

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the checklist table, the results show that the compatibility percentage of the textbook's speaking materials with the K13 syllabus is 75%. The following points highlight the major findings of this research:

1. Alignment with Syllabus Content: The speaking materials in the "Buku Bahasa Inggris for the First Grade Students at Vocational High School" align well with the content of the syllabus. The textbook covers essential topics, including:
  - 1.1. Understanding basic expressions in social interactions in daily life
  - 1.2. Expressing happiness and sympathy
  - 1.3. Making announcements
  - 1.4. Telling stories and sharing experiences (monologues)
2. Grammar Review: The grammar review sections in the textbook meet the requirements outlined in the K13 syllabus. All nine chapters include a thorough grammar review, ensuring that students receive consistent grammar instruction throughout the textbook.
3. Vocabulary Development: The vocabulary sections in the textbook are the most underdeveloped. Although each chapter includes a Vocabulary Builder, Reading Text, Grammar Review, Speaking Activity, and Writing section, only one chapter lacks a pronunciation practice, and every chapter ends with a Reflection space. However, the overall vocabulary development across the nine sub-chapters is insufficient.
4. Speaking Tasks: The speaking tasks in the textbook are not well- developed. Most speaking activities are limited to role-play exercises, which do not sufficiently enhance students' understanding and proficiency in speaking.

5. The textbook lacks adequate transactional texts and opportunities for students to engage in interpersonal communication. While it provides explanations and model texts for producing interpersonal texts, it falls short in offering enough speaking activities to improve students' speaking skills.

#### Addressing the Research Questions

1. Does the speaking material in the English textbook for the first-grade students of SMK Pariwisata Imelda Medan meet the content aspects suggested by the curriculum 2013 syllabus?

**\*\*Yes, the speaking materials in the textbook generally meet the content aspects suggested by the K13 syllabus, with a compatibility of 52**

2. How relevant are the speaking materials in preparing students for effective communication in the hospitality and tourism industry?

**\*\*While the textbook covers basic expressions, emotional expressions, announcements, and storytelling, it lacks sufficient speaking tasks and transactional texts necessary for effective interpersonal communication. This gap indicates that the textbook's speaking materials are not fully adequate in preparing students for effective communication in the hospitality and tourism industry.**

#### **B. Suggestion**

Although most of the speaking materials in the textbook for tenth-grade vocational school students align with the K13 syllabus, the researcher has several suggestions for improvement, which are described below.

First, the speaking material explanations in the textbook should be further developed by the teacher. In cases where some chapters in the textbook do not provide adequate explanations about the material content, English teachers should be creative in providing these explanations to enhance students' understanding. It is beneficial for the teacher to give a thorough explanation of

the speaking material content as basic knowledge to the students before assigning tasks.

Second, teachers should provide more related vocabulary knowledge that can enhance students' speaking skills. Additionally, teachers can focus on developing grammar usage in speaking to improve students' understanding of grammar. Both vocabulary knowledge and grammar usage in speaking can significantly boost students' fluency.

Third, it is suggested that teachers modify the speaking tasks. Since most of the speaking tasks in the textbook involve role-playing, teachers can introduce other types of speaking tasks, such as brainstorming, storytelling, interviews, and simulations. These diverse tasks can present more challenges and engage students in various activities. The activities or tasks should not be repetitive but should instead be in a multi-task format to maintain students' interest and encourage active participation.