

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSIONS

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

1. Generally, the existing English speaking materials are less relevant with the needs of hospitality students. The topics are not relevant with the hospitality which is make the students are less motivated in learning English. In term of tasks, they are not well-designed because the tasks do not help the students to promote and enrich their speaking skill.
2. The speaking materials needed by the students in the new course book are relevant and useful in the work situation, hospitality service. The topics needed in the work situation are: greeting expression, leave taking, introduction self, thanking, talking on the phone expressions, ethics of talking on the phone, techniques to sell products, wake-up call service, room service expressions, and asking for someone characteristic.
3. The design of speaking materials is task – based learning. The task framework is employed in structuring the elements of the speaking materials; they consist of pre-task, task cycle and post task or language focus. This series of tasks are designed in order to facilitate the students to promote their speaking skill easier and faster.
4. The result of this research is a course book which consists of title, objective, let's start, let's practice, and language reference in each unit.

And also there are three units in the new course book, they are welcome to Grand Aston Hotel, talking on the phone, and what do they look like. Then, the developed materials have been validated by two experts' judgment and the score gotten 86.5. It is categorized "good" means that the developing speaking materials are suitable for students of hospitality study program.

## **B. 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 stake holder, therefore, the teacher should be able and creative to provides the relevant materials to students' need or in other words the hospitality students should be given English for hospitality and as well the other majors.
2. It is suggested that the English teacher should be perceptive with the tasks give 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 provides 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 contents, process, layout and linguistic features, and layout by English for Specific Purposes

expert. The results show that it is good, relevant and feasible. So, it is suggested for the English teacher to use these materials to increase the hospitality students' speaking skill easier and faster, and for the other researchers who do the same study to develop the English materials for hospitality in other skill: reading or writing in order to complete the skill needed by hospitality students.

