CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented the conclusion and suggestions derived from the data analysis. The conclusion covered the key findings obtained through the study, highlighting the role of using Model United Nations (MUN) as an effective English learning model for International Relations students. On the other hand, the suggestions section offered practical recommendations for educators, students, curriculum developers, and future researchers to enhance the implementation of English for Specific Purposes (ESP) through MUN-based learning strategies.

5.1. Conclusion

The analysis revealed five major themes: target needs, learning needs, affective barriers in language learning, the impact of active language use, and the role of MUN, highlighting MUN's significant contribution in addressing both the cognitive and affective aspects of English learning within the English for Specific Purposes (ESP) context.

The first research question explored the target needs of International Relations students in learning English. Findings revealed that the target needs of International Relations (IR) students in learning English include a combination of necessities, lacks, and wants. In terms of necessities, students were expected to develop formal English communication skills tailored to their academic and professional roles in International Relations. This includes the ability to comprehend global issues, critically write stances, use diplomatic vocabulary, and engage in formal speaking for speeches, policy writing, and

resolutions. However, students currently lack confidence in speaking and struggle with grammar due to the absence of a dedicated ESP course that aligned with their field-specific needs; the current general English classes were insufficient. Consequently, students express a strong desire for more effective English learning through student-centered approaches that foster confidence, encourage positive and supportive environments, and help them become proficient in both written and spoken English for global engagement after graduation.

To address this gap, MUN was identified as a suitable learning model that directly supported students' necessities, lacks, and wants. MUN integrates project-based learning and simulation-based tasks that mirror real diplomatic contexts. Through MUN, students gained opportunities to practice formal communication, write and present diplomatic texts, and engage in real-time discussions on global issues (all essential components of their target needs). The output-oriented nature of MUN aligned with the program's aim to reach CEFR C1 proficiency. Furthermore, MUN emphasizes specific vocabulary, critical thinking, and structured interaction that general English courses often overlook. Therefore, using MUN not only fulfills the target needs of students but also aligned English learning with the actual communicative demands they would face as future International Relations professionals.

The second research question focused on the students' learning preferences, emotional factors, and language production. Students of International Relations need a upportive and emotionally safe environment,

structured guidance, student-centered and peer-supported learning, opportunities for practical language use, and adequate learning facilities. MUN serves as a project-based learning model that supported the development of language skills, critical thinking, and authentic communication. This model provides an engaging and supportive environment where students can practice their English in real-world contexts that mirror diplomatic procedures. MUN addresses several dimensions of language learning, such as language production, peer collaboration, and emotional support, aligning with students' learning preferences and motivation. This leads to the two important role of MUN. ESP learning model, MUN not only fulfils its linguistic purpose but also elevates students' readiness for real-world communication in the field of international relations.

The third research question focused on the suitability of MUN as a learning model for English for Specific Purposes (ESP). The study found that students often face emotional barriers and limited speaking opportunities when learning English. This problem is addressed through MUN's suitability in two ways: first, by offering active language use that supported Swain's Output Hypothesis; and second, by providing a supportive environment that aligned with Krashen's Affective Filter Hypothesis. These findings align with previous studies such as Tanjung (2020) and Nasution & Sukmawati (2019), which highlight MUN's positive impact on speaking skills and learner confidence. Because MUN combines real-world relevance, communicative practice, and

emotional support, it is highly suitable for International Relations students learning ESP.

The findings of this study highlight that Model United Nations (MUN) plays a significant role in meeting the English language learning needs of International Relations students, especially in the context of English for Specific Purposes. Through a thematic analysis of students' perspectives and experiences, the research revealed five major themes: target needs, learning needs, affective barriers in language learning, the impact of active language use, and the role of MUN.

5.2. Suggestions

Based on the research findings, the researcher proposed suggestions for Curriculum developers, ESP teachers, Future researchers, and International Relations students.

1. For Curriculum Developers

   Curriculum developers are encouraged to revise the English curriculum for International Relations by incorporating simulation-based and project-based models like MUN. This integration would align English instruction with the communication tasks required in diplomatic contexts. Additionally, creating a tailored English for Specific Purposes (ESP) syllabus that addresses the specific needs of International Relations students would enhance the relevance and effectiveness of their language learning experience.

2. For ESP Teachers:

ESP instructors should consider adopting the MUN model as a core component of classroom practice for International Relations or related major. ESP Teachers were also encouraged to create a positive classroom atmosphere where students feel confident using English. Feedback should be supportive and formative, especially for learners struggling with grammar, fluency, or confidence.

3. For International Relations Students:

Students are encouraged to actively enhance their language skills by participating in MUN or similar simulation-based programs. These environments not only provide practical experience in English through real-world scenarios but also foster a deeper understanding of international relations and diplomacy.

4. For Future Researchers:

Further research is recommended to expand the exploration of MUN's role in ESP across different universities or educational settings. Comparative studies could investigate its effectiveness in improving various language skills (e.g., writing, listening, and reading) or how it functions in interdisciplinary contexts beyond International Relations. Future researchers might also consider developing quantitative or mixed-method studies to complement the current qualitative findings and provide broader generalizations.