

## 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 tourism students. In term topics, they are not relevant with the tourism 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 and eas the students to promote and enrich their speaking skill.
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, tourism service. The topics needed in the work situation are greeting tourists, introducing to the tourists, welcoming guests/tourists, giving tourism information, giving suggestion of tourism object, describing tourism object, giving direction, handling the tourists, telephoning, and making hotel reservation.
3. The design of the speaking material are communicative activities or communicative tasks. The task framework is employed in structing the elements of the speaking materials, they are consist of pre-task, task cycle and 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 consist of three units, they are Asking and Giving Tourist Information, Welcoming Tourists and Hotel Accomodation. Then, the developed materials have been validated by expert judgment and the score gotten is eighty nine (89) which belong to good category based on Dirgeyasa (2011) since the range is (70-89). It is categorized “good” means that the developing speaking materials are suitable for students of tourism 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 stakeholder, therefore, the teacher should be able and creative to provides the relevant materials to students’ need or in other words the tourism students should be given English for tourism 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 communicative approach in their materials.

3. The new materials in this study has validated in terms of relevancy, contents, layout and linguistic features by an English for Specific Purposes 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 tourism students' speaking skill easier and faster, and for the other researchers who do the same study to develop the English materials for tourism in other skill: reading or writing in order to complete the skill needed by tourism students.



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