

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The aims of this study were to identify the needs of English of tourism students in vocational secondary schools and to propose a design of English syllabus that is expected to meet the needs of English of tourism students in vocational secondary school and the goals of 2013 Curriculum. Based on these aims, the conclusions of this study can be drawn as follows:

- Tourism students' needs of English were identified through the results of two types of needs analysis namely Present Situational Analysis (PSA) and Target Situational Analysis (TSA). From the results of PSA and TSA, it was found that generally the tourism students needed the mastery of English allowing them to participate at the works in tourism fields. This general finding was pinpointed into three categories of students' needs of English which were the needs for developing English skills mastery, the needs for developing English texts mastery and the needs for using English in the topics of tourism fields.
- As for the English skills, of all four skills tourism students needed the mastery of speaking and reading skills first before focusing on listening and writing skills.
- In understanding and mastering English texts used in tourism fields, tourism students needed to develop their English texts mastery in conversation text, descriptive text, procedural text, explanatory text, and narrative text.
- In terms of topics of the texts, tourism students needed the topics of texts concerning being a tour guide, working in the hotel, travel agent, tourist destinations, tourism promotion, art and culture, history and heritage, and hospitality.

Ummu Syahidah, 2016

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- The design of English syllabus for tourism department in vocational secondary school was based on the results of PSA and TSA along with the analysis of English syllabus of 2013 Curriculum. As a result, the chosen type of English syllabus for tourism department was text-based syllabus which in some extent could be integrated to a structural or formal syllabus, a notional or functional syllabus, a situational syllabus, a skill-based syllabus, a task- or activities-based syllabus, and a content- or topical-based syllabus. The text-based syllabus was decided as the main syllabus for the design of syllabus in this study because of its notion that there are two kinds of context agree with the context of tourism fields in North Maluku which are *register* and *genre*. Besides, the text-based syllabus is also used in relation to the communicative concept of English learning in 2013 Curriculum. In the sole text-based syllabus or its integration to other syllabuses in the design of English syllabus, its elements have to contain the learning objectives, content of materials, teaching and learning strategies, and assessments based on the results of PSA, TSA, and the analysis of English syllabus of 2013 Curriculum as regards to reach the main goal of English learning in tourism department of vocational secondary education which is to develop the students' communicative competence in order to grasp the good attitude, knowledge and skills in the tourism fields.

5.2 Recommendations

Based on the results of this study, there are at least two following recommendations to concern:

- It is recommended to English teacher teaching in tourism department in vocational secondary school, where this study was conducted, to transfer the proposed design

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of English syllabus from this study into English syllabus used for teaching and learning process because the proposed design of English syllabus has taken into account the needs analysis and the goals of 2013 Curriculum. This recommendation also goes to English teachers teaching in tourism department in other vocational secondary schools because basically the results of needs analysis are similar. It is only the context of tourism places which make it different. Therefore, the English teachers might use the design of English syllabus proposed by this study by changing the context based on contexts where the schools are in.

- It is recommended to further researchers to conduct studies of needs analysis in other departments of vocational secondary schools because this study only accommodated the needs analysis of tourism department. Under the implementation of 2013 Curriculum, many vocational secondary schools are still using the general English syllabus which does not the needs of the students. Therefore, conducting the studies of needs analysis in other departments is crucial to do.