

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study, implications of the study, limitations of the study, and the recommendations for further research.

5.1 Conclusions

This study was conducted in order to investigate the accuracy of ESP teaching and learning in meeting the students' needs in authentic working atmosphere. To determine the authentic language skills required in the occupational settings, the data were collected through the needs analysis questionnaire, the interview with selected students, and the interview with the stakeholder/subject specialist in one of the institutions in which students experienced their internship program. In scrutinizing the current learning process, I analyzed documents (lesson plans, syllabus, and learning materials) and the interview held with the teacher of the English course.

Initially, the course lacked specific learning activities as for equipping the learners with the required language skills in the target situation: vocabulary building. Eventually and undoubtedly, this led to students' low performance and ability in their internship, as confirmed by the stakeholder. Additionally, students also face challenges in their linguistic pursuits in the course, such as the teacher's qualification, Covid-19 pandemic, and the school that was not particularly supportive in the ESP teaching and learning.

Subsequently, the aforementioned conditions above call for a solution. As the researcher of this study, I believe the first step the teacher, or at a larger level, the school, should take is begin collaborating with subject specialists in designing and selecting the learning materials for the English course. The reasoning behind the suggestion is the fact that such a bold action will prove to be fruitful in several years to come; The school, eventually, will linguistically produce more qualified alumni to compete in industries.

The implications of the study cover several significant points. First, this study can act as a pedagogical guideline for English teachers in vocational education teaching culinary arts major. However, it is important to highlight that

the learners' needs could somewhat depend on the institutions they are affiliated with or even the regions they are living in. Additionally, this study can act as a trigger to constructive ESP movement in Indonesia and policy changes in vocational high schools, as well as third institutions responsible with learners' internship program.

Subsequently, as the study only uncovers the learners needs, learning needs, and their present proficiency, this calls for another subsequent research in the same focus. Considering ESP research into culinary arts is still few, scholars who plan to conduct a research into this area are greatly appreciated as a way in enriching the current ESP literature.

Lastly, despite its implications previously mentioned, this research was conducted with several limitations that are worth noting. First, the research was only conducted at one vocational high school and internship institution, making it small in scale. Secondly, it was conducted during the time with limited accessibility: the covid-19 pandemic. Lastly, the research sites were located in west java, making it regionally limited, too.

5.2 Recommendations for Further Research

There are some insights into ESP research for future researchers. First, as, arguably, research into ESP rests on the idea of taking into account the learners as humans, among all cultural, environmental, and professional aspects, focusing on genders could bring insightful results. This, however, does not necessarily mean to ignore and redirect the primary focus of ESP research. This opinion only acts as a suggestion, highlighting that even in occupational context, cultural and environmental values may play a significant role in shaping some industrial policies. In turn, these policies could be favorable to and exploited only by those 'culturally' and 'environmentally' selected.

Lastly, incorporating as many institutions and participants as possible will not only generate more comprehensive data, but it will also greatly ignite revolutionary policy changes across institutions, especially in Indonesia. This, however, makes the research unbelievably large in scale, time consuming, and

costly. Thus, this particular recommendation is for collaborative research from various educational institutions.