

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusions and suggestions drawn from the research findings and discussion in the previous chapter. The chapter is divided into two parts, the first is conclusion and the second is suggestions.

5.1 Conclusion

This research was aimed at discovering (1) the implementation of task-based instruction in English teaching and learning of SD Kartika X-3 fifth grade; (2) the problems the teacher encountered in implementing task-based instruction; (3) the problems the students encountered in the implementation of task-based instruction; and (4) the students' responses to the use of task-based instruction.

Although many teachers doubt the implementation of TBI in the elementary level, in fact, TBI can be implemented and it benefits the students and the leaning itself. It can be shown from the findings of observation, interview and questionnaire of this study. The students not only enjoyed the learning process, shown by their enthusiastic expressions in the observation and their answers to the questionnaire and interviews, but also they could finish the tasks well. Moreover, TBI can encourage them to start communicating in English as well. Although their Indonesian was still dominantly used in the learning process, they had initiated to use the target language.

In implementing TBI in the fifth grade of SD Kartika X-3, the teacher faced some problems. There are two major problems in implementing TBI: relating to the instruction, TBI, and relating to the teaching and learning process. The problems which are related to TBI are problems in determining allotted time for doing and finishing the task and in designing interesting activities in each phase of TBI. Meanwhile, the problems which are related to the teaching and learning process are in encouraging students to actively contribute to the teaching and learning process and in giving attentions to all students.

Moreover, students are also encountered some problems in their English learning using TBI. The biggest problem came from the students themselves. They found some difficulties in using English to communicate with their friends and respond the teacher. It made them had to open the dictionary frequently. Besides, they felt nervous if the teacher asked them. The other problem, faced by a few of them, is the difficulty in understanding teacher's English utterance and in doing the task. However, some students did not find any problems in the implementation of TBI in their English learning.

Nevertheless, they responded the TBI well; it is shown from the findings of observation, interview and questionnaire. They are interested and enthusiastic in following the learning English using TBI. They think that TBI not only increases their English ability, especially for communication, but it also motivates them to learn English. In terms of teacher's role as TBI implementer, almost all of the students stated that the teacher played an important role in guiding and

motivating them to do the task and actively involved in the teaching and learning process.

5.2 Suggestion

Having completed the study, there are some suggestions that may be useful for further study. The suggestions are proposed as follows:

1. It is expected that the teachers implement task-based instruction as one of the instructions in teaching English, especially in elementary school, because it can encourage the students to communicate in English.
2. It is suggested that teachers who implement task-based instruction to be creative in designing activities to be implemented and have willingness in finding ideas from other sources, such as from English textbooks, the internet, educational magazines, etc.
3. It is suggested that teachers who teach in large classes (more than 30 students) to move around the class frequently to control and give attention to all students. Otherwise, if it is possible, it would be better if there are two or more teachers, so the learning process can be more effective.
4. For further exploration, future researchers can extend the investigation on task-based instruction by using more samples of different settings and contexts.