

CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

This chapter concludes the findings of the study and their implications for the teaching of English as a Foreign Language. Some recommendations are also provided that might be useful for English teacher and for further related study.

5.1 Conclusions

There are two main important conclusions present in this subchapter as the answers to the two research questions that have been formulated in the first chapter of the thesis: (1) Is the implementation of task-based learning with English Conversation Gambits as its language focus material effective in improving students' speaking proficiency?; and (2) What are the students' attitudes toward the implementation of Task-Based Learning with English Conversation Gambits as its language focus material in term of behavioral, cognitive, and emotional aspects of attitude?

For the whole process of the implementation of Task-Based Learning with English Conversation Gambits as its language focus material during the study, I concluded that despite some of the limitation found in the study, the method implementation was beneficial to be implemented in the EFL classroom for developing students' speaking proficiency. This conclusion is drawn from statistical calculation using independent t-test as has been shown in chapter IV. Moreover, regarding the students' attitudes toward the method implementation, I concluded that most of the students showed positive attitudes toward the method implementation. Those findings are elaborated as follows.

Regarding the first research question, it was found that the method implementation generated the students to use the target language to accomplish the task which in turn improved their speaking proficiency. It facilitated student to

experience and exploring the target language use through the task completion. Moreover, English Conversation Gambits material served to simplify and naturalize the students' language expressions.

The findings imply that the implementation of Task-Based Learning with English Conversation Gambits as its language focus material can be recommended as a method to be implemented in English as a Foreign Language classroom context as this method was found beneficial in contributing the communicative competence as increasing students' speaking proficiency. Moreover, in Indonesia with its newest curriculum i.e. 2013 curriculum, this Task-Based learning method is in line with the 2013 curriculum. In *Permendikbud No. 70 tahun 2013 tentang kurikulum SMA*, it is stated that the 2013 curriculum is developed through the completion of thinking system, including: (1) teacher-centered becomes students-centered; (2) one way learning system (teacher-students interaction) becomes interactive learning (teacher-students-society-nature-other resources interaction); (3) isolated learning becomes networking learning (students can acquire knowledge from whoever and from everywhere that can be accessed including from internet); (4) passive learning becomes inquiry learning. Those all four statements are reflected in Task-Based Learning

Regarding the second research question, the students' attitudes toward the implementation of the Task-Based Learning with English Conversation Gambits as its language focus material during the method implementation, the results were taken from the three aspects of students' attitudes including: (1) behavioral aspect; (2) cognitive aspect; and (3) emotional aspect. Based on the results of the classroom observations, questionnaire, and interviews, I concluded that on the whole the study was found to give positive attitudes to the students as discussed below.

Firstly, regarding the students' attitudes in term of behavioral aspects, the method implementation could improve some of the behavioral aspects under investigation, including: (1) students' involvement in classroom learning and teaching activities; (2) students' motivation for actively learning in the classroom;

(3) students' independence in learning; and (4) students' self-confidence to speak in the target language. On the whole, the findings on the behavioral aspects of the students' attitudes indicated students' positive attitudes toward the method implementation.

However, for low speaking proficiency students, I found that the characteristics of the method implementation to some extent impeded them to get involved in the task since their motivation, independence, and self-confidence became impediment for them to engage in the task. Meanwhile, for high speaking proficiency students, the method implementation was found helpful in accommodating their speaking proficiency improvement. The task which was designed for use of the target language in such real situation motivated them to explore their language knowledge.

Secondly, regarding the students' attitudes in term of cognitive aspects, the method implementation could improve some of the cognitive aspects under investigation, including: (1) students' speaking skill improvement; (2) students' fluency improvement; (3) vocabulary use improvement; (4) pronunciation improvement; and (5) interaction and communication improvement. Most of the students were found to have positive attitudes toward the method implementation. They believed that the method implementation increased their opportunity to speak the target language, improved their speaking skill, improved their speaking fluency, increased their vocabulary use, improved their pronunciation, and increased their interaction and communication with their classmates in the target language.

Thirdly, with respect to the students' attitudes in term of emotional aspect. Task-Based Learning with English Conversation Gambits as its language focus material was found giving positive attitude to the students. They enjoyed the learning and teaching process. This positive attitude was shown by their engagement and willingness in the learning and teaching process during the study. I assumed that the method implementation offered the students such a real

situation of the target language use through task completion created new learning experience for them. This to some extent make them satisfied in learning.

However, to some extent the method implementation could create gap between low proficiency students and high proficiency students. Moreover, the class became crowded since small group discussions were designed for completing the tasks.

5.2 Recommendations

As this study confirmed that Task-Based Learning was theoretically, pedagogically, and empirically found valuable to the contribution of second language (L2) learning, English teachers are in need of creativity in designing lesson. Do not take for granted what textbooks provide, make sure that the tasks are appropriate with the learning and teaching objectives.

Some factors need to be taken into consideration when implementing Task-Based Learning with English Conversation Gambits as its form focus material. These factors became the limitation as well as challenges of this study. Firstly, the class was categorized as a large class with different levels of proficiency that made the implementation of the Task-Based Learning was time-consuming since three main components of Task-Based Learning should be fulfilled. Task-Based Learning is not simply giving students a task one after another, those three main components are the essence of Task-based Learning. Thus, it is recommended that teachers should plan the lesson well to ensure the learning process is really based on Task-Based Learning. Secondly, it is recommended that Task-Based Learning activities done outside classroom to maximize the learning since the class is crowded and make noise to the next classroom. By this way of learning, taking turn to accomplish the task as usually done in classroom that causes time-consuming can be overcome as the students

can be divided into small groups and accomplishing the task at the same time without waiting for the long turn.

For future researchers, regarding the limitation of this study, it is recommended to do further research on difficulties students encountered with Task-based Learning implementation to see more comprehensive effect of the Task-Based Learning implementation. It is also recommended for future researchers to do studies on the implementation of Task-Based Learning with other language focus materials in other skills such as listening, reading, or writing.

Finally, hopefully this study will enrich the literature on the teaching of English as Foreign Language in Indonesia as a positive contribution to the development of education in Indonesia, Amen.