

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The conduction in cycle one was not maximal for students because they needed time to adapting towards the Task-Based approach whose they experienced for the first time during English subject. The time allocation also did not help much so there was two groups got the chance to presenting their task result. Those factors make the researcher and teacher re-planning for cycle two with addition of time by one hour. After the finding in previous chapter, it showed that students' mastery in integrated skills can be improved by implementing Task-Based Learning into the lesson procedures. Out of 20 students in a class, 16 people have passed the post test with score 75 and or over than 75. The percentage of the result also achieved up to 80% which is include in the good criterion. The improvement also showed in the observation sheets, the more details appear in each indicator the highest score the students would get. Each indicators gave the illustration of how students during the learning activity. The increase of score for observation sheets were 22% higher in cycle two.

Furthermore, there were a significance improvement in the score from post tests. It was also indicated the achievement of teaching integrated skills through Task-Based learning for students because the response they gave were positive, the result shown that students agreed task-based learning made them confident and enthusiast to learn integrated skills based on the sum of questionnaire's result from the very agree and agree are  $\geq 90\%$ . Based on the brief elaboration above, it can be concluded that implemetation of Task-Based Learning approach is effective in teaching integrated skills for eleventh grader of class NKN 2 in vocational high school of Surabaya.

## **5.2 Suggestion**

Based on the details in discussion from chapter four, the use of Task-Based Learning has an effect in integrating students language skills. Looking back at the previous conclusion, the researcher come up with some suggestions to the English teachers, students and other researchers.

### **5.2.1 For Teacher**

The researcher suggests to the teachers apply Task-Based Learning approach in learning the skills of English language, it can be applied for grammar and or vocabulary mastery and should be carefull in designing the lesson plan by selecting the appropriate types of TBL. The teacher can also provide students with creative activities based on TBL framework.

### **5.2.2 For Students**

It is suggested for the students to implementing Task-Based Learning in inside the classroom activity or daily life to improve their abilities in comprehending integrated skills.

### **5.2.3 For Future Researcher**

The previous study used another method in teaching integrated skills such as Direct Method, News Presentation and Project-Based. It is suggested to the next researcher to use another strategy such as role-play and simulation to improve the mastery of students integrated skills.