

CHAPTER V

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter includes the conclusions of this study along with its implications and recommendations. The conclusions contain the overall summary of the results. The implications consist of a description of the implication that emerged in this study towards the teaching practice. The recommendations involve information for future research relating to this study.

5.1 Conclusions

As priorly mentioned, there are two aims of this study; to investigate the contribution of Task-based Language Teaching implementation to students' speaking skills and to investigate students' perception towards the use of Task-based Language Teaching. In order to fulfill the aims, this study explored how TbLT contributed to students' speaking skills and how students perceived the implementation of TbLT.

This study firstly assessed students' prior speaking skills. Then, the researcher implemented TbLT within the classroom and assessed students' speaking skills again to see TbLT's contributions. After analyzing the results of the two assessments, this study found that TbLT contributed significantly to students' content and structure of descriptions. This study also found that TbLT contributed to students' speaking skills which were divided into different aspects namely the sound of the speech, spoken grammar, vocabulary use and slips and errors.

This study believes that by providing authentic English conversational input, TbLT exposes students to more possible topics to discuss in their speeches. The students' eagerness in describing more about their vacation experience indicated that TbLT motivated them in increasing their speaking skills. Previously, the majority of the students only described their vacation destination and people who accompanied them. After being taught by TbLT, the students described their feelings, their destination, their companion, their transportation and their activities.

Furthermore, this study investigated TbLT's contributions towards students' speaking skills in four characteristics of spoken language. The first characteristic is

speech sound. This study discovered that TbLT can improve one feature of speech sound, namely speed. However, there was no improvement found in pronunciation and intonation. The second characteristic is spoken grammar. This study found that TbLT helped students in improving their grammar comprehension, especially the use of past tenses in describing past events.

The characteristic is vocabulary use. This study indicated that TbLT can improve students' generic word usage and filler words. The students firstly used filler as long pauses, while in the second assessment the students used filler as short pauses to maintain the flow of speech. However, TbLT did not improve students' use of vague words and repetition. The students insisted on finding the words while articulating fillers. They did not use vague words such as 'thingy' or 'this thing' when they forgot a word. They also did not use repetition to connect one sentence to the previous sentence. The fourth characteristic is slips and errors which involves mispronunciations, mixed sounds and the use of wrong words. Students actually performed well in this aspect before the implementation. After the implementation, this study found that TbLT contributed to the students' skills in avoiding mixed sounds. Based on the observations and interviews, this finding corresponded to the increase of self-confidence. Previously, the students mixed sounds in his speech due to his lack of confidence. In the second assessment, the student talked more calmly and avoided mixed sounds. Thus, TbLT helped students in gaining more self-confidence.

This study also investigated students' perception towards the implementation of TbLT. Students perceived TbLT as having clear objectives, reminding them of real-world communications and motivating them to learn English. Furthermore, the activities from this study were perceived as motivating by the students and made them want to learn English more. Moreover, the students considered TbLT as incorporating interesting learning strategies through the use of videos and pictures. They also admitted that they felt they were learning grammar both directly and indirectly. In addition, students thought TbLT allows them to communicate with friends they were not used to talking with. Moreover, students admitted that the task

was doable. Furthermore, students stated that the activities stages were clear and interconnected. They admitted that by completing one stage, they would be able to complete the next stage.

5.2 Implications

Attributing to the findings of this study, there are two implications of this study such as theoretical and practical. Theoretically, this study has provided some insights related to the use of task-based language teaching in teaching speaking. This study revealed the process of task-based language teaching utilization in a junior high school along with the task types and its authentic inputs. This study also provided an investigation of TbLT's contribution to students' speaking skills which covers five aspects namely content and structure of descriptions, speech sounds, spoken grammar, vocabulary use as well as slips and errors. This study also described students' perception towards TbLT implementations in different aspects namely goals and rationale, procedures, implementation, grading and integration.

Practically, cooperation between teachers and students in TbLT is needed to achieve the learning goals. The teacher should design a task which is aligned with students' interest and level of achievement. The teacher also should provide interesting authentic input to hook students' attention. On the other hand, students should increase their eagerness to learn so that they can engage more in the task. They should also utilize the given time to complete the task demand instead of playing due to the stress-free learning environment.

5.3 Recommendations

The finding of this study revealed recommendations for future research which aims to investigate the same issue relating the use of TbLT in teaching English language. This study was limited by access granted from the school authority for one month. Thus, there are recommendations for the improvement of this study regarding the research procedure, research participants and research instruments.

This study implemented TbLT for four meetings, thus it only applied three types of task within the classroom. It is recommended to apply more types of tasks to get more insight into TbLT contributions to students' speaking skills. Moreover, this study only took nine students as the participants so there might be types of students who are not represented in this study. Therefore, it is suggested to take more participants to enrich the findings about the contribution of TbLT to students' speaking skills in different types of students.

In addition, this study did not investigate students' and teacher's challenges in implementing TbLT. It is recommended to ask whether they felt any challenges during TbLT implementation in the interview. Last but not least, this study did not assess the interaction aspect of speaking nature due to the students' capabilities during the research period having not met the requirements for it. Therefore, it is recommended to assess this aspect in future research.