

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

The result of this study shows that the first grade teachers of SMKN 57 Jakarta and SMK Jayawista 2 provided a balance among the four language skills (reading, listening, writing, and speaking). The teachers did not only focus on the reading and writing skills but they also emphasized their teaching practices in developing the students' oral communicative competence. In this case, speaking skill was placed as an important skill to be developed. The teachers provided several speaking activities for the students in order to develop their speaking skills.

From the research findings part, the research questions are answered. First, the learning activities implemented to develop the Hotel Management students' speaking skill. The two teachers implemented role play activity to develop the Hotel Management students' speaking skill. In this activity, the students worked in pairs taking various roles based on their program specialty; Hotel Management, such as hotel operator, hotel clerk, hotel receptionist, callers, and guests. By taking real-world roles which are related to their work field, the students are stimulated to real communication that is relevant to experiences outside the classroom while developing their vocational competence at the same time. However, each teacher also had other different speaking activities which were implemented frequently. Teacher A used free communication while teacher B

used discussion. This implies that both teachers always provided the students with activities to develop their fluency or to engage them in more open-ended communication. Besides, the two teachers also applied focusing and shaping exercise in the classrooms. Shaping exercises were in the form of cloze exercises from which the students were required to fill in the deleted words in the recorded dialogue between a guest and a hotel clerk. Also, the exercise included answering some questions based on the dialogue. Meanwhile, focusing exercises were in the form of exercises from which the students were required to change the tenses form, such as changing the verbs from direct speech to reported speech. In addition, the teachers used pair work in most of the speaking activities. By having them work in pairs, all students were actively participated in the activities and involved in two way communication that gave them opportunities to negotiate meaning and collaborate with their friends.

Second, the learning materials the teachers use to plan and implement their teaching in Hotel Management classrooms at SMKN 57 Jakarta and SMK Jayawisata 2. The teachers used learning materials that are related with students' program to plan and implement their teaching in Hotel Management classrooms at SMKN 57 Jakarta and SMK Jayawisata 2. They consist of *Be My Guest: English for Hotel Industry* published by Cambridge University Press (2002) and *ENGLISH FOR PROFESSIONAL ACCOMODATION SERVICES* published by Gramedia Pustaka Utama (2001) as text-based materials, outside sources that are related to hotel industry including [www.esl.lab](http://www.esl.lab) as task-based material, and authentic telephone message form. These materials were adapted and

developed by the teachers so that they could fulfill the needs of Hotel Management students.

Third, how the teachers assess the students' speaking skill. The teachers used role play activity as the assessment method to assess the students' speaking skill. The assessment required the students to work in pairs performing a conversation between a guest and a hotel clerk. As for the result from document analysis, both teachers used different speaking assessment forms to give measurement of the students' speaking skill. Teacher A proposed three aspects of speaking to be measured; fluency, accuracy, and comprehensibility. Meanwhile, teacher B measured three aspects of speaking; pronunciation, mastery of content, and performance.

## **5.2 Recommendation**

In general, the two teachers have implemented different kinds of speaking activities to develop the students' oral communicative competence in the classroom. However, there are some suggestions that need to be addressed for improvement in terms of the implementation of the speaking activities in the classroom. It is recommended that the teachers need to provide students with more various speaking activities such as jigsaw, information gap, decision making, etc. By providing these kinds of activities, the students can have different language learning experience to develop their oral communicative competence.

In addition, it is recommended that the teachers need to reduce their amount of talking in the classroom. By reducing the teacher talk time, the students have more opportunities to produce their language. Moreover, the teachers need to

monitor the students' use of language while they are discussing or working with their group members. They tend to use their mother-tongue while discussing with their friends.