CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDIES

5.1 Introduction

This study aims to investigate the students' needs analysis for designing an ESP-based syllabus to be applied in an Islamic studies college, especially in an Islamic Studies Education Program, located in Purwakarta, West Java. Four needs analysis types (present situation analysis, learning situation analysis, strategy analysis, and target situation analysis) were employed to obtain information from participants involved in this study. Three models of systematic approaches to ESP course design from Hutchinson and Waters (1987), Brown (1995), and Nation and Macalister (2010) were employed to carry out steps of designing a language course from needs analysis to a proposed ESP-based syllabus. Finally, the integration of functional, conten-based, and skill-based syllabi was chosen, based on the students' needs analysis, as the proposed ESP-based syllabus.

5.2 Conclusions

This study was conducted to find out the students' needs of English in an Islamic studies college, especially in Islamic Studies Education Program, to analyse the existing syllabus in seeking its relevance to the students' needs, and to propose an ESP-based syllabus relevant with the students' needs of English at the college. There were some conclusions to be revealed from this study in terms of English skills proficiency, contents of the course, and process of learning.

Concerning the English skills proficiency, in general the students' language proficiency was still low as indicated from the data of the interview to the lecturers. However, the students had interests and wanted to improve all of English skills (speaking, reading, writing, and listening). Therefore, the teaching of language integrating the four skills in English was recommended in this study, beginning from elementary level.

Concerning the contents, in general the students wanted to learn English related to Islamic studies. Their favorite Islamic topics to be included in the English learning were Islam faith, worships or rituals in Islam, morals in Islam, Islamic rules/fiqh, Islamic thoughts, Islamic history, Islamic education, and Islamic world issues. The English sub-skills of the four English skills to be mastered by the students were identified in this study, in which it was revealed that they wanted to learn English sub-skills in the context of Islamic fields and daily lives. In this study, it was also revealed that the English syllabus used by the lecturers did not clearly state goals and objectives and the contents were organized around some Islamic topics and grammar, without giving any descriptions about the process of learning activities. Therefore, based on these findings the syllabus should include Islamic topics and English sub-skills needed by the students.

For the process of learning, it was revealed that in general the students preferred to experience various learning managements and learning models in learning English. The learning managements they wanted to experience were individuals, pairs, groups, and whole class, and the learning models they wanted to experience were simulation, small group discussion, discovery learning, self-directed learning, cooperative learning, or collaborative learning.

Those findings above were the students' needs on which the goals were formulated and the syllabus was created. In addition, based on the students' needs formulated into goals and objectives, the integration of functional, content-based, and skill-based syllabi was chosen as suitable to meet the students' needs.

5.3 Recommendations for Further Studies

Based on the findings in this study, it is recommended that the college implements the ESP-based syllabus proposed in this study in order to obtain evaluation and further development. Therefore, the implementation and evaluation of the proposed ESP-based syllabus may be useful for further studies in order to develop the syllabus. Since the end product of this study only an ESP-based syllabus proposed for the students of semester 1, it is also recommended that

needs analysis be carried out again to propose an ESP-based syllabus for the second and third semester for this college.