

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This last chapter presents the conclusions of the research and some suggestions. The conclusions are put forward based on the research analysis and research findings, while the suggestions are recommended to those who are interested in the issues addressed here. Hopefully, the conclusions and suggestions are able to give some significant contributions for the teaching English for Specific Purposes (ESP), particularly in Tourism and Marketing Management Program setting.

5.1 CONCLUSIONS

In line with the research questions stated in chapter I, the present study had investigated a number of issues as presented in the discussions comprising the lecturers' perception on formulating the goals in teaching English, the lecturers' perceptions on developing the materials, the lecturers' perceptions on implementing the methodology in teaching English, and the lecturers' perceptions on developing the evaluation for students of Tourism Marketing Management Program. The conclusions are presented to make the result of research findings and discussions become more logical to be understood. Finally, the conclusions can be drawn as given below.

Regarding to the first question, the goals of teaching English at Tourism Marketing Management Program are to enable the students to understand English in tourism field for their future and to get a good score in TOEIC that would be one at the requirements for their future

job. The goals are formulated based on the learners perceived needs that they would need these materials in the target situation.

Previously mentioned in the discussion of the findings, the analysis on the target situation should be based on the learners' *needs, lacks, and wants*. The data investigation shows that the learners need were determined by the university based on the market's demand while the learners lacks were identified by the pre-test conducted by the lecturers.

Related to the second research question, the data investigation shows that the respondents provided the students with *modified* materials. It means that they took the existing materials and made some adjustments to certain aspects. The respondents took the existing materials that are authentic by picking up the reading texts from the text books of the learners' field of study. Then they developed the tasks related to those texts by their own. The materials consist of a series of task dealing with reading activity, vocabulary study and grammatical structure, as well as writing summary to develop writing skill.

The respondents took the materials not only from the text books of the learners' field of study, but also from internet, magazines, articles, and sometimes mixed and matched them with the students' needs. Actually, one of the characteristics of good materials is that it consists of materials content which both the lecturers and learners can cope with. Materials, therefore, should appear manageable from the point of view of the learners which in turns will encourage them to learn. When the learners consider that the materials are too sophisticated at the initial time, it will be difficult to stimulate their motivation on the following course.

Concerning to the third research question, the previous findings and discussions inform us that the respondents are likely to hold communicative teaching and the approach underlying the instructional activities is interactive and integrated approach. Interactive approach enables

them to create opportunities for genuine in the classroom. Although the focus of the teaching is to enable the students to use speaking and reading strategies at the target situation, the respondents do not teach the reading and speaking skill separately. These skills are developed with association with listening and writing activity.

On the teaching method applied by the respondents, they find that the students' ability are different each other. There some students whose English are weak, yet there are students whose English are better when they enter the classroom. The strategy to solve the problem that related to variation of the students' ability, the respondent made the students to form study groups. So, the students whose English are better are asked to guide their friends whose English are weak. For the particularly lecturer who teaches for TOEIC preparing, it is difficult to teach listening skill because there is no enough media in Tourism and Marketing and Management program. To solve this problem, the respondent can use everything that can be useful. For example, the students are able to exercise the listening from cassette using tape recorder or from English songs and movies.

For the last research question, it can be concluded that based on the findings, the types of evaluation employed by the respondents are learner assessment and course evaluation. Learner assessment including formative and summative evaluations that are carried out to measure the students' achievement toward the learning objectives mentioned. Meanwhile, course evaluation is conducted to find out whether the course is doing what it was designed to. At this point, the respondents held the pre and post test to find out the learners' impression toward the teaching performance. The students might put forward their opinion as well as their suggestion in order that the respondents will be able to make improvement on their teaching method in the future.

Regarding the evaluation, every respondent should have hold both learner assessment and course evaluation in ESP to measure whether the learners have achieved the learning objectives or whether the course is doing what is was designed to do. The most important is that the evaluation should fulfill the functions of assessments and feedback. It means that to measure what the learners already know, some assessment should also provide positive feedback to inform teachers and learners about what is still not known which in turn will provide important input to the content and method of future work

5.2 SUGGESTIONS

From the conclusions mentioned above, there are some general points to be recommended regarding the approach of teaching ESP. Those general suggestions will be a helpful recommendation for the English lecturers as well as to the other researchers.

5.2.1 For English Lecturers

For English lecturers or teachers, the result of this study will be useful as a feedback for improving their teaching and learning activity. First, as we know that the goals are determined based on the learners' perceived needs decided by conducting needs analysis. This needs analysis includes determining the target needs, gathering information about target needs, and analyzing target needs. At this point, learners' *necessities*, *lacks*, and *wants* should be taken into account in considering about the target needs. However, the findings of this study have shown that the analysis on the target situation still focuses on the objectives view and excludes the objective view such as the learner's *wants*. It is suggested that ESP practitioners should realize the important role of accommodating learners' *wants* in deciding the target situation for accurate

goals decision. Learner perceived *wants* cannot be ignored since it would have significant effect in creating the following course to be motivating for the learners.

Second, in providing the materials, the lecturers can perform it through some ways either by selecting existing materials, writing their own materials, or modifying the existing materials. Whatever way selected by the lecturers to provide the appropriate materials, it should be remembered that one of the characteristics of good materials is that it provides a stimulus to learning by adjusting the rate of difficulties to the learners language input. Therefore, the lectures should provide the learners with the materials that both learners and lecturers can cope with. The most important, for the particular lecturer, provide a syllabus of ESP subject in the program is very necessary.

In solving the problem, in teaching for large class, the lecturers will find that the language proficiency across students varies widely. Some students are capable of comprehending the lecturers' fast explanation while the others cannot do so. Therefore, the lecturers should adjust their rate of delivery to those various learners' language proficiency. The lecturers should give the students chances to be more creative in designing their materials development not only giving only one structure/ format of the material development. The lecturers should not give the theories and practice only, but she must be more creative in teaching the subject in order not to make the students get bored.

5.2.2 For the Tourism and Marketing Management Program

The suggestions for this program are to provide more ESP source books as the references for the students, provide enough media for listening practices in preparing TOEIC test, provide more experience and qualified lecturers to teach ESP so that the students are able to get the best

useful knowledge for their English skill and for their future work, and the last but not least is creating ESP learning to be more competitive compare to other subjects by providing sufficient and fair information to students about the advantages and the strength of English.

5.2.3 For the Other Researchers

During the investigation of this study, there were some difficulties encountered by the writer which actually can be avoided if there were more organized preparation. In getting the data, the writer found it was difficult to decide the right instruments. Therefore, it is suggested that the upcoming writer should use better arrangement of instruments and to have deep understanding on the topic of the study.

This study has investigated the lecturers' perception from the point of view of the lecturers' perception on formulating the goals in teaching English, the lecturers' perceptions on developing the materials, the lecturers' perceptions on implementing the methodology in teaching English, and the lecturers' perceptions on developing the evaluation for students of Tourism Marketing Management Program. As the limitation of the research findings on those points, the writer suggested the upcoming writer to conduct research from other dimensions in a wider range of levels and population.