

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

According to the findings and discussions of the study, several conclusions can be drawn as follows:

1. Task-based language teaching could improve students speaking ability. The results showed great improvement about 3, 5 point from pre-cycle to cycle 1 and 0, 4 point from cycle 1 to cycle 2. It has been believed that if the cycle is regularly continued, the students speaking ability will increase significantly. Besides, the keys of the successful Classroom Action Research (CAR) are when the target has been reached and there is a change in students' behavior.

2. Task-based language teaching offers many benefits to the students. The students not only get a freedom to speak using the target language, but also enjoy the activities. It can be seen from the results of questionnaire, which showed positive responses toward this approach.

3. The major problem that teacher faced in dealing with task-based language teaching was how to design interesting tasks for the students. The teacher had to relate the material between the objectives and the students' needs.

4. The major problem that the students faced in dealing with task-based language teaching was how to understand the instruction given. Some of them didn't understand the instructions during the activities. As a result, they did the task unconfidently such as by looking at other students' works.

5.2 Suggestions

There are several suggestions that might be useful for the teacher and further researchers. Those suggestions are proposed as follows:

1. For teacher, the teacher has to design interesting activities for the task. It should enable students to be creative and motivating them to learn. In doing so, the activities should be relevant with their needs. The teacher has to pay attention to determine time allocation in using task-based in order to make conducive atmosphere in teaching and learning process. Besides, the teacher has to learn how to be a good model in speaking because the students usually imitate some words or utterances from the teacher.

2. For further researchers who will conduct similar study, it is suggested that they have to consider some aspects. First, they should have willingness in finding some ideas for the interesting tasks. They can explore the ideas from many sources, such as from English textbooks, the internet, educational magazines, etc. Second, they have to consider the allocation time in giving the sequence of tasks for the students. Third, the researchers also can implement task-based language teaching in senior high school, junior high school and elementary school.