

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusions and recommendations based on the research findings and discussions presented in the preceding chapter.

5.1. Conclusion

After analyzing the data, the conclusions were drawn as the following:

1. The existing ATP didn't clearly explain what materials should be suitable for meeting the student's needs, despite its intended use for vocational high school. Likewise, the existing English-speaking materials are less relevant to the needs of tourism students. The English-speaking material that the students learn is still general English. The contents and topics are not suitable for the tourism program. It can be seen from the result of evaluating the existing speaking material that, in terms of aim, the existing speaking material was not relevant and did not meet the student's need to increase their speaking skill. In terms of design and layout, the design of the existing material in terms of structure, function, topic, and skill is less relevant. In terms of linguistic features, the grammar used is less relevant to the students' needs and levels; the availability of the glossaries and pronunciation are less relevant. In terms of topic, it's not relevant to tourism, which makes the students are less motivated to learn English. In terms of the learning method, it's not giving the students opportunity to speak, not allowing the students to do independent learning, and the tasks are not well-designed and do not help the students promote and enrich their speaking skills. In terms of difficulties in learning, the students feel very difficult to master or understand the content of speaking material. In terms of obstacles in the teaching and learning process, the

obstacles that the students experience in learning speaking are due to the use of inappropriate and less interesting speaking material.

2. The relevant speaking materials needed by the tourism students were relevant to their needs, where the topics or contents used in the speaking materials are relevant and useful in the real work situation, tourism service, or major. The students preferred activity-based learning. The topics needed in the work situation are being a tour guide, greeting and welcoming tourists, giving tourism information, and making hotel reservations. Pronunciation and vocabulary were highlighted as challenging areas needing attention. The students needed speaking material that was integrated with the technology to create a fun and interesting learning atmosphere in class, which could motivate them and improve their speaking skills. Based on this situation, the students really needed digital speaking material to support them in learning to speak English. By giving one software called Flip PDF Professional to develop the digital speaking material, most of the students agreed that they would be more interested in learning to speak English.
3. The development of digital speaking material through Flip PDF Professional software involved communicative activities or communicative tasks. The task framework is employed in structuring the elements of the speaking materials; they are pre-task, task cycle, and language focus. This series of tasks is designed in order to facilitate the students' speaking skills by making them easier and faster. The digital speaking material consists of three units: greeting and welcoming tourists, giving tourism information, and making hotel reservations. Then, the developed digital speaking material was validated by three expert judgments and got a score of 97.5%, which belongs

to the excellent category based on Dirgeyasa (2011) since the range is 90–100. It is categorized as "excellent," which means that the developed digital speaking materials through Flip PDF Professional Software are suitable to be used by students of the tourism department, especially for eleventh grade students of the tourism department at SMKN 1 Medan. The validated digital speaking material can also be used, especially by tourism English teachers in SMKN 1 Medan and generally by tourism English teachers.

5.2. Suggestion

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

1. It is suggested that that English teachers in vocational schools be more attentive to students' needs. They should possess the ability and creativity to offer tailored materials that meet students' needs. For instance, tourism students could benefit from English materials specifically designed for their field, in addition to those used by students in other majors.
2. It is suggested that the English teachers are encouraged to incorporate technology into their teaching methods, aligning with the demands of the 21st century. This includes leveraging digital speaking materials. Teachers should carefully assess assigned tasks to ensure they effectively enhance students' speaking skills. If tasks are found inadequate, teachers should demonstrate creativity by offering tasks that are purposeful and yield clear outcomes, facilitating students' improvement in speaking proficiency.

3. The new digital speaking material in this study has been validated in terms of linguistic dimension aspect, process aspect, product dimension and content aspect, and dimension of face/layout aspect by an expert, and the results show that it is excellent, relevant, and feasible. Therefore, it is suggested that English teachers utilize these digital speaking materials to enhance tourism students' speaking abilities more efficiently and swiftly. Furthermore, other researchers conducting similar studies should develop English materials for tourism that encompass various skills necessary for tourism students.

