersonal Communication*, *English Grammar for Interpersonal and Social Communication*, and *Diction in Discourse* courses are appropriate for them as in freshmen year. Meanwhile 33% of freshmen stated that the learning materials are relevant but not up-to-date for one of the course. Freshmen also claimed that they need a lecturer that follows recent language trends. For example, When they meant 'cool' as an attitude or great, the lecturer only knew the 'cool' as a weather. Thus, they assessment in written form is considered false. And 90% of them answered that the learning materials can gain their language skills as a freshmen year.

In term of learning and teaching activities, 70% of freshmen answered that students were actively involved during the course and 65% of them answered that lecturer was the dominant subject in the activities. Students can be actively involved in presentation and discussion activities. Lecturer also play the main role in the activities in EFIC, GRAFIC, DID courses, that consists of presentation, lecturing, discussion, and written assignment, have involved actively both of the students and the teacher. Furthermore, freshmen also responded positively that the activities can accommodate the learning styles of the students and can support students in

understanding and applying the learning materials. Despite the finding that based on their experienced, several freshmen do not really agree that students were actively involved during the course.

In terms of assessment and evaluation, 97% of freshmen answered that the assessment in *English for Interpersonal Communication*, *English Grammar for Interpersonal and Social Communication*, and *Diction in Discourse* courses are appropriate to assess students' learning progress and result. Despite the finding that based on their experienced, several freshmen need more technical assessment to practice their language skills. Overall, the freshmen perception toward the language skills subjects and the syllabuses of *English for Interpersonal Communication*, *English Grammar for Interpersonal and Social Communication*, and *Diction in Discourse* courses were good and positive.

## **5.2 SUGGESTIONS**

Even though most of the freshmen gave good and positive perception toward the language skills subjects and the syllabuses of the courses, there were still problems encountered. There were several items in each of the four main components (the aims and objectives, the learning materials, the learning and teaching activities, and the assessment and evaluation) did not really apply in the classroom such as in the *GRAFIC* course, the materials of the course from the syllabus are not aligned with the syllabus since it has a lot of materials but they only have once a week class session. Thus, it is suggested that the lecturer of the *English for Interpersonal*

*Communication, English Grammar for Interpersonal and Social Communication, and Diction in Discourse* courses would be better if they have more sessions, language skills practices and actively involve the students in the learning and teaching activities in the classroom.