

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

This section presents conclusions and suggestions related to the teacher's implementation of task-based instruction in teaching speaking through the stages and the basic principles of task-based instruction. Further, the second part explores the discussions regarding the benefits and challenges of task-based instruction. The conclusions are formulated from the findings and the discussions of the research, and suggestions are directed to the English teacher and further researcher.

5.1 Conclusions of the Study

In accordance with the result of the classroom observations, questionnaires, and interview, the data indicated that, despite some limitations, the task-based instruction appeared to facilitate students to learn speaking. According to the data obtained, there were some features which contributed to students' accomplishment in this study; the teacher's understanding of applying task-based instruction based on its stages and the principles, and the teacher's role in applying task-based instruction.

Regarding the teacher's understanding, it was found that the teacher understood well of implementing three stages of task-based instruction and applying its principles. In accordance to the result of the observations stated in the previous chapter, from three stages of task-based instruction planned by the teacher, the teacher did not always apply every stage in task-based instruction. In the whole seven sessions teaching-learning, the teacher only conducted two meetings with complete stages. Thus, pre-task, task, planning, report, and practice steps were the activities mostly applied by the teacher, whereas analysis is the least likely step applied by the teacher. Even though the teacher was not able to follow the expected teaching procedure, it was found that the teacher applied the principles of task-based instruction.

According to the data obtained, there were some principles which contribute to the students' speaking skill. Firstly, the implementation of task-based instruction encouraged students to accomplish the tasks both pedagogical tasks and real-world tasks by using the target language. This encouragement was employed by having done tasks and performing dialog as the outcome. In order to be able to perform dialog, the students were simulated by the expressions that will be used in doing tasks. Additionally, the encouragement was conducted by considering appropriate topic, materials, and media.

Secondly, this teaching program promoted students to be actively participating in doing tasks. This engagement was indicated by having students taking part in the interaction and participating in the activities. Thirdly, the teaching program positioned language input as an essential role in assisting students to achieve the goal. In this teaching-learning, the students were enriched by language input in the target language. By doing so, they were encouraged to produce the target language they have possessed.

Fourthly, the task-based instruction provides collaborative work that the students could work together in pairs or in groups to accomplish the tasks. As mentioned in chapter II, this collaborative work is important to increase students' talk, encourage students to speak, and develop motivation. Fifthly, the task-based instruction focuses on meaning and form. As it is already mentioned, combining meaning and form can help the students accelerate the language learning.

Lastly, the implementation of task-based instruction positioned teacher as an important role in giving feedback both positive and corrective feedback. In this teaching program, feedbacks were given based on the students' language production. As previously stated in chapter II, feedbacks were needed to encourage students' motivation and facilitate students' progress. In addition, this present study also revealed that the teacher acted as a "scaffolder". In other words, the teacher did not spoon-feed the students, but he let the students explore the language they have known.

This present study revealed that the implementation of task-based instruction resulted in some benefits. Firstly, it contributes to students' speaking skill which is in line with the study of Gunawan (2013), Hasan (2014), Ho and Long (2014), Koswara (2015), and Munirah and Muksin (2013). The contributions in this study were indicated by how the students actively respond to the questions, how they interact in groups, and how they perform speaking confidently. In addition, the contribution was also shown by how the students pronounce, use appropriate vocabulary, and pay attention to grammatical form. Secondly, task-based instruction was found to enhance students' participation in a teaching-learning process particularly when the teacher asked questions.

However, apart from those benefits, three challenges found in this study had something to do with teacher's competence, availability of time, and mixed ability students. Unlike the previous study, the context of this research is in vocational school. There are different challenges or difficulties. Therefore, this research is finding out that in terms of availability of time, the amount of hours in vocational school is limited only two hours (2 x 45 minutes) in a week. This time of learning is considered insufficient for students in vocational school since they need to be ready for industrial world which requires the mastery of English.

Finally, it can be concluded that the result of the study confirmed the possibility of teaching English which uses task-based instruction in supporting vocational high school students to speak English. The findings in the present research were valuable for English teachers at the vocational school. The teacher under study could serve a role model for the implementation of TBI at the school or any other vocational schools. In addition, the findings also were valuable for teaching speaking in other vocational schools and senior high school in Indonesia. TBI also can be implemented by English teacher and other language teachers, not only for the teaching speaking skill but also for teaching listening, reading, and writing skill, or integrated skills.

This research is also recommended to ESP and EFL lecturers in universities to implement Task-based instruction as an alternative method in teaching speaking. Since speaking skill is concerned with fluency and accuracy, it is also recommended to teachers and lecturers to focus on the development of students' speaking fluency and accuracy. Additionally, it is suggested for other researchers to seek students' speaking development in speaking quantitatively.

5.2 Limitations of the Study

The followings are several aspects to be considered as the limitation of this study. First, the research was conducted only in seventh meeting or observation. The reason was task-based instruction in this research can be applied only for speaking skills. At that time, the topics which are appropriate for speaking have been delivered in seven meetings. However, the data from seven times observation is considered sufficient to provide the pattern of how the teacher implemented TBI. Second, since the participant of this study only a teacher and a class of eleventh students, this data then could not be generalized and compared to another case. Therefore, the findings are only suitable to the context where the research was taken place. Last, this study focuses only with the process of teaching. Specifically, the teacher's way in implementing task-based instruction in teaching speaking. The effect of students' speaking ability such as fluency, accuracy, vocabulary, and grammar were not the focused in this study. In short, this finding of the study is expected to be the window for the further research that concerns the potential benefits and challenge in the implementation of task-based instruction in teaching speaking.

5.3 Recommendations

Concerning the aforementioned findings, it is recommended that the teacher improves his effort in implementing task-based instruction to the teaching-speaking. The findings showed that the teacher fully understands the nature of task-based instruction, the purpose of each stage, and his role in every stage. Additionally,

preparation should be taken into account of the English teacher who wants to implement TBI as the study has confirmed that teacher's preparation has been one of the problems in TBI. The teacher's creativity in organizing tasks is pivotal in conducting meaningful tasks which can encourage students to speak.

For the further study, it is recommended that similar study can be conducted in different level of students such as senior high school and university level context. The different context and setting may provide new findings of the implementation of TBI. In addition, it is also recommended for further researcher to conduct the research in longer time in order to gain rich data during the implementation of task-based instruction. Last, it is essential for further studies to be focused on the effects of task-based instruction to speaking skill or another language skill such as writing, listening, and reading so that the benefits of TBI can be explored and the aspects of language affected can be revealed.