

CHAPTER V

CONCLUSION

1. Conclusion

This research aimed to explore language needs of OTKP students. The study was conducted using needs analysis to find out the needs of the eleventh grade of OTKP students in English Specific Course (ESP). The advantage of needs analysis is that, the teacher can identify the current and future skills needed by the students. The results showed that all of OTKP students agreed that English for Specific Purposes (ESP) is very important for their major but had low interest towards English and still had major difficulties in English, especially in grammar. Moreover, the majority of the OTKP students stated that they highly need speaking and listening skills and follow by reading and writing. The reasons were because the majority of OTKP graduates will work in office environments or in galleries, exhibition halls and theaters, organize daily operations and coordinate events if any.

Even so, the school itself does not provide English for Specific Purposes (ESP) instead of general English. The teacher also admitted that she has limited knowledge regarding the students major but she would like to improve her knowledge of technical terms in the office management automation (OTKP) area and would like to create their own teaching materials for the ESP programme. The instructional materials used in learning English was only from one book that have been provided by the school because the teacher is aware about the economic difficulties faced by the students. Furthermore, when the researcher analyzed the textbook, it was found that the materials in the textbook is still very lacking and general for OTKP students. From these, it can be seen that the teaching and learning of ESP for OTKP students has not met current and future needs. It is because of the lacking of material given by the teacher that related to their field.

Lastly, the challenges in teaching and learning English for Specific Purposes (ESP) are varied in which they are related to the students, and the teachers. For the students' side were lack of vocabulary knowledge, and students' low motivation. Whereas for the teacher' side, those were limited mastery of teaching methods, and lack of professional development. The

solution that can be implemented for these challenges are reforming attitude, providing motivational feedback, and teacher's self-reflection.

2. Suggestion

In this section, based on the facts that the researcher got from this research, the researcher would like to provide critical support through suggestions addressed to:

1. The English Teacher

The English teacher can create new English course design for the OTKP students by collaborating the English subject syllabus and OTKP subject syllabus so that the students can learn English with specific purposes.

2. The school

The school can provide English for OTKP course to maximize competence in mastering English because as we know that vocational school has different needs in all aspects.