# CHAPTER V
# CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the conclusions and implications of the developed product, along with the recommendations for further research and development. The section of the conclusions will address the answers to each statement of the problems that become the core of the study. The implications section contains several prominent features of concern to both theorists and practitioners. Besides, the recommendations section addresses the users, researchers, practitioners, and lecturers that will utilize the developed product in the teaching writing skills in particular and all language skills generally.

## 5.1 Conclusions

The answer to the three questions of this study is presented in this sub-chapter. The first research question of the research explores the needs of students in academic writing subjects. The result of need analysis suggests that the students need to learn the types of writing texts, knowledge on vocabulary, punctuation, construct sentences into paragraphs, understanding unity and coherence of sentences in English, use the picture as media or the academic writing material, adapted version of the text and have good skills in writing different genres since they are lack of grammar knowledge and vocabularies and improvement on the aspect of teaching writing.

The second question of the present study explores the product design of the TBLL model, including instructional goals, teaching steps, instructional materials, classroom management, lecturers and students' roles, and students and lecturers' characteristics, syllabuses, and assessment. Then the expert validation and the practitioners' validation toward the TBLL model are also explored. The prototype of the TBLL model is good to teach writing skills and enhance students' academic writing knowledge. The framework and implementation of the model are conceptually well-developed seen from the perspective of experts and practitioners of English writing instruction. The validation is viewed from a theoretical basis, instructional model elaboration, and

instructional model practicality. The instructional model is appropriate to be used in English department students. From the perspective of students and lecturers, the TBLL model is practical, useful, and very good (90 %) in each meeting during the teaching and learning process in the writing class. Meanwhile, from the perspective of lecturers, the TBLL model is very good (96%).

The research generates the appropriate materials prototype of the TBLL model to abridge students to learn writing skills. The components of the materials prototype consist of input, tasks, and evaluation. The materials are designed into lesson units. Each unit is spent in four meetings and covers 11-13 learning tasks.

The quality of the material prototype of the TBLL model is good. The prototype materials cover the appropriate contents, inputs, and tasks to facilitate students' learning and practice to write linguistically accurate writing. It is proven based on experts' and practitioners' validation viewed from the content, input, and language.

The third question of the present study explores the effectiveness of the TBLL model. The finding reveals that the result of the non-equivalent control group design proves that the TBLL model is effective in enhancing students' writing achievement. The post-test mean of the experimental group is statistically higher than that of the control group. Moreover, in response to the TBLL model implementation, the lecturers and students find the developed model mostly practical and advantageous.

Some possible reasons were proposed based on the findings of the effectiveness of the TBLL model implementation and the participants' positive responses. They are: (1) the need analysis that had done before the TBLL was implemented in the classroom; (2) the students have had many exposures to English; (3) the explicit teaching that had been delivered before the learners composed their writing; (4) the sequences of tasks that were relevant to the students' writings; (5) the lecturer's supports during the learning process; (6) the evaluation of the students' works, so that they could have a better understanding on writing subject.

## 5.2 Implications of the Findings

The findings emerging from the TBLT model provide some implications for future work. First, there is a need for lecturers to understand the theory and concepts of Task-Based Language Learning to be able to transform their understanding into good practice. This issue is related to the capacity of teacher task-based literacy, which refers to knowledge, skills, and principles in task-based instruction. The researcher argues that task-based language learning is needed among students and lecturers to provide the quality of teaching academic writing.

Second, the product of this research might be future developed by validating the product through a large scale of Design-Based Research with more universities involved in the field testing, devising appropriate tasks and classroom activities, instructional goals, teaching steps, learning materials, students' and lecturers' characteristics, syllabuses and lesson plan so that the developed model fits the needs of the students.

## 5.3 Recommendations

After conducting research and development, this study proposes some recommendations. The TBLL model proves to be effective for fifth-semester students of the English language education Department in academic writing subjects. The use of the model for the fifth-semester students is possible, particularly when the students have an interest in academic writing. An academic writing lecturer or a user might want to obtain information about the students' interest in academic writing through a questionnaire and interview with the students and lecturers.

Furthermore, it is essential for English lecturers at private universities to improve students' writing skills. The lecturers need to use an appropriate instructional model to teach writing subjects. The TBLL model can be an alternative way to develop students' competencies in writing skills.

In addition, the researcher realizes that the content of teaching materials in this study is only for teaching descriptive text and exposition text. Many genres can be used for the next researcher to develop students writing skills. It is suggested that educators

who wish to adapt the TBLL model in their teaching should be creative in designing teaching activities and materials to be implemented in the classroom.

Also, the developed model is supported by the CLT approach and the Genre-Based Approach. Writing lecturers might want to use any workable approaches to meet the objectives of his/her instruction, but none of the existing approaches to teach writing is independently effective and support the TBLL model in teaching other language skills (speaking, reading, and listening skills).

Besides, this study works well at two different private universities; other studies testing the feasibility of the TBLL model conducted at other universities are needed. Therefore, the researcher welcomes any collaborative works related to examining the feasibility of applying this model at different times and places.