

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions of the present study, followed by some suggestions proposed for the readers and other researchers interested in vocational educations.

5.1 CONCLUSIONS

Having analyzed the data gained from the document study of curriculum and English syllabus implemented in the vocational high school 1 Cimahi, and interview with respondents the conclusions can be drawn are as follows:

As far as the curriculum model is concerned, the English syllabus applied in the research site adopts the objectives model curriculum proposed by Tyler (1947), or the means-end model. By 'the Model' here means that it looks at the relationship between the parts of the process of the curriculum development and the syllabus design. These parts are objectives, content, method, and evaluation. The national objectives of the vocational education, the school objectives of the vocational high school, and the objectives of the subjects are stated initially.

In terms of the approach, the school-based curriculum outlines the mastery learning and the active learning to be adopted. The orientation of materials selection of the English syllabus is on language functions and is competency-based that should cover four language skills.

Regarding the evaluation, the syllabus recommends that the assessment of students' performance be done both through paper test and practical test which may be conducted during the learning process. This is in line with the evaluation outlined in the 2006

curriculum. In other words, the students' performance should not only be evaluated based on the written test but also practical test.

Dealing with the first research questions about the degree to which the syllabus agrees with the school-based curriculum, the answer is that the English syllabus developed MGMP of West Java province, to some extents is in line with the school-based curriculum especially on the above points of view.

The result of the interview suggests that the English teachers perceive the existing syllabus as effective and applicable for the students of the vocational high schools. The basic competence and competence standard stated in the school curriculum can be achieved as they are expected. Nevertheless, they made several notes such as book resources should not be limited and the allocation of time should be re-adjusted.

5.2. SUGGESTIONS

As far as EFL is concerned, for the success of the implementation of the School-Based Curriculum called KTSP or the School-based curriculum, the Subject Matter Teachers Association of English teachers plays an important role in developing English syllabus and other components regarding English teaching and learning activities such as RPP or Rencana Pengembangan Program meaning the Plan for Program Development and learning materials and assessment.

The autonomy for developing subject matter syllabus is a part of the curriculum reforms. Therefore, it is recommended that the school facilitate and motivate the teachers to always analyze and develop the English syllabus including the teaching method and the instructional materials.

For further study, the scope should be expanded to other aspects such as the implementation of syllabus and the English program conducted in the vocational high

schools, the material development and the evaluation. This is required to match the teachers' perceptions with actual practice.

