

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The process of developing an entrepreneurship syllabus for the English education study program included several phases taken from four of the five phases of the ADDIE model. The first is the analyze phase, which includes three procedures: analyzing students' needs, generating purpose statements, and determining instructional goals. The result analyze phase is an analysis summary consisting of students' needs analysis results, purpose statements, and instructional goals. The second phase is the design phase. Three procedures were involved in this phase: conducting task inventory, composing performance objectives, and generating assessment. The design phase's result is a design brief containing a task inventory, a set of performance objectives, and a set of assessments. The third is the develop phase. It was associated with three procedures: generating the content, selecting learning media and sources, and developing guidance. The develop phase resulted in most of the syllabus outline that has been developed. The last phase is the evaluate phase, which includes three procedures: determining evaluation criteria, selecting evaluation tools, and conducting evaluation. The result of this phase is the developed syllabus that the evaluator has evaluated.

This research resulted in a product, namely a developed entrepreneurship syllabus for the English education study program at Jambi University. This new

product differs from the previous entrepreneurship learning plan in a few aspects, including syllabus content, focus, and format. This adjustment is based on the needs of English education students which have been analyzed, so that the entrepreneurship course syllabus can be more targeted for English education study program at Jambi University.

## **5.2 Suggestion**

For the next researcher, lecturer, or syllabus developer, it is suggested to add other research instrument, for instance, observation and testing to acquire better and more varied data about the students' needs. Also, the implement phase of the ADDIE model is strongly suggested to be applied to assess the quality of the product, which is the developed syllabus. If the implementation phase were applied, post-implementation evaluation could also be conducted, so that the product quality assessment is more valid.

For the entrepreneurship lecturers who want to use the developed syllabus, they are suggested to conduct a needs analysis first because the developed syllabus in this research is based on Jambi University English education students' needs. There might be several adjustments as the needs of students in different study programs or universities might be different as well. Since this syllabus includes a variety of learning resources -ranging from books to YouTube videos- institutions that intend on using it are required to make sure that appropriate facilities, such as internet connections and devices, are available to access these resources.