

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and recommendations based on the data presentation and discussion from the previous chapter. This chapter is divided into two parts, the first is conclusions and the second is recommendations.

#### 5.1 Conclusions

This study presents the result on the implementation of Task-Based Language Teaching (TBLT) in teaching writing. The purpose of the study are to find out the improvements of students' writing quality after implementing TBLT and students' responses towards the implementation of TBLT in teaching writing. The findings of the study are related to the study of Robinson (2008), Sangarun (2005), Rahimpur (2006), Lochana(2006), and Ruso (2007).

The findings of this study show that TBLT can be used in helping students improve their writing quality. These can be seen from the data obtained in this study that more than 70% of the students got scores above KKM (60) after implementing TBLT in teaching writing. Thus, data from questionnaires and interview show that most of the students agreed that the implementation of TBLT in teaching writing could help them improve their writing quality.

Furthermore, the data from observation shows that the students were actively engaged in producing the target language. Thus, the data from interview also reveals that TBLT helps the students in understanding the way to write a text,

memorizing new vocabularies, and developing grammatical structure. Those findings lead to the conclusion that there is an improvement on the students' quality of writing score after implementing TBLT in teaching writing.

Based on those findings on observation, interview, and questionnaires, the result of the study shows some positive responses towards the implementation of TBLT in teaching writing. The students felt that the activities motivated them to be more active in answering the questions from the teacher and accomplishing the tasks. It also encourages their motivation to work in group. Through TBLT, the teaching learning process became more interesting and enjoyable. Therefore, it also reveals that most of the students were interested, motivated, and happy in teaching learning process.

## **5.2 Suggestions**

There are several suggestions that might be useful for the teacher and further researcher. For teacher, it is suggested that the teacher should be well prepared before conducting the lesson. The teacher also should be able to organize and select the tasks which are appropriate to students' needs. Then, the teacher can use various media in teaching. Last, the teacher has to pay attention to determine time allocation to make conducive teaching learning process

For further researchers who will conduct similar study, there are also some suggestions. First, they have to determine the time allocation in teaching learning process. Second, TBLT can be implemented in other skills such as listening, speaking, and reading. Third, TBLT can be applied in teaching other texts such as

recount, report, narrative, or procedural text. Fourth, task-based language teaching (TBLT) can be applied in elementary school and senior high school.

