CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, various findings of the research are drawn together, and some theoretical as well as practical implications of these findings are suggested.

5.1 Conclusion

This study was concerned with the effectiveness of the implementation of TBLT approach in teaching spoken narrative to eleven-graders. The purpose of this study was to investigate whether or not this approach is effective in teaching speaking. Furthermore, this study also aimed to discover students' responses toward the technique.

The study found that the implementation of TBLT could improve students speaking ability. The implementation of TBLT was found to be potential to provide better learning compared with the PPP approach. This was proven by several advantages possessed by the approach. First, TBLT approach provided opportunities for students to listen and participate in the learning process to help them to acquire the new language more naturally. This could be seen by their speaking ability improvement. TBLT approach provided a lot of exposure, a fun language practice for the students. Second, TBLT approach motivated the students to gain confidence in speaking. This could be seen by the students' responses that the friendly and cooperative classroom atmosphere which not forcing them to speak encouraged them to contribute or to ask freely if they need help. The major problem that teacher faced in dealing with TBLT was how to design interesting and beneficial tasks for the students. The teacher had to be able to relate the material between the objectives and the students' needs.

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5.2 Suggestions

There are several suggestions that might be useful for the teacher and further researchers. First, for teacher, the teacher has to design interesting activities for the task. It should enable students to be creative and motivating them to learn English. 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 how to pronounce word or utterances from their teacher.

Second, 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 textbook, the internet, educational magazines, etc. second, they have to consider the allocation time in giving the sequence of tasks for the students.

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