

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

The present study set out to explore the research question: How do university EFL students perceive task-based language teaching contributes to their exposition text writing skills in Kepulauan Riau? Through in-depth qualitative data derived from interviews, classroom observations, textual analyses, and teaching notes, the findings provided nuanced insights into how TBLT is experienced, interpreted, and evaluated by learners as a pedagogical approach in the writing classroom. The findings illustrate that students perceive TBLT not merely as a teaching method but as a transformative experience that reshapes their engagement with the writing process, particularly in relation to exposition text composition.

Students consistently reported that TBLT enhanced their awareness of structure and organization in analytical exposition writing. They described clearer recognition of thesis statements, logical sequencing of arguments, and stronger cohesion across paragraphs. These perceptions were corroborated by textual analyses which indicated structural and conceptual improvements in post-test writing tasks, despite lingering issues with grammar and lexical precision. This duality—conceptual progress alongside persistent linguistic challenges—echoes broader research which argues that while TBLT fosters fluency, coherence, and communicative intent, accuracy often requires longer-term development and, in some cases, additional focus on form (Ellis, 2015a, 2016; de la Fuente, 2006).

Another key perception expressed by participants was the central role of peer collaboration and social interaction. Students valued task cycles that required group planning, joint drafting, and feedback exchange, as they believed these interactions stimulated idea generation, broadened perspectives, and reinforced critical engagement with their own writing. Such findings align closely with Sociocultural Theory (Vygotsky, 1978; Lantolf & Thorne, 2006), which emphasizes that cognitive development and learning occur through mediated social

processes. Within this study, learners internalized strategies for revision, self-monitoring, and problem-solving through dialogic collaboration, demonstrating the power of TBLT to act as both a linguistic and cognitive scaffold.

Participants also acknowledged the difficulties and frustrations that accompany writing development. Several students expressed persistent self-doubt, dissatisfaction with grammatical errors, and anxiety over whether their texts aligned with thesis statements or academic expectations. Yet, these critical reflections reveal an emerging metacognitive awareness that writing is an iterative, developmental skill. Students' recognition of the need for ongoing self-correction, revision, and comparison with authentic models reflects a level of agency and responsibility for their own learning. This resonates with Hyland's (2003) view of writing pedagogy as not only the transmission of skills but also the cultivation of reflective learners capable of lifelong improvement.

The study also highlighted the motivating but incomplete role of TBLT. While learners reported immediate benefits in terms of structure, idea generation, and collaboration, they also emphasized that mastery of exposition writing requires sustained effort beyond a short intervention. This finding reinforces previous research (Ahmed & Bidin, 2016; Ali et al., 2023; Long, 2016) which argues that TBLT is most effective when embedded in sustained, programmatic curricula rather than short-term projects. The participants' strong advocacy for continuous practice, self-directed learning, and peer discussion underscores the notion that TBLT must be seen as a launchpad for extended growth, not a final destination.

In addressing the research purpose, this study has provided detailed descriptions of students' subjective interpretations of TBLT's impact on their writing. The learners identified mechanisms such as collaborative pre-task planning, iterative revision cycles, exposure to authentic models, and active peer feedback as key drivers of their growth. These mechanisms, though framed in learners' own words, resonate with central tenets of task-based theory: authenticity, meaningful interaction, and outcome-oriented language use (Ellis, 2003; Bygate, 2016; Long, 2015b). By situating these insights in the specific cultural and educational setting of Kepulauan Riau, this research contributes localized evidence

to a body of literature that has largely focused on Western, East Asian, or Middle Eastern contexts.

Ultimately, the study confirms that students perceive TBLT as both beneficial and challenging. They recognize gains in higher-order elements of writing such as argumentation, coherence, and critical thinking, but remain acutely aware of persistent gaps in grammatical accuracy and lexical precision. This balance of optimism and caution reflects the complex, multi-faceted nature of writing development as described in contemporary scholarship (Bryfonski, 2020; Liu & Yao, 2019). By documenting these nuanced perceptions, the study has successfully answered its research question and purpose, providing a layered account of how TBLT contributes to the development of exposition writing in the Indonesian EFL context.

In conclusion, this study underscores the pedagogical potential of TBLT for fostering structural awareness, collaboration, and reflective learning in EFL writing classrooms. It also highlights the limitations of short-term interventions, the persistence of linguistic challenges, and the necessity of embedding TBLT within longer-term curricula that integrate a balance of meaning-focused tasks and form-focused instruction. Most importantly, it amplifies the learner's voice, affirming that students themselves view TBLT not only as a method for immediate writing improvement but as a stimulus for long-term engagement with academic literacy. These insights hold significant implications for curriculum design, teacher training, and future research on writing pedagogy in Indonesia and beyond.

