CHAPTER V

CONCLUSION AND SUGGESTION

The researcher discusses conclusion and suggestion in this chapter which has been constructed from the previous chapter. Conclusion part shall provide the readers about the summary of the findings from the research questions. Meanwhile, the suggestion part presents the researcher's suggestions towards this study for the readers and further studies in the same field.

5.1   Conclusion

Based on the class observation which was done at the lecturer's Speaking for Everyday Communications class and the data analysis, the researcher concludes that there are one target task and a total of seven small tasks found in the class. The lecturer uses seven small tasks as a bridge for the students to achieve the target task. Moreover, the main theme of the presented material during the class observation is "Reviewing Songs".

The first small task used in the class is self-reflection. This task is used to introduce the students on how to review songs. Moreover, the lecturer used this to determine the students' criteria about what is a good song. The second task used in the class is sharing. In the class, apart from used as a method to improve students' speaking skill, sharing was also used as an assessment tool to give students feedback about how well they did. The sharing task applied a couple of times in the class especially when the lecturer divided the class into a few groups. The third task is group discussion. This task is focused to improve students'

speaking skill and also to develop students' confidence when using the target language in the class. Moreover, this task used in a quite long time around 60% of the whole class activities. Besides, this task was also used to shape students' criteria about what is a good song and why.

The next task employed in the class is in-group debate. The debate was used to engage students to speak with each other. The students were asked to create some arguments towards a selected song, and then to defend their arguments against other classmate which didn't agree on their opinion. In-group debate was used twice in the class. The fifth small task used in the class is puzzle. Students was asked to arrange a set of puzzled lyrics of the selected song by listening to the song and discuss with their group to arrange the lyrics. Then, students were asked to analyze the lyrics and to decide whether they still like or dislike the song according to the lyrics they read. This task was aimed to build students' criteria of reviewing songs or add other criteria of their own.The following small task is asking and answering. This taskwas focused to give support to the students and to give feedback to them. Asking and answering was initiated a couple of times during the class. The last small task is giving critics. This task was chosen by the lecturer to challenge the students' ability to review the selected songs and to see how their skill to review songs after he build students' knowledge about reviewing songs.

The target task or main task is of course reviewing songs. In the target task, students were asked to create a short-length video of them reviewing the selected songs. Students were expected to create the video through what they had

already learnt in the class. The video will also be used as the assessment tool of students' performance.

5.2   Suggestions

After concluding the study and giving answers to the research questions, the researcher would like to give a few suggestions to the readers. For future researcher, there are many uncovered areas of TBLT that are not mentioned in this study since this study is aimed to focused at the task itself. The writer hope that the further researcher would dive deep into this field. For instance, further research shall discuss about the application of TBLT in other classes, analyzing students' perception towards the TBLT, or implementing the TBLT itself in the class to see how it helps students to develop their ability and etc.

Subsequently, for future lecturer or teacher which are using TBLT as their teaching approach would prepare the teaching approaches carefully and effectively since TBLT is considered as a new teaching approach and it has a few definitions which could confuse some of the user if they don't understand well. The user of TBLT should also consider the practical aspect of TBLT since this approach emphasize on working tasks and convey meaning rather than to manipulate form which will result in the students to use the target language in a natural way. Another important point is, the user should be able to determine whether their applied tasks is appropriate real-world tasks or not since there are many definitions regarding task itself.

The last suggestion is for the students of English Language Education Department at the University of Muhammadiyah Malang. The researcher hope that this study will not stop here. The researcher wishes that there shall be continuation towards the study of TBLT by other researcher especially the fellow students of University of Muhammadiyah Malang in which this study was initiated at. Furthermore, the researcher also wishes that the readers of this study will gain knowledge towards TBLT and to whomever read this study will experience nothing but joy and pleasure.