

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the previous chapters. It also provides further recommendation concerning the competences of tour guiding

#### 5.1. Conclusion

By definition, Tour guide is a person employed, either directly, by the traveler, an official or private tourist organization or Travel Agent to inform directly and advice the tourist before and during his journey. This study purposed to discover what actually the competences of tour guiding. The study limited on the structure of the text used as well as the competences of tour guide in implementation on vocational school majoring tourism. This study is significant for the student of English Language and Study Program whose interest in teaching vocational school can make appropriate learning materials based on the students' needs that formerly meet the English specific purposes.

Communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication (Canale, 1983 cited in Bagaric and Djigonovic, 2007). Moreover, *Kompetensi adalah seperangkat sikap, pengetahuan, dan keterampilan yang harus dimiliki, dihayati, dan dikuasai oleh Peserta Didik setelah mempelajari suatu muatan pembelajaran, menamatkan suatu program, atau*

*menyelesaikan satuan pendidikan tertentu* (PP no.32/2013). This study will only focus on the analysis of the students' needs and the classification of the genres used of vocational school majoring tourism in order to find the appropriate learning materials in vocational school students majoring tourism based on the government policy.

This study explored a needs analysis of ESP focusing on vocational school majoring tourism in Jakarta to find out the competences and structure and genre of the text used on that particular vocational school majoring in tourism. The data of this study are statements of rules that gained from SKKNI, statements of theory that gained from selected Textbook, and statements of expertise that gained from the interviews.

From the data analysis, it can be interpreted that the responsibilities of tour guiding are: responsibilities on serving the tourist, leading the tourist through sightseeing, doing administrative tasks, giving information to the tourist related to the tour, mastering all the things related to the tourism issue, mastering knowledge of history, geography, and languages, communicating with tourist either direct or by phone, reading texts related to the tourism issue, writing texts related to the tourism issue. The competences are not only covering attitude in greeting and introducing the tour group but also covering knowledge of the information about the tourism place historically and geographically and how to prepare administration stuffs. Concerning skills, the tour guides need to have skills in taking note reading and writing a legal/work document writing the factual information in the filling form; and

promoting/ convincing and serving his/her customer. The learning materials needed are Transactional text: asking and giving information; asking and giving direction, Interpersonal text: Greeting and introducing self, Functional text: legal/work document, email, memo, proposal, and filling form. Thus, the genre needs could be inferred into Descriptive text, Recount Text, Procedure text, Explanation text, and Report text.

## 5.2. Recommendation

Based on the findings and discussion of the communicative needs for tour guides, it is recommended that it can give new insight and broader views in selecting proper materials for students who learn guiding. The communicative skill is an important element in language. When people propose a thing, he/s must have an intention that is called social function/genre.

The study has revealed a small number of the statements of rules, theories, and respondents. Due to the limitation of the study, the results are not able to generalize all competences of tour guiding. In addition, to improve this study, it is also suggested to conduct further research in the same field in different competences such as the grammar competences etc.