

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusions from this research. It also provides some suggestions for everyone who is directly connected with the English materials in Health Promotions Department at Polytechnics of Health in Jambi Province, and other researchers which take the same research with the researcher.

5.1 Conclusions

The researcher drew several conclusions based on the results of data analysis in previous chapters. Since this research focus on evaluating the materials in teaching English at Health Promotion Department of Polytechnics of Health in Jambi Province, researcher concluded four important criteria to evaluate the materials. The criteria which were evaluated were about aims, language content, skills and topics. Those are:

- 1) **Aims of materials.** The aims of the materials in the syllabus in teaching English at Health Promotion department in Polytechnics of Health at Jambi Province is not relevant with the aims stated in the semester learning plan. In lesson plan, it provides the students to be able to use English in Health context while in syllabus focus on the attitude towards the other's opinion and culture. Moreover, the results from data gathered provided materials not yet covered all of the competencies in the syllabus which emphasizes respecting cultural diversity, religious views and beliefs, and other people's original opinions or findings.

- 2) **Language content.** The grammar presented in the materials showed that English is taught in health promotion students focuses on structural linguistic which mostly the explanations of materials related to grammar such as, simple past tense and present continuous. The students felt difficult to implement the materials since the grammar taught a lot of tenses and structure which are quite complicated for students who learning English as a Foreign language and English as general courses in their department. The good points are about the how the vocabularies are delivered to the students. It delivered in a structural way and the lecturer taught that by using in language in daily life which related to the syllabus.
- 3) **Skills.** The good point is the materials provided relevant skills needed by most of the students, which speaking and listening skills. Meanwhile, the results from lesson objectives and syllabus requirements revealed the contrast. The materials need to integrate all of the skills in language because it covers grammar. The materials also did not cover reading and writing since the students rarely get the reading and writing tasks. Moreover, the activities provided should be variative since the activities were about presentations and group discussions. Although, the students still like the activities because the lecturer can bring the materials in interesting discussions. Moreover, the materials were not really relevant with the students' level since the materials taught contained too many structural or grammar lessons.
- 4) **Topics.** There were only four meetings which talked about health. These were not comparable to ten meeting that required students to learn about language

structure. The supplementary books also did not cover the health materials since the books used only focus on providing the explanation related to grammar in general English. It is essential to include the topics that concern the health especially for Health Promotion Department. It is because subject or topic content will influence all aspects of learning English like grammar, vocabulary, and skills as the main or central part in teaching and learning process.

5.2 Suggestions

The researcher would like to give some suggestions to the people and those who directly related to the materials in teaching English at Health Promotion context. They are the English lecturers, Health Promotion department and future researchers.

1. English Lecturers

Regarding to this research, the English lecturer must consider some aspects before determine the materials which will be taught to the Health Promotion students. The lecturers should develop the materials provided by the department based on the students' background knowledge. For examples in Health Promotion which focuses on promoting health and how to implement health lifestyle in society. In further, the topics provided should be relevant with the study program and students' background knowledge which Health Promotion context. In addition, the topics delivered should be structured. The lecturers can teach students the form of language (grammar) as the introduction in learning

English. Then, continues to teach the use of the language by implementing the dialogues or some activities related to that.

2. Health Promotion Department

The results indicated that Health Promotion Department should consider kind of English that will be taught to students which related to their background of the students' expertise. If the students already know English, the materials' creator/developer in the Department should consider the students' needs. Moreover, Health Promotion Department focuses on Learning about health and how to promote the health in society. If it is possible, the Health Promotion department should consider to change English from mandatory course become English for specific purposes. If English is taught as general courses, the activities should be integrated with four skills (listening, speaking, reading and writing) in learning the language.

3. Future Researchers

This research categorized as case study because it happened in one place. The result might be different from the other places depend from the subjects of the research. This research relied on the theories materials evaluation from some experts and each evaluator can adapt the criteria to teaching and learning situation. The future researchers may use other criteria proposed by the other experts to evaluate the materials or even the textbooks. Moreover, the future researchers can use the result of this research to develop the materials for Health Promotion students.