

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher concluded that the use of Task-Based Learning Teaching (TBLT) in teaching speaking significantly developed the speaking skills of students who were taught using the Task-Based Learning Teaching (TBLT) strategy and those who were not. The students in the experimental class were able to improve their speaking skills significantly. Their better achievement in speaking skills can be seen from the average score of the post-test results of the experimental group (71.00) which was higher than the average score of the post-test results of the control group (51.00). Most of the fifth-grade students in the experimental class had better development and improvement and they were enthusiastic and active in using the Task Based Learning Teaching (TBLT) strategy.

Task-Based Learning Teaching (TBLT) is a learning method that helps students learn a language effectively through practical tasks that reflect real situations. This method is useful for improving students' speaking and critical thinking skills while encouraging higher learning motivation, because students are actively involved in relevant and meaningful learning.

The aspect that is greatly influenced and most improved through TBLT is the pronunciation aspect of speaking ability. Because this method encourages students to actively communicate in the target language, they get many opportunities to develop fluency, confidence, and communication skills in real contexts.

Teaching using TBLT is to motivate students to learn. Researchers connect the material to real life. Researchers make learning relevant to students' daily lives or their local context. Researchers take students out of the classroom for field-based learning. Researchers also apply innovative learning methods such as: Flipped classroom: Students learn theory at home and practice in class.

Gamification: Adding game elements to increase interest in learning.

Problem-Based Learning to train critical thinking skills.

5.2 Suggestion

Based on the conclusions above, there are some suggestions as follows:

1. For the Teachers

- a. Teachers should make the class interesting and fun. Here, the use of task-based learning or helping students see the meaning in academic materials, they learn by connecting academic subjects with the context of their daily lives, contributes to motivating and stimulating students' speaking skills.
- b. Teachers should pay attention to increasing student activity in class. Let students explore their potential and abilities.
- c. The researcher would like to give advice to English teachers that this method is very useful for teaching speaking or even practicing speaking in the classroom but there are many methods that can be used in the teaching and learning process, but using picture dictation for task-based methods in teaching speaking can overcome problems when teaching English especially for teaching speaking such as; students have difficulty expressing their ideas and students are less motivated.

2. For the Students

- a. Students must practice English every day.
- b. Students must have high motivation and enthusiasm in learning English, especially in speaking skills.

3. For the next researchers

The researcher realizes that there are still many shortcomings in this thesis, so the researcher really expects criticism and suggestions for improvement. Therefore, the author hopes that this thesis can provide useful contributions of thought for readers, especially for students majoring in English Education Study Program, and for further researchers.