

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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This chapter presents conclusion and suggestion based on the previous discussion.

#### **5.1 Conclusion**

After a long study on the teaching of English at Darma Cendika School of Hotel and Tourism, interviewing the hotel staff, the hotel manager, and the English teacher of the school of Hotel and Tourism in Darma Cendika and Satya Widya, the following points can be concluded.

The School of Hotel and Tourism has a very important role in preparing qualified hotel staff with capability in tourism field in Indonesia. Good qualified hotel staff and capable tourism staff will give a lot of contribution to Indonesia tourism industry. Accordingly, the school of Hotel and Tourism should be able to equip the students with the knowledge and skills for working in hotel and tourism industry.

Working in Hotel and Tourism industry is not an easy job but it is very challenging. The hotel staff will interact with people from other countries. The guests are people worldwide. Related to this fact, the persons working in hotel and tourism industry must be able to speak good English.

For this reason, the role of the School of Hotel and Tourism in equipping the students with English is very important. The school should prepare the students to become competent hotel staff. To reach this goal, the School of Hotel and Tourism should be equipped with sufficient competent English teachers,

sufficient teaching facilities, and well organized syllabus supported by teaching materials related to their field of work and study.

As far as the writer knows, the English syllabus and teaching materials for Hotel and Tourism still need improvement based on the fact that the available syllabus is about hotel and tourism theory; meanwhile, most of the hotel staff will do more speaking activities rather than written and theoretical work. Therefore this study is made as an attempt to improve the existing syllabus.

In this proposed syllabus, the four language skills are trained as a whole throughout the program. The discussion shows the fact that the speaking and listening have prominent roles in hotel staff activities, therefore the speaking and listening skills will have more portion compared to the two other skills, writing and reading.

For the above reasons, the product of the study is syllabus and the teaching materials. The syllabus is for the first and the second semester. The teaching materials consist of a Course book (student's book) which provides materials and exercises for the students, a Teacher's book which consists of guidelines and explanation on how to use the book, teaching materials and the answer key, and a Work Book functions as additional exercises for the students.

This product is developed based on Yalden's model (1987: 88), named : Language Program Development that has been modified for the practical use and purpose of the study. The process starts with gathering information from the respondents: students of hotel and tourism, English teacher, hotel staff, and the hotel manager. Based on the data taken from the respondents, general objectives of the course are formulated. There are five general objectives that should be

achieved by the students through the whole English course. All those objectives are categorized into the occupational purposes as this course prepares the students to work in hotel and tourism industry.

For the sake of the occupational purposes, therefore, the syllabus is developed based on a communicative syllabus type. This kind of syllabus gives more portions for the students to practice their language skills. The students will have a lot of time to increase their speaking ability through various tasks given by the teacher. The tasks cover role play, peer collaboration, group work, and individual and group presentation.

There are three topics developed into the teaching materials. Each topic has sub topics which are explained and added with some exercises for the students. The topics are Front office Department with the sub topics: receiving guests in a hotel, giving information on a hotel, conference facilities, hotel service, wake up call, answering the phone, and handling checking out. Food and Beverage Department with the sub topics: serving guest in the restaurant, ordering meals by phone, paying bill in the restaurant, guest's request in the restaurant, guests' complain in a restaurant, and offering some dessert. Housekeeping Department with the sub topics guest's request for toiletries, changing/fixing the electrical equipment in a room, the laundry service, and guests' request for hotel complimentary items. The syllabus also covers some daily social encounters such as giving direction, greeting, and hanging out. The syllabus is also equipped with VCD and recorded conversation compiled from the available VCD by Trimedia Metropolitan and recorded conversation compiled from recording product by Spectrum, Keesaint Blanc, and Lesson for life. The writer uses the VCD by

Trimedia Metropolitan, recording products by Spectrum, Kessaint Blanc , and Lesson for Life based on the data taken from the interviews and the questionnaires which show that the students need to know and to learn the expression used in hotel and tourism field. Also the students need several models of dialogues with the hotel scene. After a long research and study, the writer finds out that the product of VCD and recorded materials from Trimedia Metropolitan, Spectrum, Kessaint Blanc, and Lesson for Life are suitable to the students' need.

The recorded conversation and VCD are selected based on the topics in the syllabus. These audio visual materials should be used in the classroom as the model for the students. Also the students will know the situation in their working situation later.

## 5.2 Suggestion

The following suggestions are intended for the improvement of this proposed syllabus and teaching materials.

1. The proposed English syllabus should be tried out and evaluated whether this syllabus really gives the right answers for the demand of hotel and tourism industry.
2. The coming syllabus should be made based on the results of the try out (the target need and the learners needs), also on those of interview with English speaking people should be done to get some opinion from them about the qualification of Indonesian' hotel staff. That kind of opinion is important.

3. The English teachers' knowledge about the real working condition and situation should be increased. It is better if the school of Hotel and Tourism can hire professionals working in a hotel or an English instructor whose experiences in giving a training for hotel staff.
4. The English syllabus should be developed further by providing relevant teaching materials and exercises. Some recording and scene in VCD should be improved; if possible, it will be better if the teacher can record by him/herself and ask the students in the class to perform the role play.
5. In using this product, the teachers are allowed to use their own teaching techniques which are suitable for their students. There are no specific techniques suggested to be used in the product as they will limit the teacher's techniques in teaching.
6. The time allocation is only a guide for teachers in completing all tasks. It is up to the teachers to spend more time for more difficult and complicated tasks.
7. If there is a spare time within the allocated time, teachers can give the students some additional materials suitable to the students' need.
8. The goal of the program is to improve the students speaking skill. Teachers should encourage the students to do some extra exercises and practice speaking skill. Encourage them to have conversation with English speaking person whenever they are in hotel (while they are doing the OJT, field trip, holiday). The students can also watch TV news, radio program to build their vocabularies items. Although at first

they complain and say that they do not understand, the teachers should encourage them and tell them not to give up.

9. Schools that allocate more time for the English course than the allocated time mentioned in the product can modify and add the tasks. If the allocated time is less than suggested in the product, teachers can reduce the number of tasks under the same topic.
10. Considering all the beneficial result of this study, developing other language skill syllabus and teaching materials are worth doing and trying.

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