

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions taken from the data analysis. The conclusion covers the key findings derived from the data, highlighting the specific language needs identified among Indonesian soldiers participating in the United Nations Peacekeeping Missions. On the other hand, the suggestions section offers practical recommendations for English course developers, soldiers, and future researchers.

5.1 Conclusion

Using a case study approach, this qualitative research investigated the English language needs of Indonesian soldiers participating in United Nations Peacekeeping Missions, applying Hutchinson and Waters' theory of needs analysis. The study involved in-depth interviews to gather participants' perspectives and experiences. Thematic analysis revealed two key themes: (1) the target needs of the operation staff task force and (2) their learning needs in the context of UN Peacekeeping Missions.

The target needs of the operation staff task force were categorized into three subthemes: necessities, lacks, and wants. Soldiers faced formal and informal situations requiring English communication. Essential skills included writing reports and providing verbal updates to Sector East through various channels such as email, telephone, and chat. Effective oral communication was crucial for interactions with international troops and local populations for

Civil-Military Cooperation (CIMIC). However, soldiers encountered challenges related to diverse language capabilities among personnel, difficulties with English grammar, and communication barriers due to different international accents. Soldiers also expressed a desire for practical, field-oriented language training and additional reinforcement of their English skills beyond the current curriculum.

The learning needs of the operation staff task force were identified in two subthemes: soldiers' motivation and learning conditions. Soldiers underwent a month of Pre-Deployment Training (PDT) at PMPP TNI, which was vital for preparing them for UN missions. This training provided them with necessary skills and boosted their confidence, ensuring they were ready for the mission requirements. PDT divided soldiers into groups based on their roles, creating a collaborative learning environment where they could share knowledge. Instruction in Bahasa Indonesia facilitated clear communication, and the curriculum included UN materials translated into Bahasa Indonesia, covering mission objectives, civilian protection, and engagement strategies. Additional language training for specific missions, such as English for Lebanon and French for African deployments, further enhanced their linguistic and cultural skills.

Despite these improvements, the program had limitations. It did not cater to individual differences in English proficiency, meaning some soldiers might not have received the tailored support they needed.

5.2 Suggestions

Based on the research findings, the researcher proposed suggestions for English course developers, soldiers, and future researchers.

1. For English Course Developers

Therefore, a comprehensive approach to language training was necessary to equip soldiers with the skills needed for both written and spoken communication in their professional roles. The suggestions from the researcher include that the English course developer can emphasize targeted modules by focusing on practical writing skills, such as report writing and communication protocols specific to UN missions. Additionally, emphasizing oral communication training that prepares soldiers to interact effectively with diverse international counterparts and local communities during missions is crucial. Other than that, it is essential to adjust the training to accommodate the diverse proficiency levels among soldiers and ensured that it met the requirements of the target needs. Likewise, Hutchinson and Waters (1987) emphasized that the foundation of any language course should be established through the use of needs analysis. This approach also ensured that training programs address the linguistic needs and challenges that soldiers face in their operational context, thereby it was able to increase their effectiveness and success in UN peacekeeping missions.

2. For Soldiers

The suggestions for the soldiers are that soldiers should engage in continuous language learning activities within their respective units or offices. This proactive strategy will help them to gradually improved their language competence over time while addressing specific challenges that arose during PDT and UN peacekeeping missions. By integrating language learning into their daily routines, soldiers can better prepare themselves to effectively communicate in English, both in written reported and oral interactions, which are crucial for fulfilling their duties in international peacekeeping operations.

3. For Future Researchers

The suggestions for future researchers who would explore the same topic, the researcher realized that this research was not the final study about ESP. Other researcher may study further about the models of needs analysis on the larger scope and different levels to get the other findings of ESP in teaching and learning activities. By expanding the scope of inquiry, future studies can uncover additional insights into ESP teaching and learning activities, exploring new methodologies, contexts, and applications that contribute to a deeper understanding of how language needs were identified and addressed in specialized contexts such as military training for UN peacekeeping missions. This approach not only broaden the existing knowledge base but also encourage ongoing progress in language education strategies adapted to the specific communicative demands of professionals in diverse fields.