

## **Chapter Five**

### **Conclusion and Suggestion**

In this chapter, the researcher explains about the conclusion and suggestion. Conclusion mostly illuminates about the summary of this research. The researcher also explains the suggestions based on the significances of the study which are for the students, for teachers and the other researcher.

#### **Conclusion**

As ELF teacher, they have to provide the most suitable learning method inside the classroom. The researcher focused on a certain method called Task-based learning method popularized by N Prabu in 1987. The researcher found it was an ideal to discover the implementation of TBL method at English Language Education Department (ELED) classrooms. ELED students learned about learning method inside the classroom; they can also identify teacher's approach in using TBL method inside the classroom. The researcher believed that TBL method is a modern method that could be useful for teachers. The aims of this research were to describe the steps of Task-based learning method implemented by teacher as perceived by students, and to identify the students' perceptions on the effects of using Task-based Learning method in teaching learning process. The researcher believed that this research could be used as a consideration for teachers to use TBL method in their classroom.

The researcher chose a descriptive case study under a qualitative research to accomplish the purpose of this research. The setting on this research was on

English Language Education Department in a private university in Yogyakarta. The researcher chose four participants based on purposive sampling with several criteria to get good representations of the students in the private university in Yogyakarta. The researcher used face-to-face interview as data gathering method used in this research. After collecting the data, the researcher analyzed it using open, analytic, axial and selective coding.

The researcher discovered the result of this research which divided into two. The first purpose was the steps of TBL method implemented by teacher as perceived by the students. It was discovered that the Task-based Learning method teachers implemented several steps in conducting TBL class. The first step was called pre-task, where the students were divided into several groups and each group got a topic. The next step was whilst-task, where students performed their presentation in front of the class. The last step was post-task, where the teacher gave feedback and evaluated the students' performance; also followed by discussion between students.

It has been found in this research that the main task conducted in TBL classes was performing presentation. Doing a presentation might not be the best capture of TBL method's task; but the researcher found out that in the third year of English Language Education Department, the classes were more theory-based class rather than skill-based class. In theory-based classes, most activities aimed at understanding linguistic and pedagogical concepts. Thus, participant may recall only their current experience (i.e. in theory-based class) instead of talking about varied tasks aiming at enhancing their language proficiency which they took on

the first and second year. Therefore, the finding in this research proved that presentation was used as the main task in TBL method class in ELED in a private university in Yogyakarta.

The second purpose was the students' perceptions on the effects of using TBL class in teaching learning process. The researcher discovered eight effects that students' perceived inside the TBL class. The first was that TBL class increased students' active participations. Next, TBL class increased students' interaction inside and outside the classroom; TBL class improved students' critical thinking; TBL class also enhanced students' speaking skills. It was also found that TBL class created an enjoyable environment inside the classroom. Moreover, TBL class created bond between teacher and students. Lastly, TBL class also improved students' vocabulary skills.

### **Suggestion**

As the result of the students' perception on Task-based Learning method found, here are several suggestions provided to several parties.

**For students.** English Language Education Department students learn about learning method in the class. The students also taught by teachers who implemented several methods inside the classroom. It is important for ELED students to pay attention on the effectiveness of a learning method such as Task-based Learning method. It has been found in this research that the implementation of TBL method in ELED class resulted in positive effects. Therefore, ELED students may consider using TBL method in the future when they become teacher.

**For teachers.** As teachers, they have to provide an effective method inside the classroom. Effective method can produce positive effects inside the classroom. As it has been found in this research, TBL method produces positive effects on students' perceptions. Thus, teacher may consider using TBL method inside their classroom. It was also found in this research that the steps of conducting TBL method inside the classroom. Thus, teacher may consider applying the steps in their TBL classes.

**For other researchers.** For other future researchers, this research may provide detail information on students' perceptions on the effects of TBL method inside the classroom. Furthermore, the other researchers can expand the research into a wider data to get wider findings.