

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After collecting data and analyzing it, the conclusions were drawn as follows, the English-speaking module was designed by fitting the resources based on a project-based learning model and students' requirements. The need analysis was conducted on February 21th, 2024, at SMAS Cerdas Bangsa, with 30 students in the tenth grade (science) that were being given a need analysis questionnaire. Then, the information was examined. After that, the new English-speaking module was produced. Next, the module was validated by utilizing expert judgment by two experts to see the inadequacies or items that had been missed so that the researcher could update it. The average score given by the expert was 4.5 and 4.8, or 93.7 percent. The score demonstrated that the module was legitimate and appropriate for students in teaching speaking of descriptive text for grade tenth (science) at SMAS Cerdas Bangsa. After the English Speaking Module has been built, the students may learn and read the module. Based on those findings mentioned, it was concluded that the English Speaking Module could be one of the recommended tools in developing students' materials, particularly in speaking descriptive text.

B. Suggestions

After constructing students' English Speaking Module for the tenth grade (science), various ideas were recommended for students, teachers, and other researchers. For the students, it was recommended that the English teacher used the newly designed module to aid the students in comprehending descriptive text in speaking skills. For the instructor, it advised that during the teaching and learning process, the teacher should be more responsive to the requirements of the students, such as when selecting learning material and using an interesting teaching model. Teachers could leverage a range of resources to create exciting and imaginative material. In this study, a material developed becomes an English Speaking Module of Descriptive Text Based on Project Based Learning. However, teachers could guide students in the Project-based Learning model to assist students in obtaining their English proficiency goals, particularly in speaking skills. For another researcher, it was proposed that they may design another learning medium for senior high school students with various talents, such as writing, listening, or speaking. Other developers are also expected to emphasize the needs of the learners linked to English-speaking resources and the curriculum requirements to build the materials based on fundamental competency. Furthermore, the English English-speaking module could be widely used for teaching speaking and could be examined for improved quality as a research experiment to measure efficacy.