

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestion of the research. The conclusion part gave the conclusion of the funding in this research. In the suggestion part, the researcher shares the suggestion to the English lecturer, the students of accounting, and the future researcher.

5.1 Conclusion

This research was conducted to answer two research questions. There were about the need analysis of redesigned English syllabus for Accounting Department and the form of redesigned English syllabus for Accounting Department. Therefore, this research employed R & D steps to answer the research questions.

The need analysis of redesigned English for accounting department was got from interviews, observations, questionnaires, and content analysis. Then, the researcher concluded that the needs of the learners in term of necessity, lack, and wants.

In general, the students of Accounting Department needed English to prepare themselves in facing fieldwork of accounting. However, their ability in speak English were need to improve. The weakness was the student's had lack of motivation to learn English. They considered that English was very difficult to learn. Moreover, the Accounting department did not have a syllabus which was related to the 2017 KKNi curriculum. The students want to learn English that is understandable and fun learning. To support those aspects, they prefer to use experimental learning, team based, collaborative learning, role-play, problem based as the methods of learning. They did not want to learn more theory because they will feel board and get low motivation to learn English. So that, Accounting Department of Mercu Buana university of Yogyakarta needed a syllabus which consider the students need and KKNi curriculum as the basic of teaching and learning process of the program to accommodate the students in learning and practicing their English and also preparing for entering to the world of work.

Based on the need analysis above, it could be stated that Accounting Department of Mercu Buana university of Yogyakarta needed a syllabus based on 2017 curriculum as the basic of teaching and learning process.

The concept of redesigned syllabus was Competence-Based Learning. It was designed to achieve at least three learning goals, namely the achievement of knowledge, skills, and attitude. The syllabus was practical rather than theoretical. Therefore, the learning goals focused on what the students could do with the language they have learnt. The model was designed to be closely related to the students' working needs. It was in the form of RPS (semester learning plan) or syllabus which based on Indonesian Qualification Framework (KKNI) 2017 curriculum. The development product of the RPS provided information on the whole program from English for Business subject. The syllabus informed the learning goals, learning process, assessment, time allocation and also learning resources. The materials were mainly in the form of sample. They should analyze samples, find the language knowledge, and then produce the language.

Basically, this syllabus provides materials and activities according to the needs of the students of Accounting Department of University of Mercu Buana of Yogyakarta. The syllabus involves three significant aspects of learning: Knowledge, skills, and attitude. The materials are in the form of sample. The students should analyze the samples and find the knowledge of the language by themselves. Thus, this model applies the students-centered concept. Therefore, the English lecturer of Accounting Department can apply this syllabus model for the accounting students.

5.2 SUGGESTION

This part provides suggestion for future researcher in response to the weaknesses of this research. Due to some constraints related to time and money, the effectiveness to the development product has not been measured. Therefore, future researcher recommends future researcher to develop a syllabus model for the other division. They can add some more respondents for the need analysis.

5.2.1 Suggestion for the English Lecturer of Accounting Department

This part provides suggestions for English lecturer of accounting department. The result of this research shows that the involvement of knowledge, skill and attitude in the syllabus model brings benefit for students. Therefore, the researcher suggests to considered three aspects when they teach. Moreover, this research shows that encouraging students to participate in the learning process is good to present a students-centered class. Experiencing the learning process will help students learn better. English lecturer of accounting department should also know the students' need and wants, so they will find suitable materials and activities to teach.

5.2.2 Suggestions for the Students of Accounting Department

This part provides suggestions for students. The research shows that roles of students determine the success of the syllabus model and its learning process. Competence-based learning will not be successfully conducted without any active-involvement from the students. It is a students-centered learning. Therefore, the researcher suggests students who are accustomed to be passive in class to motivate themselves to actively involve in the learning process. The researcher also suggest them to keep practicing English.

5.2.3 Suggestion for the researcher

It is recommended for the next relevant researcher to design the English material or media based on the redesigned English syllabus for Accounting Department of University of Mercu Buana Yogyakarta. The researcher can create the English material since the students did not get proper material which is able to design the interesting book or worksheet. Moreover, the researcher may add some more media based on the theme or topic which are needed by the students.