5.2 Implication

The findings of this study carry significant implications for both pedagogy and theory, particularly in the domain of EFL writing instruction. At a pedagogical level, the results underscore the importance of leveraging task-based language teaching (TBLT) as a means of enhancing exposition writing. At a theoretical level, the study contributes to ongoing debates on the value of tasks, the role of sociocultural mediation, and the complexities of analytical exposition as a genre.

From a pedagogical perspective, the first major implication is that EFL writing instructors should view TBLT as a scaffold that promotes structural awareness and argumentative organization. Students in this study explicitly noted

improvements in their ability to construct thesis statements, maintain logical flow, and link ideas cohesively. This suggests that TBLT's emphasis on authentic, goal-oriented tasks supports learners in managing the rhetorical demands of exposition writing. Educators in Kepulauan Riau and similar contexts may therefore prioritize designing tasks that mirror real academic writing situations—such as debating social issues, analyzing case studies, or critiquing articles—so that learners can engage with meaningful content while practicing argumentative writing. Ahmed and Bidin (2016) and Kafipour et al. (2018a) likewise found that when students are tasked with writing about authentic issues, their analytic writing proficiency improves substantially.

A second pedagogical implication lies in the role of collaboration and peer engagement. Students consistently valued the opportunity to engage in joint planning, peer review, and group discussions. These practices align with Alzoubi's (2023) findings that collaborative pre-task planning significantly enhances writing quality by stimulating interaction and idea exchange. For instructors, this suggests that classroom design should incorporate cycles of group brainstorming, collaborative drafting, and peer feedback before final submission. Such practices not only strengthen the text itself but also cultivate metacognitive strategies, as students become more adept at reflecting on their own and others' writing processes.

However, the findings also point to the necessity of integrating explicit form-focused instruction alongside communicative tasks. While students developed stronger organizational and conceptual control, persistent grammatical errors and lexical inaccuracies remained. This reflects Ellis's (2015a, 2016) argument that task-based teaching is most effective when supplemented by carefully timed attention to form. For educators, this implies that post-task reflection sessions could be used to highlight recurring errors, such as verb tense consistency or lexical collocation, thereby allowing learners to connect meaning-focused activity with form-focused refinement. De la Fuente's (2006) research supports this blended approach, showing that explicit attention to form during task-based activities enhances vocabulary and grammatical precision.

At the level of curriculum design, the study underscores the importance of sustained, programmatic use of TBLT rather than isolated, short-term interventions. The four-week intervention, while producing perceptible gains, was insufficient for eliminating persistent linguistic challenges. Long (2016) has argued that tasks must be embedded in a coherent syllabus design, where cumulative practice builds toward long-term proficiency. Program designers in Kepulauan Riau should therefore consider integrating TBLT into the broader writing curriculum across multiple semesters, ensuring that learners encounter increasingly complex tasks that progressively stretch their argumentative, linguistic, and critical thinking capacities.

Teacher development also emerges as a critical implication. As Jeon and Hahn (2006) and Erlam (2016a) highlight, teachers often struggle with conceptualizing and implementing TBLT effectively. The perceptions of students in this study confirm that well-designed tasks can be transformative, but achieving this requires teachers to have confidence and skill in designing authentic, level-appropriate, and genre-specific tasks. Ongoing professional development—perhaps through workshops, peer lesson study, or collaborative material design—will be necessary to ensure that teachers are prepared to facilitate both task cycles and the reflective discussions that follow.

Theoretically, the findings reinforce the alignment between TBLT and Sociocultural Theory (SCT). Students' emphasis on self-correction, peer engagement, and reflective revision confirms Vygotsky's principle that learning occurs first through social mediation and later becomes internalized as independent practice. The observation that learners continued to engage in self-study and peer discussion even after the intervention highlights how externally guided practices were successfully internalized as autonomous learning strategies. This contributes to the literature by providing empirical evidence from the Indonesian EFL context, showing how TBLT tasks can serve as mediational tools in fostering metacognitive awareness and long-term learning trajectories.

Moreover, the findings nuance theoretical perspectives on writing development by demonstrating that gains in organization and critical thinking often precede gains in grammatical precision. This sequencing supports Ellis's (2003,

2017) contention that fluency and complexity may initially take precedence over accuracy, which matures more gradually with sustained exposure. It also extends insights from Bryfonski (2020) and Liu & Yao (2019) by showing that task-based writing not only fosters linguistic growth but also cultivates cognitive skills such as critical evaluation and argumentative reasoning, which are central to academic writing.

