

CHAPTER V

CONCLUSION

This chapter deals with conclusion and suggestion the finding of the present research. The conclusion is summary of the implementation of task-based language teaching on students' reading ability and vocabulary mastery. The suggestion given is expected to give both theoretical and practical contribution for a better implementation of task-based language teaching for English teacher, and further researcher.

A. CONCLUSION

Based on the result of data analysis that was presented in previous chapter, this research inferred two conclusions drawn on the basis of findings. The first conclusion is that there was significant difference in the reading ability between the students improved using task-based language teaching and those improved using conventional strategy. The students improved using task-based language teaching had better reading ability achievement than those using conventional strategy. Task-based language teaching can affect the ability of eight grade students at SMPN 1 Sumbergempol in reading ability. This effect is indicated by increasing of the students score in reading ability after implementing task-based language teaching compared to the result of students improved using conventional strategy. The mean score of reading ability test on experimental group is 81,50 while on control group is 64,77.

Based on the result above, the researcher concluded that the mean scores of experimental would have increased because of the using of task-based language teaching on their treatment. This treatment was more effective, authentic, meaningful and purposeful on reading ability.

The second conclusion is that there was significant difference in the vocabulary mastery between the students improved using task-based language teaching and those improved using conventional strategy. The students improved using task-based language teaching had better vocabulary mastery achievement than those using conventional strategy. Task-based language teaching can affect the ability of eight grade students at SMPN 1 Sumbergempol in vocabulary mastery. This effect is indicated by increasing of the students score on vocabulary mastery after implementing task-based language teaching compared to the result of students improved using conventional strategy. The mean score of vocabulary mastery test on experimental group is 79,88 while on control group is 75,16. Based on the result above, the researcher concluded that the mean scores of experimental would have increased because of the using of task-based language teaching on their treatment. This treatment gives modified input outperform their counterpart with simplified input on vocabulary acquisition.

The significance value of F class test showed the significance value of reading ability and significance vocabulary mastery. The significance value of reading ability was $0.000 < 0.05$. it means there was interaction between task-based language teaching and reading ability. Then, the significance value of

vocabulary mastery was $0.000 < 0.05$. It means that there was interaction between task-based language teaching and vocabulary mastery. Thus, it could be concluded that there was interaction between task-based language teaching both reading ability and vocabulary mastery.

Task-based language teaching regarded effective to foster both reading ability and vocabulary mastery on the basis of the statistical analysis. task-based language teaching helped students to lead the topic by giving some questions. Highlight useful words and phase. Assigning the students to work in pair or groups to identify the general description of the text, the specific or detailed information, the implicitly stated information and the meaning of words or sentences from the text. Giving students time to discuss and write their findings. Asking the representatives of the group to present their findings. Giving chances to the rest of the class to give feedback on them. Asking students to list specific sentences found in the text and retell the content of the text by their own word. Giving feedback to the students' work. Overall, this research has demonstrated that task-based language teaching is an alternative strategy in teaching reading ability and vocabulary mastery.

B. SUGGESTION

This research finally gives contribution to the theory of task-based language teaching and confirms the effect of task-based language teaching on students' reading ability and vocabulary mastery. This research addresses to the practical contribution. Dealing with merits and positive effect of task-based

language teaching, English teachers can implement task-based language teaching as the alternative strategy in teaching reading and teaching vocabulary.

Several suggestions are addresses to English teachers as regards the implementation of task-based language teaching. It has been noted that task-based language teaching is relatively complex multicomponent teaching strategy, so it is suggested that English teachers have adequate knowledge and understanding on the procedure of task-based language teaching, the application of the three phases of task-based language teaching. On pre-task is a way to introduce and create interest to the students related with the topic that we wanted to discuss. On this part the teacher must choose the active topic for the task as interesting as possible in order to make the students more active do the task. On cycle task, the teacher must guide and help the students to plan and report phases before the students present their result. And the last on language focus, the teacher must guide the students to analyze the activities like functions, syntax, word or parts of words, categories of meaning or use and phonological features. Finally, it is suggested that English teacher give more the explicit instruction for modeling pre-task, cycle-task and language focus.

Some suggestion is addresses to future researcher. It is suggested to conduct experimental research with longer period time of treatment. It is intended to make the effect task-based language teaching strategy. The longer period of treatment is important make students to be better use this strategy and the future researcher will have adequate time to implementing this strategy

specially in pre-task and cycle task phases. It is also recommended for future researcher give training of teacher or individual who asked to implement task-based language teaching treatment and conduct observation on the part of practice of the training to evaluate the teacher instruction and treatment specification.

Some suggestion is addressed to students. By using task-based language teaching strategy, the students more autonomous to choose what strategy that they wanted to use, means that the students can use the strategy without accompanied by the teacher. This strategy is more relevant to student's real life, for example like vocabulary learned around us and this strategy also stimulated the students to utilized their prior knowledge.

