

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions

5.1 Conclusions

Based on the results of this study, it can be concluded that English teacher at SMKN 3 Palembang who is teaching speaking for tourism students have challenges. The results showed that there are five challenges of teacher in teaching English speaking for tourism students at SMKN 3 Palembang, such as; 1) reference. Reference is a source of material or guidance needed for the teaching and learning process, such as books, worksheets and materials from the internet, 2) lack of need analysis on the students. The lack of teacher in analyzing student needs can make the teacher haveless knowledge on what their students' need, 3) tourism students do not have enough knowledge of speaking in communicative activities. Some students still have little knowledge about speaking, thus making it quite difficult for teacher to teach speaking, 4) the size of the groups. Group size is a challenge in itself because group size will make it difficult for teachers to handle classroom situations both in terms of learning effectiveness and conducive classrooms, and 5) Lack of teacher opportunities in tourism training. Since the teacher did not have opportunities in tourism training. The teacher only has a little knowledge about speaking material for tourism students before teaching the tourism department.

5.2 Suggestions

Based on the conclusions above, the writer delivered some suggestions to conduct teaching speaking for students of tourism. The writer would like to give suggestions for the students, the teacher, and other researchers. First, the writer suggests the students to be more active while learning speaking. In other words, the students should learn to understand how to speak well.

Second, the writer suggests to the teacher to create a more innovative and inspiring learning process to build students' learning motivation and create a more creative and conducive class. In addition, teacher must also pay more attention to the students' abilities and the students' need in the speaking learning process. It is because students have difference background knowledge and learning style. Moreover, as much as possible the teacher should be able to anticipate this.

Last, the writer also suggests for other researchers to be able to use this study to collect more information about teacher challenges in teaching speaking for students of tourism. Furthermore, the writer also suggested to other researchers to dig up information about the challenges or problems in teaching speaking for students tourism.