

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Opening Remarks

This chapter consists of two parts. The first part is the conclusions drawn from the study. The second part is the suggestions addressed to the teachers who are concerned with the teaching of English at Tours and Travel study program in the research site in particular, textbook writers who are interested in writing English materials for vocational school students, and the future researchers who are willing to conduct the same study.

5.2 Conclusions

Based on the research findings, there are some conclusions that can be drawn from this study. First of all, materials focusing on students' language development are the materials the stakeholders expected. However, regarding the relevance, there is a mismatch between expectations and the choice of the textbook. In one side, stakeholders, especially the teachers, expected that the materials focus on language skills development and contain communicative activities, but in another side, they chose the non-communicative textbook. Thus, it can be concluded that there is no relevance between expectation and the choice of the textbook. Therefore, if the teachers used the textbook as the only resource and the students only did all the tasks from the textbook, the students' language skills and communicative competence could not develop.

Second, based on the curriculum and the textbooks analysis result, it can be concluded that the contents (modules) of the textbook are not fully relevant with the curriculum, because some tasks in the modules are not relevant with the learning

description stated in the curriculum. The result of the calculation shows that the relevance is around 50%.

Third, regarding to the last research question, it can be concluded that the teachers concerned with the students' needs. Therefore, they enhanced the materials in textbook with other materials from various resources.

5.3 Suggestions

Regarding the research result, it is suggested that English teachers, who are teaching at Tours and Travel study program, start to develop English materials based on the students' need. This suggestion comes not only from the result of the study, but also from what is instructed by the English curriculum 2004, which states that each teacher ought to write his/her own modules that appropriate with the students' specific discipline.

One statement said that the choice of appropriate teaching technique is as important as the material itself. Therefore, since the students of Tours and Travel study program need to possess good communicative competence, it is suggested that the teachers choose communicative teaching techniques. From the study, it was found that the application of English Day was effective to develop students' communicative competence so that other English teachers can also apply English Day to make their students get used to speak English.

For the textbook writers who are willing to write English materials for vocational school students, it is suggested that they write different materials and tasks for different study programs. Materials for reading text, for example, can be chosen from authentic materials that are suitable for specific study program, while for grammar exercises, similar grammar exercises can be used for different study programs.

Finally, for the researchers who are willing to conduct similar study, it is suggested that they analyze different textbooks used by the students of Tour and

Travel study program in another research site. It is also suggested that they do the textbooks analysis together with the stakeholders. To complete the data, it is strongly recommended that the researchers do classroom observation.

