

## CHAPTER V

### CONCLUSION

This chapter is the result of drawing conclusions from the overall content of the research. There are several major essential discussions that are briefly described in this section. The conclusion is related to the answer of research questions elucidated in the prior chapters.

#### 5.1 Conclusion

There are three questions discussed in this research. The first research question is regarding the characteristics of English speaking-module needed by English Language Teaching Department students in the 21<sup>st</sup> century. The second question is concerning the components of speaking module. The third is related to the development of a speaking module for English language teaching department students in the 21<sup>st</sup> century.

In connection with the first research question, it was found out that the characteristics of speaking module needed by English Language Teaching Department students in the 21<sup>st</sup> century includes diverse point, including the module title is eye-catching and presented using proper language; acknowledgement in the module is concise; table of contents are systematic and clear; module overview explaining the core objectives of studying the module, learning outcomes and containing the time frame or the total time required to study all units presented in the module; the introduction of a module are introducing a topic to students before studying the core material; the characteristics of material description are easy to understand, simple and practical to learn, should be attractive, and it has to be the application of the curriculum; the characteristics of learning activity is easy to understand and follow, can be learned independently or in groups; summary needs to have a series of discussion points that are scattered and then packaged into short, concise, and clear points; the characteristics of assessment namely, acts as a measuring tool for student learning achievement as well as located at the end of the learning unit; the characteristics of reflection is as valuable tool; the characteristics of the glossary are short, arranged in alphabetical order, and meaningful; while

reference needs to provide a collection of reading resources used to compile learning materials.

Meanwhile, the second question concerning the components of speaking module in the 21<sup>st</sup> century. It exposed some components, namely: the title of a module that must be clear and attractive; acknowledgments that need to be written in a clear and simple manner; a table of contents that must be arranged in a clear and systematic manner, an overview module that must be able to display a brief overview of the overall content contained in the module; an introduction that should introduce a specific situation in the workplace and convey the learning objectives; material description which must be communicative; contextual, as well as using straightforward language, as well as the materials discussed must be in accordance with the applicable curriculum; speaking activity that contains instructions in a systematic, clear, and varied manner; a concise, clear summary; assessment that must be able to measure student learning outcomes after taking various learning processes; reflection which must be a bridge between teachers and students to improve their performance in the classroom; a glossary that acts as a tool for students to understand difficult vocabulary; as well as references as a reference list of materials presented in the module.

The third question is related to the development of a speaking module for English language teaching department students in the 21<sup>st</sup> century. As what have been discussed in chapter 4, the components of the product are: title, acknowledgement, table of contents, module overview, introduction, glossary, knowledge building, a list of register, speaking activities, assessment, reflection, and references. There is no summary provided in the product due to its role has already been covered by introduction section. Besides, summary is such an optional component, so that it can be included or not. In addition, the module that have been created, then validated by expert to prove the feasibility in terms of content and other things contained in the module. After going through the expert validation process using a questionnaire, the feasibility level of this module is 94.6% with some notes from the expert to maximize the quality of this module. It shows that the quality of this speaking module is very feasible to be implemented as the learning material to teach speaking in the workplaces course.

## **5.2 Suggestions and Recommendation**

After conducting the analysis and conclusions, there are several points that need to be conveyed as suggestions and recommendations for various parties, this is such an important thing to reveal in order to the improvement of the quality of teaching materials in further research.

### **5.1.1 Suggestion**

Considering that this research was conducted in such insufficient time, the sequence of research and development were not completely done. Therefore, further research is suggested to be able to apply the steps in research and development research systematically and thoroughly in order to the optimal and the best result.

### **5.1.2 Recommendation**

#### **5.1.2.1 For the teachers**

In the process of delivering material using this module, it would be better if the process is supported or equipped with interesting and varied learning media so that the material can be displayed properly and digested optimally by students.

#### **5.2.2.2 For the students**

For students who use this module as a learning tool in class or independently, try to comprehend each instruction and information contained in the module. Understand the contexts situations and portrayed in order to readily digest the material presented.

#### **5.2.2.3 For material developers**

Module development needs to focus more on packaging material that is contextual and communicative. In addition, the learning activities contained in the module must be able to involve students to participate actively.

#### **5.2.2.4 For the further research**

The development of the English language module must continue to be optimized, especially the manufacture of modules designed to optimize students' speaking skills while motivating students to continue to hone their 21st century skills.

