**CHAPTER** **V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter deals with two sections related to the application of EGP materials to aviation students. The first section deals with conclusions and the second section deals with suggestions based on the findings and discussion presented in the previous chapter.

1. **Conclusions**

Based on the research findings and discussion in the previous chapter, I put forward the following conclusions:

1. The English learning process in Civil Aviation Safety and Engineering Academy (CASEA) Makassar divided in two areas namely EGP and ESP. Learning EGP for aviation cadets should only be supportive materials for proficient ESP, because in the field, ESP will be used more than EGP. Therefore, EGP should only provide basic knowledge for applying ESP.
2. All cadets of CASEA Makassar stated that learning both ESP and EGP is so beneficial for them since as the aviation cadet, they are required to be able in English. Despite learning EGP and ESP becomes their necessities, most of them contended that ESP is more essential in their working environment as an aircraft controller.
3. **Suggestions**

After involving in the research process, including analyzing the data, I address the following suggestion and recommendations:

1. For any vocational institutions including CASEA Makassar, it’s recommended to not give the same portion of materials between English for Specific Purposes (ESP)/ Technical English and English for General Purposes (EGP). Learning EGP for aviation cadets should only be supportive materials for proficient ESP, because in the field, ESP will be used more than EGP. Therefore, EGP should only provide basic knowledge for applying ESP.
2. In delivering EGP materials for vocational students, the lecturer should provide the materials that familiar with the students’ area. For instance, teaching EGP materials for aviation is recommended to provide materials that related to aviation area.