

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

The final chapter outlines the conclusions, limitations of the study, and recommendations. The conclusions are built up on the basis of data analyses regarding the operationalization of engagement in enhancing Communicative Competence (or CC) in Task-Based Language Teaching (or TBLT), discussed in the previous chapter. Recommendations are addressed to those who are interested in the operationalization of engagement in the aforementioned language learning and teaching approach, in EFL context. Due to some limitations, discussed in the section, these recommendations are exposed for a better future research.

5.1 Conclusions

The study focuses on the operationalization of engagement in enhancing CC in TBLT. It is aimed at investigating how students' engagement in TBLT improved CC and what CC components improved as a result of their engagement.

There are four conclusions which can be drawn from the study. Firstly, after the teaching program, through TBLT phases, it is noted that students' engagement improved their CC by means of the complexity or difficulty of tasks carried out. To be precise, the more complex or difficult the tasks were, the more behaviorally and cognitively engaged the students were. Their engagement was then determined by the teacher's design (simple-to-complex tasks) and task conditions.

Secondly, a complex or difficult task could be repeated. Task repetition for content familiarity and task performance could affect somewhat relationships between students' engagement level and their CC. The findings also indicate that more considerably noticeable engagement was resulted when such a complex task was repeated. Although the task repetition might have created boredom to the group students, they could complete its more complex features (of Activity 3) considerably well due to their self-selected topic. Overall, the students may repeat the task or the lesson as task repetition surely builds their confidence, enthusiasm, pride and zest, Lisa Husiana, 2018

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reaching higher engagement level. The three dimensions—behavioral, cognitive, and social dimensions—overlap, interact, and manifest themselves differently in different contexts (Philp and Duchesne, 2016).

Next, the three CCs, such as Discourse Competence, Strategic Competence and Grammatical or Linguistic Competence considerably or mostly improved as a result of the students' engagement. Moreover, all the aspects of these competences were typically seen across all activities (Activity 1, 2 and 3). Regarding the aspects of CC components, it should be emphasized that all Discourse Competence aspects were reflected—cohesion, coherence, deixis, genre, and conversational structure. Surely, this was fully supported by their Strategic Competence and Grammatical or Linguistic Competence. In other words, role play in problem solving activity can be carried out as a class activity in order to promote knowledge of logic across sentences and phrases. Next, students have the potential to develop as supported by both innate linguistic knowledge and communication strategies for language development in their successful communication (Canale & Swain, 1980; Canale, 1983).

From the study, the researcher concluded that TBLT is an effective approach to promote students' engagement in enhancing their CC. Task-based lessons should be interesting ideas for language teachers in classroom. Engagement contributes to the success of language learning and teaching, thus, indicating students' academic achievement.

Lastly, again, I, the researcher have attempted to make a case in which students' engagement in TBLT (proven as an effective learning and teaching approach) improves their CC by the complexity of tasks manipulated on the basis of several factors: the learner, the task and the text (Brindley, 1987). The present study has shown the manipulation of task complexity exerts a considerable influence on the students' engagement which contributes to their CC, reflected in their task performance—complexity, fluency, and accuracy (Foster & Skehan, 1996, 1997). This task complexity was resulted from the cognitive demand factors. For this, it is also safe to claim that the results obtained were consistent with the Candlin's (1987) and

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Skehan's (1996, 1998) findings, that cognitive complexity affects task difficulty. Robinson's (2001) thinking about cognition contributing to complexity hypothesized to promote students' interactions is provisionally accepted.

5.2 Limitations of the Study

The study was only conducted in one private school in Bandung, involving 9 students of Science Program Year 10. Thus, the results of the study cannot be generalized.

Not all dimensions of students' engagement were analyzed in the study. Affective or emotional engagement, as closely related to social engagement, was not part of the investigation. As a result, the holistic picture of how affective engagement and social engagement are related cannot be well demonstrated. In addition, students' social engagement analyzed in the study was focused on students' vocalizations or linguistic aspects only. Not all aspects of sociolinguistic competence were also analyzed, thus the students' sociolinguistic competence could not be fully displayed.

Applying discourse analytic measurement, the study only focuses on the language perspective fixated on it so that it is less able to bridge the linguistic and non-linguistic dimensions or profiles.

5.3 Recommendations

Based on the limitations of the study, there are some recommendations purposed for future research ideas in the field of engagement in TBLT. Firstly, it is suggested that future researcher may investigate all engagement dimensions (applying various research methodologies). It is hoped that these results will contribute to the field, that is, giving more understanding of how to assess students' engagement in the National Curriculum, especially English Subject for Junior and Senior High School. A research on the relationships between students' engagement and their language proficiency (as a result of the nature of Communicative Competence) in task performance may also be conducted.

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Secondly, task repetition (due to the task complexity) is strongly suggested when students do not meet the standard criteria. By repeating the same or similar tasks, therefore, they might be able to build upon what they have already done in order to buy time not only to do mental work on what they are about to communicate but also to access and (re) formulate words and grammatical structures more efficiently, effectively, and accurately.

Next, as TBLT is an effective approach to promote engagement in enhancing CC, L2 teachers may apply the task-based approach in bigger classes (going through the phases and applying more complex and different tasks) in teaching the language skills. The role of a teacher is significant in preparing the students for task performance, for instance, selecting the topics, manipulating the task complexity, and motivating the students, etc. For any method or technique to succeed, teachers need to be highly creative and innovative in involving students and be in a position to take initiative to arouse their interest.