

## CHAPTER IV

### CONCLUSION

This chapter presents the conclusion of this research and offers some suggestions. The researcher makes this conclusion based on the result of chapter 2 and chapter 3.

#### 4.1 Conclusion

Based on the data gathered to answer the first research question the researcher concludes that there are four characteristic of speaking materials in the 21<sup>st</sup> century. From the discussion that has been done previous chapter the conclusion that can be drawn from this research are:

Linguistics support, content based and affective support, skill support and diversity and flexibility are characteristics that competent for the students, because Its generally fulfills the criteria in the sub-indicator clearly and effectively and generally appropriate to the students.

*Linguistics support* has three components such as *providing suitable and enough linguistics input with the effort a good vocabulary materials and linguistics materials, contenting characteristics of spoken language with the effort preparing media social for teaching materials, preparing audio or video for listening, increase vocabulary (students), give a lot of vocabulary (teacher) and providing vocabulary with the effort preparing vocabulary material for good students speaking, memorizing vocabulary.*

*Content based and affective support* has six components such as *satisfying learners with moment of inspirations, imagination, creativity and cultures sensibilities with the effort preparing questions for asking students, to speak English so students can bring out their imagination, preparing drama material so that students can express their imagination use their creativity, teacher should ask students to observation historical place. Materials provide visual and verbal learning with the effort preparing conversation, add new vocabulary. Leading students to utilizes their culture and individual knowledge with the effort participating in the competition, teach students to use good English grammar. Giving conditions for unrestrained improvisation with the effort preparing speaking*

learning forum, add new vocabulary. *Relating the cultural content to the learners' sensitivities* with the effort preparing a good speaking materials, ask students to story about observation result historical place. and *providing topic which invite to debate* with the effort teacher create groups in the class, preparing vocabulary.

***Skill support*** has four components such as *giving students opportunities to share and process information* with the effort teacher should make a group in the class, memorizing vocabulary. *Presenting and organizing language to facilitate verbal discussion effective* with the effort prepare the students for discuss the materials in a group with their friends. *Providing learners with a wide range of communicative function and strategies* with the effort prepare audio for listening so the students can follow what speakers saying, teacher get used to speaking English in the class. *Providing several forms of interpersonal communication* with the effort getting use conversations using English language with friends, students get speak English with teacher in the class.

***Diversity and flexibility*** has two components such as *flexible to providing type of learning style* with the effort preparing dialogue materials and practice with their friend, get news speak English even though still use mix language. *Providing a variety of speaking activity* with the effort making English group, speech materials.



## 4.2 Suggestion

The research need to be seen in other aspect. Thus, the researcher suggests for the teachers to positively apply the characteristics of speaking materials and the effort for speaking materials in 21<sup>st</sup> century in their teaching process at senior high schools. For the students, to continue and to develop abilities in learning because there will be no progress if only the teacher plays a role in the classroom. Also must more care in study especially in speaking english.

