

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusion that can be drawn from the data presentations and discussion from the previous chapter. This chapter is divided into two parts, the first one is conclusion and the second one is recommendations.

5.1 Conclusions

This study is concerned with the use of task-based in teaching speaking at one of vocational high school in Cimahi. The purpose of the study was to find out the benefits of the use of task-based language teaching in order to help students to improve their speaking ability and to discover the students' responses toward the implementation of task-based speaking activities.

Based on the findings and discussions presented in the previous chapter, the study shows positive responses towards the implementation of task-based in teaching speaking. This research comes up with some benefits related to the use of task-based in teaching speaking: (1) task helps teacher to teach at ease; (2) task helps teacher to manage the class better; (3) task tends to create students' high participation; (4) task enhances students' interest; (5) task presents enjoyable learning activities; and (6) task makes students easily focus on the learning.

Departing from the findings of this study, task-based language teaching shows the improvement of students' speaking through teacher's role as facilitator who helps students in improving speaking ability by giving opportunities so the students feel at ease in improving speaking ability. In addition, the sequential tasks enhance teacher's practice in teaching speaking in the classroom since task-based language teaching can develop teacher's creativity in varying the activities. The tasks also make teacher control the class easily. Students' interest is also facilitated because task-based language teaching can increase classroom participation during the learning process that makes them to the use language communicatively for the tasks given.

Since task-based language teaching focuses on tasks, the students were very

enthusiastic in the learning process because they responded positively to the tasks and the learning process. Students were also engaged in the learning activities because the teacher could prompt students to each step in task-based language teaching. The speaking ability was effectively developed because through sequential steps of task-based language teaching (pre-task-during task-language focus) and feedback, students could easily express their ideas in their speaking practice and it is very essential for both teacher and students to do in task-based language teaching.

Considering the positive findings and responses from teacher and students, the use of task-based language teaching improves students' speaking ability and practice. However, teacher has to anticipate the tasks to be given because they need to be developed based on the students' needs and interest since the needs and interest are different.

5.2 Recommendations

There are some recommendations that are very useful for the teacher and further researcher. For teachers, it is recommended to provide more creative tasks in teaching speaking and to involve students in assessing their speaking as feedback for them. The tasks must be appropriate for students' needs and the lesson objective. Moreover, the teacher should consider the characteristics of learners in order to engage as many as students in classroom. The tasks may vary in terms of theme and form. In addition, the teacher, has to pay attention to the time allocated that provided for each meeting in order to make an effective teaching learning process.

For further research, the practice of task-based language teaching in EFL context, especially in Indonesia, is highly recommended to be used as it is expected to give contribution to speaking strategies applied in the classroom to help students and teacher. Moreover, the use of sequential tasks develops teacher's learning process in the classroom as well as students speaking practice. The teaching of other language skills offer specific development and abilities for students that are very essential to use language the language meaningfully and contextually.