

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion of the research, the following conclusions can be drawn:

1. The development of speaking teaching materials followed Tomlinson's model, consisting of several stages. The process began with identifying students' needs, challenges, and learning styles in speaking (identification of needs) and analyzing the curriculum, learning objectives, and outcomes (exploration of needs). Next, topics, contexts, and texts were selected (contextual realisation), followed by designing exercises and activities aligned with students' learning styles and daily life contexts (pedagogical realisation). A group discussion with two English teachers at SMPIT Putri Al Hanif was conducted to refine the materials (group discussion). The draft, including cover design, illustrations, and layout, was then created, reviewed by a supervisor, and validated by content and media experts (production of materials). After validation, the materials were implemented with students through pre-test and post-test assessments to evaluate their effectiveness, accompanied by questionnaires for students and teachers to assess practicality and gather feedback (implementation). The evaluation stage consolidated all feedback and revisions, culminating in the production of the final, refined product (final product). This

systematic approach ensured the materials were effective, practical, and aligned with students' needs.

2. The speaking teaching materials were deemed suitable based on three key aspects: validity, practicality, and effectiveness. In terms of validity, expert evaluations by media and content specialists resulted in a score of 97%, categorized as "very good." Regarding practicality, teacher responses yielded a score of 95% and student responses 93%, both classified as "highly practical." For effectiveness, the materials achieved an n-gain score of 0.77, indicating a "moderate" classification. These results demonstrate that the speaking teaching materials are both appropriate and engaging for use in learning contexts.
3. The use of the speaking teaching materials led to an improvement in students' speaking skills, as reflected by an n-gain score categorized as "moderate."

B. Suggestion

This study provides valuable insights into the development of speaking teaching materials tailored to students' learning styles. However, the author would like to offer the following suggestions for future research:

1. The current study only focuses on six materials for 8th-grade students in the first semester, and the vocabulary warm-up section is limited to written words, pronunciation, meaning, and definition. Therefore, it is highly recommended for future researchers to develop materials for the second semester and incorporate more technological elements into the textbook.

For instance, adding audio barcodes to the vocabulary warm-up section would allow students to independently practice word pronunciation.

2. Future research should not only focus on speaking skills but also expand activities for other English language skills. Although this textbook covers four skills: listening, reading, writing, and speaking. Additionally, it is suggested that future researchers explore students' needs in learning English more comprehensively. This approach would ensure that the developed teaching materials effectively support students in honing their language skills.