Chapter 5

Conclusions and Suggestions

This chapter briefly concludes and alter suggestions towards the English learning materials in the textbook for tourism program for tenth graders in their first semester.

Conclusions

The objectives of this study are to gain the information towards the contents that should be included in English learning materials for tourism program, to systematically explore how the English learning materials were developed using ADDIE material design model, and to find out teacher and students' responses towards the English learning materials development. Based on the results of the needs analysis, it was figured out that the English learning materials for tourism program were numerous oral activity and reading comprehension. Oral

activity will support tourism learners to encourage them to be able to speak more since their goal is intended to be a tour guide. Also, reading comprehension needs to be inserted as the second most demanded skill to be mastered. The other language skills and language components are the complementary materials for tourism learners.

The English learning materials were developed based on the results of needs analysis. The results were then written in the tailored-syllabus for the content mapping. There were seven chapters in first semester of the tenth graders and they were all reviewed and validated by two experts in materials development. The validations acknowledged that the textbook offers various tasks and exercises and it is systematically ordered from the easiest to the most difficult one. To accomplish the textbook, the

researcher carried out an observation and interviewed three students and a teacher of tourism program. From the observation and interview, it was revealed that the students and the teacher responded positively towards the English learning materials in the textbook. They agreed that the textbook helps them to speak in English better and more actively.

Suggestions

Related to the conclusions above, there are two suggestions that presented below:

a) For Teachers of Tourism Program

    a. It is necessary to consider the suitable English learning materials for tourism program to meet students' needs, demands, and interest. English teacher for tourism program, indeed, should be more

creative and selective in picking the most suitable and appropriate learning materials for tourism learners to encourage them to speak more actively, especially tourism learners who would like to work as a tour guide.

b) For the Future Researcher

    a. For researchers who wish to carry out the similar research, it is recommended to conduct mid-test and final test as suggested by the tourism teacher. Also, it is suggested to the future researcher to develop English learning materials for another major.

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