

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

1. The findings show that the concept of English for Specific Purposes is implemented in the characteristics of the English teaching-learning process. The teachers modify several components so that the English teaching-learning process can fulfill the learners' needs. For example, the teachers modify the texts which are used for the Business Travel Program.
2. The course design was arranged suitable with the competency standard and basic competency (SK/KD). The teachers still follow the government rules. However, they put different focus for each grade. For the grade X (novice level), they emphasize on the students' motivation and interest of learning. For the grade XI (elementary level), they focus on developing the students' critical thinking by holding some discussions. For the grade XII, the teachers focus on preparing the students' readiness in facing the world of work and the National Examination.
3. The syllabus was arranged systematically, suitable with the SK/KD which is made by the government. The English teachers also cooperate with (*Musyawarah Guru Mata Pelajaran – MGMP*) to identify the indicators and determine learning materials, learning assessments, time allocation, and learning sources, so that the syllabus can be written very detailed. The teachers use this syllabus as a model or a statement of ideal and they adjust it,

depends on the learning situation, without ignoring the target that has been set in the syllabus.

4. For the materials, the teachers were able to provide various sources of the learning materials. A coursebook is not the only one of the sources of the learning materials in this school. The teacher also took other sources from the internet access and the tourism brochures as an example of authentic materials to provide the models of correct and appropriate language use. For fulfilling the relevancy of the learning materials, the teachers modified the context of the learning materials related to the tourism field so they can be contextual with the job field.
5. This school used the method of exploration, elaboration, and confirmation. The exploration stage was done by giving some leading question and showing a picture to elicit the students' responses in the teaching-learning process. The elaboration stage was done by conducting some discussions, presentations, group works and games. The confirmation stage was done by giving individual exercises, questions, and feedback.
6. There are six techniques which were used in the classroom including teacher presentation-students listen (taking notes), teacher-students questions and answers, class conversation and discussion, class or group drills and exercises, problem-centered group activity, and communicative games.
7. The teachers were able to take the right roles in teaching English. They take the roles as a controller, organizer, and resource, and these roles can change from one action to another, depend on the activities held in the classroom.

## **B. Implications**

1. The teachers modify several components in the English teaching learning process to fulfill the learners' needs, for example modifying the texts which are used for the students of Business Travel Program. It implies that the teachers at SMK should do some efforts to design the effective and efficient English teaching-learning process so it can be more contextual with the related field.
2. The teachers arranged the course design suitable with the SK/KD made by the government. However, they put different focus for each grade. It means the teachers try to implement the concept of ESP in the English teaching-learning process to be more relevant with the study program without ignoring the government rules. The implication is the teachers are still able to design the right format for the English teaching-learning process without violating the government rules.
3. For the syllabus, the teachers arranged it together with the Association of Course Teachers (*Musyawarah Guru Mata Pelajaran – MGMP*), but the teachers arranged the topics and the activities by themselves. It implies that the teachers also give attention to the relevancy of the syllabus with the job field, so that the English teaching-learning process can fulfill the learners' needs.
4. The teachers also provided a coursebook, but it is not the only one of the sources of the learning materials. The teacher also took other sources for arranging the learning materials. It implies the coursebook is not the only one

of the sources of the learning materials. Various types of the learning materials can also be taken from the internet access or authentic sources to give more broaden view of learning and to be used as the models of correct and appropriate language use.

5. The teachers are able to take the right roles in teaching English. It implies that the role of the teacher is not only to be a fronted-classroom teacher, but there are also many other roles which can be implemented in the classroom. Those roles also can change from one activity to another, so they should always know what roles they have to be to increase the quality of the next English teaching-learning.
6. The school is able to provide native speaker for teaching grade X and it can give some positive effect in the English teaching-learning process. It implies that it is so important to every school to have mutual relationship with some particular organization and hold some mutual cooperation which can give any benefits to the school.

### **C. Suggestions**

Based on the conclusion mentioned above, there are some suggestions that might be useful in the teaching and learning program. They are presented as follows.

#### **1. To the School**

In order to improve the quality of the English teaching-learning process of the Business Travel Program, the school should provide the supporting facilities

such as the language laboratory, computer laboratory, audio-visual laboratory, library, and improve the management so the teachers and the students can access these facilities to support the English teaching-learning process. Moreover the school should keep the cooperation with AMINEF so this organization can always help the school in providing the native speaker.

2. To the English teachers

The teachers should be the models for the students in the teaching-learning process so that the students can be more active and familiar in using English in their daily communication and fulfill their expectations when starting to join this program. Besides, the teachers should also improve the use of various interactive techniques and methods in order to make the students interested in learning materials.

3. To the students

The students should improve their English proficiency and skills through effective use of English in daily communication in the teaching-learning process and outside the class. Moreover, they should improve their discipline so that the time management of the English teaching-learning process can be more effective.

4. To the other researchers

It is expected that the result of this study can give an informative input to other researchers who want to conduct similar research, for example how to improve the effectiveness of the teaching-learning process.

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