**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusions and suggestions of the research. The conclusions are the answers to the research questions formulated from the objectives of the study. Some suggestions are given to the English teachers, Grade VIII students and other material developers for a better improvement of the material.

**5.1 Conclusions**

 There are three points to be concluded based on the objectives of the study. Those are:

1. The developing speaking skills materials based on podcast as a teaching media. The needs analysis questionnaire was distributed to the students to get information about their needs and preferences. The information gained from the needs analysis covered the target needs and learning needs. The following is the description of the result of the needs analysis. As stated in the instruments, the first questionnaire was distributed to the students to get the learners’ needs. Nine aspects of the questionnaire were made into eleven questions. The following is the result of the first questionnaire. From the percentage, it shows that most of them will find it easier to improve speaking skills if there are activities in which the students have to practicing English every time (50%). The second highest, (30%) the students assume that speaking skills improvement can be achieved by taking English course. It shows that most of them will find it easier to improve speaking skills if there are activities in which the students have to practicing English every time (50%). The second highest, (30%) the students assume that speaking skills improvement can be achieved by taking English course. It shows that most of the students find difficulties in vocabulary, grammar and pronunciation (50%). Meanwhile, the second highest score (25%) shows that the students have difficulty in understanding the grammar. It shows that most of the students want to be able to use the language in daily life context (50%). Meanwhile, the second highest score (25%) shows that the students want to be able to ask and answer the questions based on the English correctly. It shows that most of the students want to have topic related to daily life in the speaking materials (50%). Meanwhile, the second highest score (30%) shows that the students want to have topic related to others. it shows that most of the students choose involved audios to learn the pronunciation of some word in learning input (60%). Meanwhile, the second highest score (20%) shows that the students choose involved many pictures/ illustrations. it shows that most of the students are still unclear about the explanation of the materials about speaking in the classroom (50%). Meanwhile, the second highest score (30%) shows that the students are clear about the explanation of the materials about speaking in the classroom. it shows that the teacher seldom applies teaching speaking media (60%). Meanwhile, the second highest score (20%) shows that the teacher often applies teaching speaking media. it shows that the students are motived to apply in teaching speaking media (60%). Meanwhile, the second highest score shows that the students are very motivated (20%). it can be seen that most of the students (50%) ask the teacher and friends if they find difficulty in speaking English. The second option that is chosen by the students (40%) is asking to the teacher. After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It was designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on expressions of asking for attention, checking understanding, appreciating good performance, asking/expressing opinions and responses. The teaching-learning process was done by using Podcast.
2. The validity of reading comprehension achievement based on teaching strategy. After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. the mean of the questionnaire related to the materials appropriateness is. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into “Very Good” category since it is in the interval 3.25 < x < 4. The result indicates that the reading materials is appropriate for Grade VIII of SMP N 2 Padang Bolak students.
3. The effectiveness of speaking skills materials based on podcast as a teaching media. The subjects were visited and learned podcast as a teaching media**.** it was obtained that result of the both the tests in the class, the lowest score for pre-test was 52 and the highest score was 77 while the lowest score for post-test was 70 and the highest score was 83. The result of the data above is the value of t-test was higher t table (8.7 > 1.734) at the level significance 0.05 for one tailed and degree of freedom (df) = 20-2 = 18. It means that speaking learning material based on Podcast significantly affects the students’ speaking skills.

**5.2 Suggestions**

The final result of this research is developing speaking skills materials based on podcast as a teaching media for Grade VIII students of SMP N 2 Padang Bolak. The result of this research is expected to be beneficial for the following parties.

1. To English teachers

To present the speaking material based on media, the teacher should consider the target needs and the learning needs of the students. Based on the results of the needs analysis, the students want to have interesting and enjoyable activities that promote their motivation in learning speaking. Therefore, the teachers should be able to provide interesting media in the teaching-learning process. In addition, they might also use the result of this study as an interactive media to teach speaking.

1. For Grade VIII Students

The result of this study was developed in a media to enhance students’ motivation in learning English, particularly speaking. Therefore, the students are expected to understand how to use this media. Further, the students should use this media optimally.

1. To other developers

In developing the material and media, there were some errors found such as those that occurred in the matching activities. Regarding the limitation of time, those errors still remain. Hopefully, the future researchers can fix the errors occurred and or pay more attention to the technical issues of the media. Hopefully, the future researchers can implement similar media in other subject and grade. The last, this material and media only covers speaking skill. The future researchers may develop media on other skills.