

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion and recommendation. The conclusion was the results of this research which are discussed in the previous chapter and the recommendation is related to the development of task based instruction material for seventh grade students at Islamic Qon Junior High School GKB Gresik.

5.1 Conclusion

Task based instruction is communicative language approach whereby language learner must work together and use the second language to solve an authentic communicative of speaking. Speaking tasks are helpful to fulfill the conditions to practice the target language communicatively. Through design of communicative tasks in speaking classes, fluency can be achieved. Task based instruction was one of important approach in learning language especially in Junior High School . Based on the interview from teacher and students, the researcher found out the target and learners need to appear the competence and also designed syllabus that suitable with students at Islamic Qon Junir High School so that researcher could develop task based Instruction. One of media in developing material used Autorun program, it was the reason why the researcher tried to develop the material used that program. The result of task based instruction was in the form of CD-ROM. The researcher has already passed steps in developing the materials, they were need analysis, development, expert validation, try out, revision, and final product.

In need analysis result showed, this program consisted of three stages;

1) Pre-Task Activities, the students would be introduced with four topics which divided into some different menu (greeting, parting, thanking and apologizing expression). In first menu, students would look the comic and listen video based on the material. After understanding about video, teacher tried to explain about how to pronounce of expression in every material. Second menu there was comic based on the material with their expression. 2) Task Stage, the students were invited to try out their ability in pronounce that teacher said based on the materials. It was in the form of autorun media which was completed by picture in the form of words, pictures, and sounds. Teacher asked to the student to make a group and discuss about situation based on the material. 3) Post Task Activities, the teacher asked to the students read every word based on the material. Besides, teacher reviewed and clarified the students's feedback by giving the missing word based on the picture to develop their reading skill. Then, teacher asked to the student to make some dialogue based on the material and perform in front of class.

In a process of the development, the researcher brought the material into fourth topics as what the researcher stated above. Each topic consisted of several activities, they were introducing the material by listening, repeating, matching, reading phrase, doing exercises, and playing games.

For the next step was expert validation, the researcher did some suggestions from the experts. The result of first expert validation was the material has been presented for seventh grade of Islamic Qon Junior High School and the material has been proper with the syllabus and curriculum. Next, the result of the second expert was the material should be developed in all topics in one semester. The researcher agreed to make the material better and finally the researcher could

finish the material revision. Then, the researcher has tried out the product to ten students at seventh grade students of Islamic Qon Junior High School Gresik. After did try out, the researcher gave interview to ten students. Almost all of them said that they were very happy, felt easy to understand the material, and could try this media. That would be new thing for them in learning English. One of them said that the teacher has not taught yet using such kind of media and she could learn again using similiar media.

In revision, the researcher did the revision from the suggestion of the expert by adding topic to be four units there were greeting, parting, thanking and apologizing. After having revision, the final product has been ready to be applied to the seventh grade student of Islamic Qon Junior High School Gresik. The product was in the form of CD-Rom. This program was completed by pictures, videos, sounds and games which expected to be able to make the students interested in learning speaking English.

5.2 Suggestion

In introducing task based instruction, the teacher prefers to make picture, sound in every word on the product and invite the students to pronounce it together. The problem is students often less confidence to speak in previous meeting.

From the result above the researcher give a recommendation to the teacher, students, and the next researcher that this product can be applied especially for the seventh grade student of junior high school.

First, for the teacher, this product can help to provide better technique and new media for teaching speaking. Besides, this product can be their literature in teaching with communicative competent as their teaching method for the seventh grade students of junior high school. And this product perhaps can make students motivated in learning listening, reading and grow their speaking skill.

Second, for the students, it can be fun media whereas hopefully they will not bored and improve their motivation in learning English.

Third, for the next researcher, this product is limit in Autorun. So the researcher suggests to the next researchers to make materials in media which has more complete features and also more interesting and design game with macromedia flash player. This material product is only focuses on speaking skills, so for the next researcher perhaps should make an integrate material with complete skill.