CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented the conclusion and suggestions of this study. The conclusion part summarized the final findings of the study. The suggestions part provided the recommendation for the English lecturer of Syariah Law Study Program to apply the English syllabus and suggestions to other syllabus developers and other researchers who are interested in designing a syllabus.

5.1. Conclusion

According to the findings, it can be concluded that the existing English syllabus is entirely irrelevant to the English syllabus for Syariah Law Study Program based on Malaysian Qualification Framework at Sekolah Tinggi Ilmu Syariah Aisyah Bogor.

The developments of English syllabus are objectives of developed English syllabus used some contents in "objectives" provided by Malaysian Qualification Framework as well as related to Syariah Law field. Objectives which support the need of English course for Syariah Law students based on the mission in academic document for STIS Aisyah Bogor. Learning materials of the developed English syllabus consists of the content of Syariah Law as well as learning material provided by Malaysian Qualification Framework. Teaching learning activities focus on lecturing and discussion. It focused more on reading activities. Assessment of developed English syllabus used assessment which related to the reading assessments and it must be related to assessment which based on paper pencil test. The developed English syllabus used four syllabus

components such as objective, learning material, teaching-learning activities and assessment. References are added as a part of syllabus components and it is optional. The course description is added to make the developed English syllabus clear and comprehensive. A content-based syllabus and skill-based syllabus are used in developed English syllabus for Syariah Law. The developed English syllabus used linear syllabus as a form or syllabus outline. It is expected that the lesson is presented until it completed without any repepetion in the next meeting. The developed English syllabus there is no standard of English level proficiency at STIS Aisyah Bogor, meanwhile in MQF 550 for TOEFL. The reason is because English only two credits and as MKDU (*Mata Kuliah Dasar Umum*). The proposed English syllabus is validated using table validation by expert judgement from State University of Jakarta (UNJ).

Then, the objectives of English syllabus for Syariah Law Study Program Based on Malaysian Qualification Framework focused on Syariah Law contents. Reading skill is the mainly skill must master and to increase students' competency in reading skill. This is because reading skill is the basic skill of Syariah Law Study Program at Sekolah Tinggi Ilmu Syariah Aisyah Bogor to improve students' reading skill.

Moreover, learning materials of English syllabus for Syariah Law Study Program consists of a text book, an article journal, an article text, a chapter book. The main teaching learning activities in English syllabus for Syariah Law Study Program are discussion and lecturing. There are three assessments in English syllabus for Syariah Law Study Program based on Malaysian Qualification Framework, following written assessment, mid-term assessment and final examination

5.2. Suggestion

The result of this study proposed an English syllabus for Syariah Law Study Program that can be used by the lecturer to give the materials that are appropriate for Syariah Law students in the teaching and learning process.

The researcher realizes that this study is not perfect and has weaknesses. The teaching-learning activities of an English syllabus for Syariah Law Study Program need to be developed by exploring more the teaching-learning activities related to reading skill.

However, this study can be evaluated by another researcher and might makes the other researcher is interested in conducting an English syllabus for Syariah Law Study Program by implemented other skills such as writing, speaking and listening skill in teaching-learning activities. Furhermore, this research stage is used research and development; it is simplified into four stages: need analysis, objective, testing and material. Therefore, the researcher suggests using all complete stages: need analysis, objective, testing, materials and teaching, to make an English syllabus more comprehensive and manageable.