

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to conclude the result of the research, and wanted to suggest to reader to especially to the students, teacher, and reseacher in relation with the result of this research. The researcher hopes it would be useful for the readers.

A. Conclusion

The results of students' speaking performance indicate that the overall speaking ability of Class XI Hospitality students in Taking Reservation is at a good level. The average speaking score of 71.18 shows that most students were able to perform the speaking task adequately in a hospitality context. The students demonstrated the ability to communicate meaning, follow the procedures of taking reservation, and participate actively in role play activities. This suggests that the Taking Reservation material is appropriate and relevant for vocational students, particularly those majoring in hospitality.

Although the overall speaking performance was categorized as good, several limitations were still observed. The most common weaknesses found in students' speaking performance were related to pronunciation, vocabulary mastery, and fluency. Some students experienced hesitation and lack of confidence when speaking, while others showed limited variation in vocabulary usage.

These issues indicate that students still require more intensive practice and guidance. The interview results reveal that students generally have positive attitudes toward learning English, particularly when the learning materials are related to their vocational field. Students perceived Taking Reservation as useful and relevant to their future careers in the hospitality industry. This relevance increased their motivation and interest in learning English, as they viewed it as a practical skill rather than merely an academic subject.

Furthermore, the main difficulties faced by students in learning Taking Reservation were vocabulary and pronunciation. Students found it challenging to remember specific English terms used in hotel reservation services and to pronounce them correctly. Despite these difficulties, students acknowledged that learning Taking Reservation provided significant benefits, such as gaining new vocabulary, understanding hotel reservation procedures, and increasing confidence in communicating with guests in English.

Students believed that learning Taking Reservation contributed positively to the improvement of their English speaking skills. They reported better familiarity with hospitality related expressions and greater awareness of professional communication in hotel services. Overall, this study concludes that learning English through Taking Reservation material plays an important role in developing students' speaking performance in

vocational education, although continuous improvement in teaching strategies is still needed.

B. Suggestion

Based on the findings and conclusions of this research, the following suggestions are proposed:

1. For Teachers

English teachers, particularly those teaching in vocational schools, are encouraged to continue using contextual and profession related materials such as Taking Reservation in teaching speaking skills. However, teachers should place greater emphasis on pronunciation practice and vocabulary development. Providing students with frequent speaking opportunities through role plays, simulations, and dialogue practice can help students improve fluency and confidence.

In addition, teachers are advised to provide constructive and consistent feedback on students' speaking performance, particularly with regard to pronunciation accuracy and appropriate word choice in hospitality contexts. Such feedback should be delivered in a supportive manner to help students recognize their weaknesses without reducing their confidence. Furthermore, the use of audio or video models taken from real hospitality settings, such as hotel reservation conversations or service interactions, may assist students in becoming more familiar with authentic pronunciation, intonation,

and expressions commonly used in hotel services. Exposure to these authentic materials can enhance students' listening comprehension and speaking accuracy, as well as improve their ability to apply English appropriately in real-life professional situations.

2. For Student

Students are encouraged to actively participate in speaking activities and practice speaking English both inside and outside the classroom. Since vocabulary and pronunciation were identified as major difficulties, students should make efforts to expand their vocabulary related to hospitality and practice pronunciation regularly. Using online dictionaries, listening to English audio materials, and practicing speaking with peers can help students overcome their speaking challenges.

Moreover, students should not be afraid of making mistakes when speaking English, as making errors is an inevitable and essential part of the language learning process. Fear of making mistakes often limits students' willingness to speak and practice the language actively. By accepting mistakes as a learning opportunity, students can develop a more positive attitude toward speaking English. Continuous practice, both inside and outside the classroom, allows students to gradually improve their speaking ability, refine their pronunciation and vocabulary usage, and enhance fluency. As a result, increased exposure and practice will contribute to greater self-confidence and

effectiveness in oral communication, particularly in professional and vocational contexts.

3. For Schools/Vocational Institutions

The school or vocational institution is encouraged to provide adequate and continuous support for English learning, particularly for programs that are directly related to students' vocational majors. Institutional support may include facilitating teachers with relevant and up to date learning resources, such as hospitality related textbooks, authentic audio visual materials, and access to digital language learning platforms that support the development of speaking skills. By providing sufficient facilities and learning materials, schools can help create an effective learning environment that supports students' language development.

In addition, schools may consider organizing various practical and experiential learning activities, such as English speaking days, hotel service simulations, role-play practices, or collaborative programs with hotels and tourism industries. These activities can provide students with real life exposure to English communication in professional hospitality contexts, allowing them to apply their speaking skills beyond the classroom setting. Through direct interaction and simulated workplace experiences, students can improve their fluency, confidence, and communicative competence,

which in turn enhances their readiness to enter the workplace and meet the demands of the hospitality industry.

4. For Future Researchers

Future researchers are encouraged to conduct further studies related to students' speaking performance particularly in vocational education. Since this study focused on Taking Reservation material in the hospitality program, future research may explore other topics within hospitality English, such as handling complaints, front office services, food and beverage services, or tour guiding, in order to obtain a broader understanding of students' speaking abilities across different professional situations. In addition, future researchers may consider involving a larger number of participants or conducting studies at different vocational schools to enhance the generalizability of the findings.

Employing different research designs, such as experimental, quasi experimental, or mixed method approaches, may also provide deeper insights into the effectiveness of specific teaching strategies or instructional models in improving students' speaking skills. Moreover, future studies may focus on specific aspects of speaking performance, such as pronunciation accuracy, fluency development, vocabulary acquisition, or students' speaking confidence. Researchers may also investigate the use of innovative teaching media, such as digital platforms, mobile applications, or technology based simulations.

By examining these areas, future research can contribute to the development of more effective teaching methods and learning strategies for vocational English education. Finally, future researchers are encouraged to examine students' perspectives, teachers' instructional practices, and institutional support simultaneously to obtain a more comprehensive view of English teaching and learning in vocational contexts. It is expected that future research will provide valuable contributions to the improvement of English language instruction, particularly in enhancing students' speaking competence and professional communication skills in vocational schools.

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