In sum, the implications of this study are twofold. Pedagogically, TBLT should be implemented as a scaffolded, collaborative, and sustained pedagogy that balances meaning-focused interaction with form-focused refinement. Teachers require training and curricular support to design and facilitate such approaches effectively. Theoretically, the study demonstrates the compatibility of TBLT with SCT and writing theory, while also highlighting the sequential nature of writing development in which structural and conceptual gains may precede linguistic accuracy. By bringing student perceptions into dialogue with established theories and empirical studies, this research strengthens the case for TBLT as both a practical pedagogy and a theoretically grounded approach to EFL writing instruction in Kepulauan Riau and beyond.

5.3 Suggestion

Building upon the findings and limitations of this study, several avenues for future research can be proposed to deepen and broaden our understanding of task-based language teaching (TBLT) and its impact on exposition text writing.

First, there is a pressing need to replicate this study with a larger and more diverse sample. With only four students in the current study, the findings, while rich in qualitative depth, cannot be generalized to the wider student population. Future studies could involve multiple universities across Kepulauan Riau and other Indonesian provinces, thereby capturing a broader spectrum of learner experiences and perceptions. A larger sample would also enable the use of mixed-method designs, combining qualitative insights with quantitative measures of writing improvement, thus offering both depth and breadth of evidence. Ahmed and Bidin's (2016) larger-scale study in Malaysia and Ali et al.'s (2023) cross-contextual research suggest that scaling up is both feasible and valuable for capturing general trends.

Second, future research should explore teacher perceptions of TBLT. While this study foregrounded the learner voice, the role of teachers in task design, facilitation, and assessment is equally critical. Studies such as East (2012) and Jeon and Hahn (2006) have shown that teachers often face challenges in implementing TBLT due to curriculum constraints, workload, and conceptual uncertainties. Investigating how teachers in Kepulauan Riau perceive TBLT, and how they adapt it to local classroom realities, would provide valuable insights for professional development and policy design.

Third, further studies could investigate the impact of specific task types and task conditions on exposition writing outcomes. Asgarikia (2014) and Bui et al. (2018) demonstrated that task type and planning conditions significantly shape writing performance. Future research could compare the effectiveness of different TBLT task designs—such as problem-solving tasks, debate simulations, or project-based writing—on the development of thesis clarity, coherence, and grammatical accuracy. Such research would provide practical guidelines for instructors in tailoring tasks to meet particular instructional objectives.

Fourth, longitudinal research is needed to trace the longer-term trajectory of writing development under TBLT. This study revealed that learners perceive immediate structural and conceptual gains but also recognize the need for sustained practice to achieve accuracy. Longitudinal studies spanning multiple semesters could examine how sustained TBLT interventions shape writing fluency, accuracy, and complexity over time. Such studies could build upon the insights of Long (2015b, 2016) and Ellis et al. (2019, 2020), who argue that cumulative exposure to tasks is essential for deep, lasting acquisition.

Fifth, future research might incorporate a mixed-methods design that directly links perceptions with performance outcomes. For instance, learners' self-reported improvements could be systematically compared with rubric-based evaluations of their texts over multiple time points. This would address the limitation of perception data being subjective and provide a more comprehensive picture of the interplay between subjective experience and objective performance. Mislevy et al. (2002) and Norris (2016) emphasize the value of assessment

frameworks that align learner perceptions with measurable learning outcomes, making this a promising direction.

Finally, research should also explore the intersection of TBLT and learner affect, particularly motivation and attitudes. Asma (2018) found that task-based instruction can enhance motivation and learner engagement. In the current study, students expressed enthusiasm for peer collaboration and proactive self-correction, indicating that motivation plays a role in sustaining their learning beyond the classroom. Future inquiries might investigate how different task features—such as authenticity, relevance, or collaborative structure—impact student motivation and willingness to engage in ongoing writing practice.

In conclusion, future research should aim to expand the scope of inquiry by scaling up sample sizes, incorporating mixed-method designs, and extending investigations longitudinally. Equally, it should diversify its focus by examining teacher perceptions, task types, and motivational dimensions. Through such multi-dimensional exploration, the field can gain richer, more actionable insights into how TBLT can best support the development of exposition writing in Indonesia and comparable EFL contexts worldwide.