

## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusion

Developing an English syllabus into learner-centered syllabus for Agribusiness was a complex activity who involve the students in many point to decide the course that they wants, and what exactly they needs. Meanwhile, the role of developer or teacher, develop the students decision and decide what exactly the students needs. After developing the syllabus by adopting ADDIE models, the researcher outlined and concluded the purpose statements and instructional goals. The purposes statements of this research was that the purpose of the course is to evolve students ability in four skills that they require in their both Agribusiness field job and daily activity especially in pronouncing a word and using vocabulary properly. The instructional goals, then, contains of 7 goals. They include, enrich the work and study vocabulary in Agribusiness field, pronounce the word properly, listen to interlocutor and lectures, reading academic internet-source text, and ask and answer questions in consulting.

Another point concluding was that the students was in immediate level. They convinced themselves who had limit vocabulary and not able to speak and listen in English, according to one point in questionnaire, students self-rating to the four skills and other language area. To confirm the students, the activity the students preferred as the methodology, was one point to know the students, what the activity that they convinced was suitable with them. The activity they preferred

included discussions, fun activity, and forced-active interaction activity. The analysis and design phase procedure result was continued to develop the syllabus into a learner-centered syllabus for Agribusiness students. Furthermore, developing an English syllabus into learner-centered syllabus was same as developing another instructional tools. It needed to analyse the previous instructional tools and find the gap, analyse the students wants, students' exactly needs, and the activity in the classroom preferred by students. The analysis was significant useful to design and develop syllabus, for example, design the assessments, develop course calendar, and so forth.

## **5.2. Suggestions**

Because there is no test in analyzing the students need, the researcher was only analyzing the students ability and attitude by the students' responses to the point self-rating in four skills and language area. It is essential to assess the students ability and attitude to confirm the target students. Thus, the researcher suggest for the next researchers to consider this point in order to confirm the target students and be able to know the target students more objectives. The developed syllabus was also not being implemented in the classroom. Thus, for the next researchers, the syllabus should be implemented in the classroom to evaluate whether the syllabus was suitable with students or not.

The researcher also suggests to the next researcher who has get interesting in the same topic, developing an instructional tools, especially a syllabus for one major in University, to choose another major and compare whether this research,

especially the methodology could be used to another major or only for Agribusiness major.