

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter concludes the present research and offers some recommendations. The conclusion is developed primarily on the basis of the research problems as outlined in Chapter 1. Meanwhile, the recommendation is developed on the basis of the results of the present study. Accordingly, this chapter briefly unpacks the key findings of the present study and presents some recommendations both for further research in the realms of ELT and ESP and for pedagogical purposes, especially with regard to the implementation of the English language teaching and learning at vocational schools.

#### **5.1 Conclusions**

This study seeks to examine the needs analysis of the English language for vocational school of aviation in relation to all of the stakeholders' demands. More specifically, it explores (1) the needs for the English language at the aviation industry, (2) the curriculum demands with regard to the mastery of the English language at the vocational schools for aviation, (3) how the schools meet both the curriculum and industry's demands, and (4) a language program to be proposed to meet both the curriculum and industry's demands.

With regard to the first research question, it is found that English is needed both in the recruitment processes and in work processes. In the recruitment process, English competence, which is measured through TOEIC test, is a prerequisite to the other stages in the recruitment processes. Furthermore, in the

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workplace the need for English depends on the duty or job description of the employees. The job description is provided in the PCM (Personal Competence Manual) that always involves certain English language skills. Furthermore, employees of the industry, some of which are graduates of the vocational schools, agreed that they needed listening, reading, writing, and knowledge or vocabulary aspects of the language for work purposes.

In relation to the second research question, it is found that the curriculum generally emphasizes the development of four English language skills, i.e. speaking, reading, listening, and writing. To accommodate the industry's needs, the Government has attempted to adopt changes in global situation by revising the 2013 Curriculum into the Revised 2013 Curriculum, in which the latter is more detailed in terms of content and organization. However, the Government has not developed a curriculum specifically designed for vocational schools specializing in aviation. The curriculum is applicable for all vocational schools or *Sekolah Menengah Kejuruan* (SMK).

With regard to the third research question, it is found that both the school and the industry agreed that the syllabus and its implementation have not accommodated the industry's needs. This appears to stem primarily from the fact that the curriculum is applicable generally to all vocational schools in Indonesia. It is also found that the teachers did not fully understand the competence standards outlined in the Basic Competence (KD) and the competencies required in the industry. As a result, the teaching-learning processes at school did not fully support the development of the competencies.

Finally, on the basis of the findings, the present study proposes a program to be considered in developing an English language program at a vocational high school for aviation. The program involves in the schools' syllabus that is oriented to industry's demands. The syllabus design and implementation should include

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general English for general communication, TOEIC-related materials for the recruitment purposes, and specific skills for performing specific duties in the workplace.

On the basis of the results mentioned above, this study emphasizes that the failure of vocational schools graduates to compete for job opportunities in relevant industries is particularly caused by their lack of English mastery, which is crucial in the recruitment processes. The curriculum and the teaching-learning processes, therefore, should emphasize the acquisition of not only technical skills but also relevant English competencies. In fact, the industry requires that English proficiency be the entry requirement for the recruitment. Although the industry prefers to recruit graduates of vocational schools due to their relevant technical skills, the industry would recruit applicants with sufficient English proficiency regardless of their high school backgrounds. It is for this reason that the development of the curriculum should employ a rigorous needs analysis by involving all relevant stakeholders.

## **5.2 Recommendations**

On the basis of the results that have been presented in Chapter 4 and briefly outlined in Section 5.1, the present study proposes some methodological and practical suggestions. The methodological suggestions may be useful for conducting further studies, and the practical suggestions may be beneficial for policy makers and practitioners in the area of foreign language education, especially at high school level.

Methodologically, this study only involves three vocational schools and one aviation industry which is a public company. Therefore, further studies are recommended to involve a larger number of schools and companies. It is also

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suggested that further studies also conduct needs analysis in a variety of vocational schools or study programs. Furthermore, this study does not comprehensively examine the texts that are circulating in the workplace. Further studies may focus on such texts so that needs analysis can be conducted more rigorously. The last but not least is the proposed program in this study is still a description. In addition, the lack of time leads to the absence of continuation to implement and validate the proposed English program which comprises the competence standards and list of topics for vocational schools of aviation as presented in the Appendix C1 dan C2. Therefore, further studies may conduct a validation on the proposed English program by the industry and implementation of the program in the learning process to seek the effectiveness level.

With regard to the pedagogical recommendations, this study finds that the curriculum contents do not specifically address the demands of the aviation industry. It is therefore suggested that curriculum developers consider developing one curriculum for each type of vocational school rather than developing a 'general' curriculum applicable to all vocational schools. Accordingly, relevant tests should be developed so that they reflect the needs of the real world. Furthermore, teachers of vocational schools for aviation can make use of the findings of the present study to develop a syllabus which is relevant to the target work situation, i.e. the aviation industry. Teachers also need to develop a teaching-learning environment that provides the opportunities for the students to acquire the relevant English skills. For example, English teachers may organize a visit to the target workplace so that the students will be familiar with the kind of English to be used at the workplace. This way, the students will be motivated to learn the language because they can notice its relevance to the real world.

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