

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter explores two major parts of discussion, namely: (1) the conclusion and (2) the recommendation. The first part discuss about the summary of two objectives of this research. They were about the resent and appropriateness of a set of speaking materials using Cultural Language Learning Approach (CLLA) for English extracurricular program for SMP N 1 Pajangan, Bantul, and Yogyakarta. Next, the second part discuss about the recommendations which addressed to the next relevant researchers, book designers, teacher of English extracurricular, principal school, and the students of English extracurricular.

5.1 Conclusion

Based on the discussion, there were three result that the researcher would infer. The result of the research covered the research questions. Those were about students' need analysis on speaking skill, the designed materials using Cultural Language Learning Approach (CLLA), and the appropriateness of the designed materials. First, the students' need analysis could be gained from the analyzing phase. Based on the discussion, it can be conclude that designing process of a set of speaking materials for SMP N 1 Pajangan was useful to clarify about the workflow steps of the program starting from the beginning to the end of the media was created, in order to get to the product produced. The design of a set of speaking materials through five stages in accordance with the stages of the Research and Development (RnD) model used is the ADDIE model. The materials was designed by considering the survey result of related theories and studies, need analysis. The analysis step was conducted by distributing questionnaire, interviewing the teacher of English extracurricular, and conducting documentation to get the students' needs and learning needs especially in SMP N 1 Pajangan. The needs analysis resulted some aspects as follows:

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| Necessity | The students of SMP N 1 Pajangan in general needed more time in |
| : | learning and practicing English in regular class especially in speaking |
| | skills. Thus, basically SMP N 1 Pajangan needs a set of speaking materials |
| | using Cultural Language Learning Approach (CLLA) to accommodate |
| | English extracurricular program. |

- Lack : SMP N 1 Pajangan did not apply CLLA in teaching and learning process. Moreover English materials also did not available for the students especially in speaking materials.
- Want : SMP N 1 Pajangan needed English extracurricular materials as the basic of teaching and learning process of the program. Furthermore, the teacher could applying CLLA as one of approaches in teacher's approach to deliver the materials.

The data and information that were gained from the instruments was used to step on the second phase of R&D, called design. In this phase, the researcher was designed a set of speaking materials using the Cultural Language Learning Approach (CLLA). The materials that should researcher designed was about some points of the basic competences in seventh grade syllabus. In addition, the researcher took the core competences as the consideration in designed materials. In this phase, the researcher applied 2013 Curriculum as the consideration designed speaking materials. The materials consisted of 7 units which was consisting of 22 meetings. They are unit 1: meeting, greeting, and parting; unit 2: thanking and apologize; unit 3: self-introduction and introducing others; unit 4: telling numbers; unit 5: telling the time; unit 6: descriptive text; and unit 7: describing places and things. In this research, there were three parts included in this step. First, the researcher tried to list the goals, topics, and general purposes. After that, the researcher defined the learning objectives of the designed materials. Then, the researcher developed the general guideline in form of syllabus. From the previous step, the researcher could list the subject content and selected the teaching-learning activity and resources for the designed materials. The next step in designing the materials based on R&D method was developing the materials. In this step, the researcher tried to list the subject contents, select the teaching and learning activity and resources, design the message, and develop the materials. Next, the researcher finally could design the message and developed the materials. Those steps were included into the third phase of R&D, called development.

The find the appropriateness of this materials and need analysis, the researcher suggested (a) an expert Applied Linguistic English Language Teaching's judgment to evaluate whether or not the materials designed has been matched with the theory of needs

analysis and materials design. The expert's judgment stated that the designed materials is appropriate with the needs analysis and theory of materials design; (b) the Focus Group Discussion from the teacher's English extracurricular that stated the designed materials was recommended to be used in the research setting; (3) the researcher also implemented the designed materials by conducting pre-test and post-test. The mean difference between pre-test and post-test in cycle 1 and 2 showed that there was improvement by using the designed materials. Based on the three aspects above, it can be judged that the understudied materials was appropriate with the 2013 Curriculum and needs analysis.

5.2 Recommendation

Based on the conclusion above, the researcher would like to propose some recommendations which may be useful for the people who had relation, the same background knowledge, and the same field related teaching. The research and a set of speaking materials for English extracurricular would give benefits to people, such as for students of English extracurricular, teacher of English extracurricular, principal school, next relevant researchers, and book designers.

5.2.1 For the Students of English Extracurricular

This materials consists of some units for English extracurricular class. Hopefully, by using a set of speaking materials for English extracurricular in SMP N 1 Pajangan, the students will get higher achievement in the class and capable to communicate English well. Here, by using the designed materials, the organizers of English extracurricular can arrange well. Besides, the materials might improve students' ability especially in speaking skills.

5.2.2 For the Teacher of English Extracurricular

The teacher can use a set of speaking materials as a basic materials of teaching and learning process of English extracurricular in SMP N 1 Pajangan. Hopefully the teacher will develop the materials and thus, it will be more appropriate with the current curriculum and learning needs.

5.2.3 For the Principal School

The principal school has an important role to monitor all the school community, so that he can recommended this a set of speaking materials to distribute it to the teacher. The

designed materials then could be as the teacher references in teaching and giving the appropriate materials for English extracurricular.

5.2.4 For the Next Relevant Researchers

The further researcher can develop the materials into a better topics. The English extracurricular in SMP N 1 Pajangan will be better if it has the four skills of English. The four skills of English will also make the learning process become more efficient. It is because the students will not focus on speaking materials in learning process. They can focus on other English skills to improve students English mastering. While the materials will also support the effectiveness of teaching. Those suggestions need to be investigated and studied. Hopefully, this study could be a good reference for the next relevant study.

5.2.5 For Book Designers

This a set of speaking materials might be useful for the book designer which has the same purpose designed for English extracurricular materials. They could use it as the reference to develop the materials and fulfill students' need.