

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 writing hortatory exposition text. 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 write hortatory exposition text and to discover the students' responses toward the implementation of task-based writing activity.

Based on the findings and discussions presented in the previous chapter, the study shows positive responses towards the implementation of task-based in teaching writing. This research comes up with some benefits related to the use of task-based in teaching writing: (1) task helps teacher to teach at ease; (2) task helps teacher to manage the class; (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' writing through teacher's role as a facilitator who helps students to correct their writing product by giving one-on-one feedback so that students feel at ease when they produce their own writing product. In addition, the sequential tasks enhance teacher's practice in teaching writing 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 bridged because task-based language teaching can

increase classroom participation during the learning process that requires them to use the language communicatively for the tasks given.

Since task-based language teaching focuses on tasks, the enthusiasm of students was prominent in the learning process because they responded positively to the tasks and the learning process. Students also felt engaged in the lessons because teacher could prompt students to every step in the task-based language teaching. The writing product was significantly developed because through variations of writing strategies (free-writing and translating) and feedback, students could easily express their ideas in their writing draft and it is very important for both teacher and students to do in task-based language teaching.

Regarding to the positive findings and responses from teacher and students, the use of task-based language teaching improves students' writing ability and practice. Nevertheless, teacher has to anticipate the tasks to be provided because they need to be developed in accordance with students' needs and goals since the needs and the goals are varied.

5.2 Recommendations

There are several recommendations that might be useful for the teacher and the further researcher. For teachers, it is recommended to provide more creative tasks in teaching writing and to involve the students in assessing their writing as a reflection for them. The tasks must be appropriate for the students' needs and the lesson objectives. Moreover, the teacher should consider the variety of learners in order to engage as many as students in the class. The tasks may vary in terms of topic and forms. In addition, the teacher has to pay attention to the time allocation provided for each meeting in order to make an effective teaching learning process.

For further research, the writing practice through task-based language teaching in EFL context, especially in Indonesia, is highly recommended to be used as it is expected to give contribution to writing strategies applied in the classroom to help teacher and students. Moreover, the use of sequential tasks develops teacher's learning process in the classroom as well students' writing practice. In addition, it is also recommended to use task-based language teaching for other text types since every text type has its own characteristics to be mastered by the students. The teaching of other language skills is also highly recommended to use task-based language teaching because the other skills offer specific development and abilities for the students that are very important to use the language meaningfully and contextually.

