

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

This chapter focuses on extracting a conclusion from the study as well as offering some implications for teaching English speaking, the utilisation of TM-TBLT, and some recommendations for future research with a similar issue relating TM-TBLT or students' speaking skills improvement. This chapter will be divided into three different parts: the conclusions, the implications, and the recommendations.

#### 5.1 Conclusions

The purpose of this study was to observe students' teaching and learning activities while utilising the TM-TBLT. The implementation of the TM-TBLT was initiated with an aim of improving students' speaking skills, particularly fluency, pronunciation, and adequacy. It was also expected to gather details on students' attitudes toward the use of TM-TBLT.

Given that TM-TBLT itself is a new framework, there are various domains that call for investigation by means of study. One of them relates to the potential of the newly developed technology to facilitate the TM-TBLT process. Taking that into account, the purpose of this study is to investigate the affordance of the new technology, Generation Global. Students were expected to develop their speaking skills by carrying out three stages of task in accordance with the curriculum.

This study examines not only the Pedagogy Language Task (PLT) but also the Pedagogy Technology Task (PTT) of students. In other words, aspects of technological ability and their implications for students' language learning processes have also been investigated to answer the questions posed in this study.

In addition, the development of the TM-TBLT framework in this study comprises three stages. Task Type 1, Task Type 2, and Task Type 3 are the actual stages. Each stage will generate a specific PLT and PTT according to the established

curriculum. In Task Type 1, students must register in order to enrol in the new class (PTT). Then, as (PLT) students engage in dialogue with a predetermined topic namely the rights of girls and women. Moreover, in Task Type 2, students partake in the learning dojo to assess their proficiency with website navigation (PTT). In addition, towards the linguistic components of this task, students are required to express their views on the assigned topic. Task Type 3 or online video conferencing is the final stage of TM-TBLT. In this TASK, students participate in video conferences with peers from around the globe. Indeed, the PTT and PLT aspects of students are also examined in this section to determine if and in what areas students' speaking skills have improved.

## **5.2 Implications**

In theory, this study has added new insights and references to the literature on TM-TBLT to assist students in improving their speaking skills. According to the findings, using TM-TBLT as one of the methods to assist students enhance their speaking skills is useful. TM-TBLT has a significant impact on students' speaking skills since it is guided by a clear curriculum and provides students with more opportunity to speak than standard classroom settings. Furthermore, TM-TBLT creates goal-oriented and authentic language learning based on student needs and contemporary technological innovations. Students are more motivated to use L2 speaking when technology is included into the classroom. More specifically, the outcomes of this study revealed that the students' speaking fluency improved more than before they received the TM-TBLT.

In practice, TM-TBLT can be used by teachers who desire to increase their students' speaking skills through learning that promotes autonomous learning, student-centered learning, and engaging classrooms. Teachers can utilize the TM-TBLT curriculum used in this study as a guide to create a series of tasks that will be provided. Furthermore, approaches for doing Need Analysis that incorporate not only assignments appropriate for students but also technology can be used as a reference.

### 5.3 Recommendations

Although TM-TBLT has been found to enhance students' speaking skills, this study puts up several suggestions for future research. These recommendations will focus on two things: English teachers and future study on the same topic of TM-TBLT.

The first recommendation for English teachers is that they undertake a need analysis before implementing TM-TBLT in the classroom. This is done so that the teacher is aware of the students' speaking talents, problems with speaking, and technological ability. Furthermore, instructors can conduct more in-depth NA by meeting with the school to guarantee proper technology support facilities for the continuation of technology-mediated learning. Second, the teacher must be able to build a curriculum that is in line with NA findings and ensure that these rules are followed at every level of implementation. Third, teachers must give students with direction and motivation in order to boost students' willingness to communicate (WTC), allowing students to explore language and apply the concept of learning by doing. Similarly, when it comes to technology, the instructor must ensure that all instructions are well communicated. As a result, overall student speaking skill will improve.

The final recommendation is for future researchers who want to conduct TM-TBLT research. These are some of the first recommendations based on the participants in this study, which only comprised seven high school students, so more research is needed to evaluate a wider number of kids at different levels. As a result, it is hoped that this study will contribute to the growing body of knowledge about TM-TBLT. The second pertains to the new technology's affordance, therefore future study must conduct adequate considerations to examine the most recent technologies with the expectation that this research will be more realistic and increase students' language skills, particularly speaking skills. Finally, this study only looks at speaking skills in terms of fluency, pronunciation, and adequacy. Future research should look into other aspects of speaking skills, as well as how technology might aid in this improvement.

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*IMPROVING STUDENTS' SPEAKING SKILLS THROUGH TECHNOLOGY-MEDIATED TASK-BASED LANGUAGE TEACHING (TM-TBLT)*

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