**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**5.1 Conclusion**

The researcher was focused on developing English-speaking materials based on discussion techniques for students. The ADDIE model was used in this research. Firstly, to full fill the students' needs, the researcher developed English-speaking material. The course grid was based on the student's needs. The researcher would add attractive pictures, explanations, and speaking practice to the material. There were six units materials developed by the researcher. There were *“Do You Agree with That? Giving Your Opinion”, “To Whom is the Letter Addressed?”, “What Can I Do for You?”, “Would You Attend to My Event?”, “Why Should We Care about the Phenomenon?”, and “Show Me Your Good Voice”. Secondly, the researcher’s material has validated by the expert. The result show that the materials were completely design based on the students’ need and it could give the good impact to the students’ speaking skills. Thirdly, the impact on the students’ speaking skills could be proven by the result of pre-test and post-test to the t-table.* The result of data analysis was the t-test value (24.29) was greater than t- table value (2.05553). Based on the result, hypothesis test showed that H0 was rejected and H1 was accepted. It meant that the materials were effective for students’ speaking skills.

**5.2 Suggestion**

**1. Teacher**

English teachers should analyze the target and learning needs of students to choose the most appropriate and best materials for the students. The appropriate materials make the students interested to achieve the goal of learning. The learning process could be successful if the speaking materials were useful for the students in terms of enhancing their speaking skills

**2. Students**

The students could use the developed speaking material for practice in developing their speaking ability.

**3. Further Researcher**

For further researchers, they could develop speaking materials based on discussion techniques for other skills.