

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the results and analysis of the research, some conclusions and suggestions are described as follows:

1.1 Conclusions

1. Generally, the existing English speaking materials are less relevant with the needs of the culinary students, in terms of topics, they are not relevant with the culinary, it makes the students are less motivated in learning English. In terms of tasks, they are not well designed, the tasks do not help and ease the students to promote their speaking skill, as a result their speaking skill is low.
2. The speaking materials needed by the students are relevant with their needs where the topics or contents used in the course book are relevant and useful in the work situation, food and beverage service. The topics needed in the work situation are: explaining the menu, suggest and offer the food, greeting and response, apologizing, handling complain, taking order, reservation, procedure in handling guest, payment.
3. The design of the speaking material are task-based, the task framework is employed in structuring the elements of the speaking materials, they are consist of pre task, task cycle and post task. This series of tasks are designed in order to facilitate the students to promote their speaking skill easier and faster.

1.2 Suggestions

In line with the conclusions above, some suggestions are recommended as follows:

1. It is suggested that the English teacher of vocational school should be more responsive with the need of the students and stakeholder, therefore, the teacher should be able and creative to provide the relevant materials to students' need or in other words the culinary students should be given English for culinary and as well the other majors.
2. It is suggested that the English teacher should be perceptive with the tasks given whether they are useful in helping the students to increase their speaking skill or not, if they are not, the teacher should be creative and able to provide the tasks which are useful and have the clear outcome to help and ease the students to increase their speaking skill. Therefore, it is suggested to use task-based learning approach in their materials.
3. The new materials in this study has validated in terms of relevancy, contents, layout and linguistic feature by an ESP expert, and the results show that it is good, relevant and feasible, so it is suggested for the English teacher to use this materials to increase the culinary students' speaking skill easier and faster, and for the other researchers who do the same study to develop the English materials for culinary in other skill: reading or writing in order to complete the skill needed by the culinary students.