

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study was conducted to investigate the students' needs of English in a Business and Economy School, analyze the existing syllabus in order to find out whether it met the students' needs, and propose an ESP-based syllabus. In general, as the previous studies which found that the students' ability level are low, the data in this study revealed the similar result that students' level of English skill in this college was low as indicated from questionnaire and interview, thus, the ESP-syllabus was not suggested to be used before the students had their General English course. However, the students had interest and motivation to improve their English skills i.e. speaking, reading, listening, and writing.

This study found that the syllabus applied in this college had not met the students' needs, the syllabus was design for general English and the topics were not related to Business and Economy. The lecturers admitted that they rarely taught English related to Business and Economy since the students were lacking in English proficiency. Thus, they preferred to teach general English first before applying ESP.

However, the students had an interest and awareness to improve their English proficiency. The students wished to master the four English skills from the basic skill. In speaking sub-skill, they needed to be able to interact and participate in daily social routines. In reading sub-skill, they wished to comprehend authentic texts, such as newspaper etc., related to daily life, to comprehend the texts related to the topics students like, and to comprehend the main ideas in the texts with the topics students like. In writing sub-skill, they wished to master the sub-skills i.e. writing various texts with various topics related to business and economy, and being able to produce writings about daily life topics. The last, in listening sub-skill, they thought it was important to understand conversation in daily life topics and to understand detailed information of short lecture speeches related to their favorite topics. The data also revealed that the syllabus used in this college was design by team and English lecturer, the syllabus did not state the goals and objectives clearly and it only provided with grammar and speaking skill. Therefore, based on the finding the syllabus should include the sub-skill needed by the students and include Business and Economy topics.

On the other hand, the data found that in learning management, the lecturers mostly taught in groups or in pairs. This system was met the students' wants i.e. to experience learning in group and in pairs. Whereas, in learning models, the lecturers preferred to teach in group discussion meanwhile the students wished to experience not only group discussion but also simulation.

The findings above were considered to formulate the goals of the proposed ESP-based syllabus. Concerning the goals and objectives of the proposed syllabus, the types of syllabus chosen for English course in this college were integration of functional, skill-based syllabus, and task-based syllabus.

5.2 Suggestions

Based on the data revealed in this study, there are two recommendations which is suggested to the college and the further research. First, it is recommended that the college implements the ESP-based syllabus proposed in this study in order to attain an effective learning and to meet the students' needs in condition that the students has had their General English course. Second, it is suggested to the further research to implement and evaluate the proposed syllabus in order to develop syllabus. Since this study is not to be generalized, It is also suggested that the needs analysis in Business and Economy school is carried out in different school and involved more students to develop the proposed syllabus.