CHAPTER V

CONCLUSION AND RECOMMENDATION

Chapter Five of this thesis consists of the conclusion and the discussion of the recommendations. In this chapter, the main findings of the research are summarized, and their implications are discussed. Recommendations for future research and practical applications are also provided, offering guidance for educators, policymakers, and researcher interested in the implementation of Task-Based Language Teaching (TBLT) techniques.

A. Conclusion

This research has demonstrated that the implementation of Task-Based Language Teaching (TBLT) at SMAN 4 Blitar significantly improves students' writing skills. The study observed that continuous evaluation and constructive feedback play crucial roles in identifying students' learning needs and providing the necessary support. The involvement of multiple stakeholders, including teachers, students, and parents, has been instrumental in achieving positive learning outcomes.

Preparation for learning at SMAN 4 Blitar is carried out through various stages, such as:

1. **Focus 1 : The Teacher's Preparation of The Using Task-Based Language Teaching In The 10th Grade at SMAN 4 Blitar :** Teachers at SMAN 4 Blitar meticulously prepared for writing instruction by analyzing students' needs and interests. The first step in this preparation involved identifying the

differences in students' understanding and interests in writing. Teachers then classified the problems students faced in writing, such as difficulties in idea development or sentence structure. With a deep understanding of students' needs, teachers could plan task-based instruction that was more relevant and effective. This preparation not only helped tailor the instructional materials to students' abilities but also boosted students' motivation as they felt more valued and understood.

2. **Focus 02: The Teacher Implementation of the Task-Based langiage Teaching method in Writing Learning Process in 10th grade of SMAN 4 Blitar :** The implementation of writing instruction through TBLT at SMAN 4 Blitar involved various stages designed to enhance student engagement and comprehension. The process began by activating students' prior knowledge related to the topic to be discussed. This activity helped students connect new knowledge with their previous experiences. Subsequently, students were divided into small groups for discussions and collaborative tasks. This grouping not only facilitated cooperation among students but also allowed them to learn from one another. Teachers also utilized technology in instruction, such as using writing software or online platforms for collaboration. Throughout the writing process, teachers provided continuous feedback, ensuring that each student understood and could effectively address their mistakes. This diverse implementation ensured that students remained engaged and motivated throughout the learning process.

3. **Focus 3: The Evalution of the use of Task-Based Language Teaching (TBLT) in the writing learning for 10th grade students at of SMAN 4 Blitar :** The evaluation of writing instruction through TBLT at SMAN 4 Blitar was conducted in several comprehensive stages. The first stage involved initial consultations with students about their writing plans, where teachers provided initial guidance and set clear expectations. This process helped students plan and organize their ideas better. During the writing process, students consulted with teachers about their drafts and received direct feedback. This feedback was crucial for helping students identify and correct their mistakes. The final stage of evaluation involved students presenting their work in class and receiving overall assessments from teachers. These presentations not only gave students an opportunity to showcase their work but also allowed them to learn from the feedback given by their peers and teachers. This thorough evaluation process provided a clear picture of students' abilities and progress, helping them continuously improve and develop their writing skills.

4. **Focus 4 : The follow up the evaluation result of the using Task-Based Language Teaching (TBLT) in SMAN 4 Blitar in improving students' writing skill :** Follow-up on the evaluation results at SMAN 4 Blitar was conducted through an in-depth analysis of students' worksheets and grades. Teachers then identified students' weaknesses based on the evaluation results and determined the necessary steps to address those weaknesses. For instance, if a student had difficulty developing ideas in writing, the teacher might provide additional exercises focused on brainstorming and idea development.

Discussions with supervisors regarding students' problems were also conducted to seek appropriate solutions and additional input. These steps ensured that each student received the necessary attention to improve their weaknesses and achieve the established graduation standards. This follow-up demonstrated the teachers' commitment to continuously improving educational quality, creating a supportive and inclusive learning environment.

The study's results corroborated by existing theories and emphasize the importance of a collaborative approach in education. The the Instruction of TBLT at SMAN 4 Blitar had a significantly positive impact on students' understanding and motivation in writing instruction. Lesson planning based on students' needs and interests allowed teachers to design strategies that were more effective and relevant, making the learning process more targeted and meaningful for students, thus increasing their motivation to learn. The implementation of TBLT involving various methods such as group discussions, collaborative tasks, and the use of technology proved to enhance student engagement and deepen their understanding of the subject matter. This approach made students more active participants in the learning process, enabling them to develop their writing skills more effectively. The comprehensive and continuous evaluation process ensured that each student received constructive feedback. This feedback was crucial for helping students identify and correct their mistakes, allowing them to continuously improve and develop their writing skills. Systematic follow-up on evaluation results demonstrated the teachers' commitment to continuously improving educational quality.

The successful implementation of TBLT is very dependent on the teacher's active role in designing and implementing tasks that suit students' needs and abilities. Teachers at SMAN 4 Blitar show high competence in designing learning activities that are challenging but still affordable for students. They also provide constructive feedback that helps students improve and develop their writing skills on an ongoing basis. For further improvements, future research could focus on long-term impacts of TBLT and explore its effectiveness in other areas of language learning. Additionally, investigating the role of technology in enhancing TBLT could provide valuable information for modern educational practices. By integrating continuous evaluation, stakeholder involvement, and task-based learning, educators can create a more effective and supportive learning environment that fosters students' writing abilities and overall language proficiency.

B. Recommendation

In this section the researcher provides several recommendations to parties related to writing learning at SMAN 4 Blitar after the researcher conducted research in class 10 at SMAN 4 Blita, consisting of:

1. Schools should consider integrating TBLT into their curriculum for teaching writing skills. This approach has proven effective in improving students' abilities and can be useful for other subjects. Apart from that, schools must also improve the quality of writing teaching in schools that are equipped with adequate facilities.

2. Teachers should be provided with professional development opportunities to learn and apply innovative teaching methodologies such as TBLT. Training

programs and workshops can help teachers integrate these methods effectively into their teaching practices. Teachers also consider integrating fun learning in task-based learning to somewhat increase student motivation. Apart from that, teachers need to consider the use of digital writing application media, digital media material or English writing games to increase student interest in the current generation.

3. Future research can broaden the scope by evaluating the effectiveness of TBLT at various educational levels and other subjects. In addition, further research could explore the long-term impact of implementing TBLT on students' writing abilities and other aspects of language skills. Researcher can also explore other factors that influence the success of TBLT, such as the role of technology, more comprehensive evaluation methods, and more personalized learning approaches.

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