

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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

5.1. Conclusions

1. Generally, the existing English speaking materials are less relevant with the needs of Beauty Study Program students, in terms of topics basic competences, topic, assessment and learning activities, they are not relevant with the Beauty field, it causes 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 enhance their speaking skill, as the result their speaking skill is low.
2. The relevant speaking materials for the students of Beauty Study Program are the materials which fulfill the needs of the students. The speaking needed by the students are the materials which the topics or contents will be useful in their work situation, that is related to beauty product, beauty services , and beauty industry. The topics needed in the beauty work situation are: welcoming the customer, congratulating and complimenting, presenting the beauty product and beauty services, expressing intention, and describing someone appearance.
3. The development of the speaking materials is based on Contextual teaching and Learning principle. The speaking material id developed based on the seven principles of Contextual teaching and Learning namely

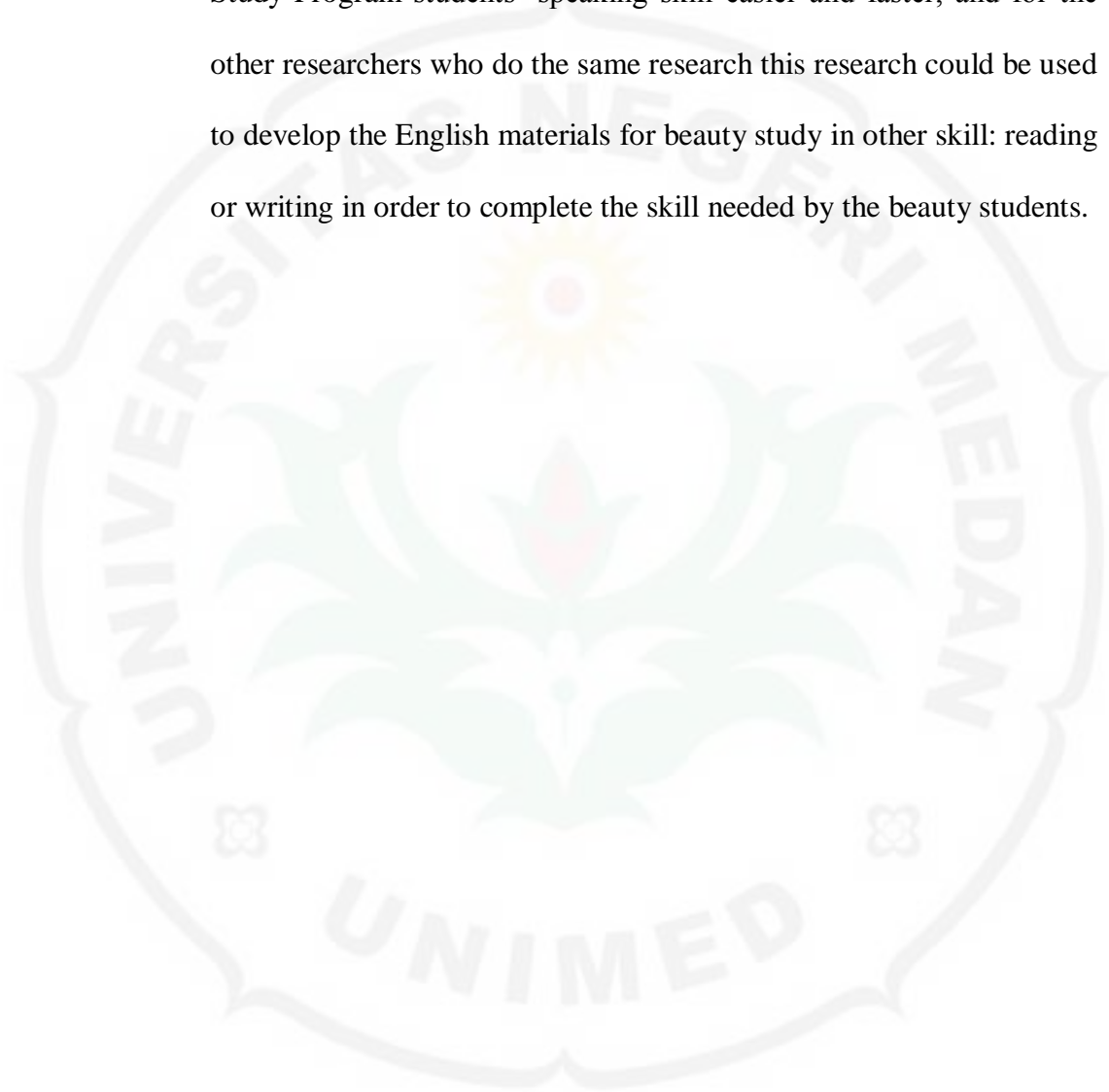
1)Constructivism; 2) Questioning; 3) Inquiry and Learning Community; 4)Modeling; 5) Reflection and 6)Word Bank. This series of section are designed in order to facilitate the students to promote their speaking skill easier and faster.

5.2. 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 stakeholders, therefore, the teacher should be able and creative to provides the relevant materials to fulfill students' need or in other words the Beauty Study students should be given English for beauty study 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 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 Contextual Teaching and Learning in their materials.
3. The new materials in this research has been validated in terms of relevancy, contents, layout and linguistic feature by the experts, 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 Beauty Study Program students' speaking skill easier and faster, and for the other researchers who do the same research this research could be used to develop the English materials for beauty study in other skill: reading or writing in order to complete the skill needed by the beauty students.



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