

CHAPTER 5

CONCLUSSION AND SUGGESTION

This chapter contains two major sections: conclusion and suggestion. In the section of conclusion, the writer presents the summary of this study and conclusive points of findings. In the section of suggestion, the researcher addresses some findings-based suggestions to some concerned sides; they are the teaching, the learning, and the further study.

5.1 Conclusion

As already stated in the previous chapters, the development of teaching English for Specific Purposes (ESP) nowadays (particularly in this case for nursing program students) demands the teacher to play several roles which can help the students in the teaching and learning process in the classroom. Considering the importance of the teacher's roles in teaching ESP, this study aimed at finding out the teacher's roles in the teaching and learning process of ESP to nursing program students. Besides, this study also aimed at finding out the students responses toward the roles in the teaching and learning process of ESP to nursing program students.

By using qualitative case study (approach), this study is focused primarily on understanding in depth the teacher's roles in the teaching and learning process of ESP to nursing program students. For both research questions, the data

collection and analysis procedures were done using classroom observations (using audio visual recording, observation sheet, and fields note), questionnaire and interview (for both the teacher and students). Based on the data analysis, some conclusive points related to the research questions can be drawn as follow:

1. The ones related to the first research question about the teacher's roles in ESP class to nursing program:

- a. Findings of this research is that all of instruments used in this study and the other data collected from the teachers (including the classroom observation, questionnaire, and interview) noted the teachers to understand and be aware of their roles in teaching ESP to nursing program students.
- b. The point of the classroom observation, questionnaire, and interview done has been to note that both teachers appeared to play nine out of eleven roles in the ESP classroom, which are as the lecturer, the clinical or practical teacher, the role model, the facilitator, the mentor, the assessor, the curriculum assessor, the resource developer, and the study guide producer.
- c. The two roles not played by the teacher in the classroom are as the planner and the course planner. It is not basically because of they do not play these roles, the teachers play these roles not in the classroom context, but outside the classroom context.
- d. As the lecturer, the teachers provide information and also pass on to students' knowledge and understanding in a topic appropriate at the stage of the students' studies which basically suitable with the

concept of teaching stated by Kimble & Garnezy (1963) in Brown (2000).

- e. When doing the role as the clinical or practical teacher, the teachers share thoughts as a reflective practitioner which is suitable with the role concept theory from Beltrán (2001).
- f. The teachers are also the role model. Both teachers show that they become the on-the-job role model and the role model as a teacher itself. It is related to the theory of a demonstrator by Holtrop (1997) in Nurmasitah (2010).
- g. The facilitator role concept stated by Mullen (2010) is already suitable due to the both teachers help students to manage the content of learning and to adapt the learning process and provided more student-centered learning.
- h. As the mentor, the teachers motivate students to be involved in the learning process and give enthusiastic coach which is suitable with statement from Kuo (2000) and Mullen (2010) in Syaikh and Khoja (2011).
- i. The teachers are also the assessors who are reviewers and as evaluators for the students (as stated by Syaikh and Khoja (2011)).
- j. As the curriculum assessor, the teacher has a responsibility not only to plan and implement educational programs and to assess the students' learning, but also to assess the course and curriculum delivered. It is suitable with an ESP evaluator concept stated by Dudley-Evans and St John (1998).

- k. While as the resource developer, the teachers use the authentic learning materials modified or unmodified by them such as provided the task of paper and video for the discussion session. This role is related to the concept of ESP teacher stated by Carver (1983) in Dudley-Evans and St John (1998).
 - l. The role as the study guide producer is also done by the both teachers shown by their role as personal tutor provider and partner as stated by Carver (1983) in Dudley-Evans and St John (1998).
 - m. Several factors made the style of these two teachers different are explained from the theory that there are some factors that influence the role relations between teachers and students stated by Beltran (2001) which as interpersonal factors and task-related factors.
 - n. Development of teacher's role is one of important parts in teaching ESP to later reach the goal for a success teaching and learning process in the classroom.
2. The ones related to the second research question about the students' response towards the teacher's roles in ESP class:
- a. The findings of this research is that all of instruments used in this study (including the classroom observation, questionnaire, and interview), noted the student to also understand and be aware of their response towards the teacher's roles in teaching ESP to nursing program students.
 - b. The classroom observation, questionnaire, and interview done also noted that the students' response toward the teacher's roles done in

the classroom was also mostly the same as they felt 'like' so that they became active and enthusiast in the learning process.

- c. Related to the concept of learning stated by Christie (2005) and Brooks (1999) about the constructivism theory of teaching and learning, from the students, the suitable teacher's roles are when the teachers play their roles as the clinical or practical teacher, the facilitator, the mentor, the assessor, the curriculum assessor, the resource developer, and as the study guide producer.
- d. Meanwhile, the learning theory of behaviorism concepts stated by B.F. Skinner in Demar (2003) and Sahan (2009) are more relevant to the teacher's roles as the lecturer and the role model which are noted by the students' responses towards these roles done in the classroom.
- e. The students have understood that their responses towards the teacher's roles played in the classroom will give influence to the teaching and learning process in the classroom.

Overall, it can be said that from these multi-cases study, the teacher's roles in ESP class has a relation to the students' response towards the teacher's roles. From the findings, it can be noted that the more roles performed by the teachers showed that the more professional teacher they are. Besides, these roles influence to the students' learning process in the classroom. The students become more active and enthusiast in following the class as they like when their teachers do their roles well. The teachers also will have positive effects from the students'

response towards their roles. The more positive response to the teacher's roles in teaching ESP in the classroom, the more effective classroom interaction happens. From this condition, the students will have their behavior changed simultaneously with the learning process to reach the goal of the study while the teacher will also have the development of their roles to conduct the teaching well in the classroom.

5.2 Suggestion

The findings of this study imply some points that are worth recommending. Correspondingly, the researcher would like to address some points to the concerned sides. First of all, the researcher would like to address the suggestion for the teaching. Here, for the development of the teaching, the researcher noted that the teaching process should pay more attention to the roles of teacher played in the classroom. It is due to the teacher as a leader in the process will affect and give influence to the student's behavior through some roles they play in the class. The more roles played in the teaching process; the positive results would be for the students. Beside the teacher, the study department principals are also becoming main parts in order to succeed the whole process of teaching and learning. Therefore, the positive support from them will help teacher to perform the roles well by then.

Secondly, the learning process in the classroom is also a main part of the success in this case. Therefore, the researcher noted that learning process should also pay more attention to the students' response towards the teacher's roles done in the classroom. It is due to the students' response toward the teacher's roles in

teaching ESP will be very influencing to the teaching and learning process held. The more positive the students' response towards their teacher's roles played, the better the learning process for themselves and also for the teacher in teaching.

Finally, for the further study, the researcher noted some important points which should be paid more attention, too. The further study can develop the study in the teacher's roles for the selected male and female teachers or with or without different category of particular students (for example in this case: nursing program students). It would be better also for the further study to find out also the teacher's roles played in the outside of the classroom context to complete and enrich the findings in this study which is stated that the teachers have done nine from eleven roles in the classroom context. Besides, the further study has also considered that there would be also students' response outside the classroom context towards their teacher's roles played. Therefore, by understanding and having comprehensibility of those basic important roles for the teacher and the students' response towards the teacher's roles, not only the teacher could develop and deal with the need for teaching and learning of ESP, but also reach the goal of the teaching and learning of ESP itself (particularly to nursing program).

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