

## **CHAPTER V**

### **CLOSURE**

This chapter presents research conclusions and suggestions for the parties involved and other researchers for further research in the same field. First, the researcher provides conclusions from the discussion that has been outlined in the previous chapter. After that, the researcher considers the findings, discussions, and conclusions to develop suggestions for implementing Task-Based Learning for speaking skills.

#### **A. Conclusion**

Based on the discussion of the findings, there are several conclusions as follows:

1. The three teachers used six types of task-based learning to teach speaking skills. The six types of task-based learning were list-making, sorting, comparing, problem-solving, sharing personal experiences, and creative tasks.
2. There were nine benefits for both students and teachers from implementing task-based learning in developing speaking skills, which included encouraging teachers' creativity in developing their own tasks to increase students' participation in the learning process, creating a lively learning environment, encouraging students to negotiate their thoughts and feelings, helping students develop communication skills with their classmates, making students more active, slowly reducing students' fear of speaking,

helping students understand the material more easily, facilitating students to practice speaking with each other, and enabling students to easily correct mistakes in pronunciation.

## **B. Suggestion**

1. For English teachers, it is highly recommended to implement task-based learning types in English learning. The use of task-based learning in teaching speaking skills in particular can make speaking learning more active, fun and interesting for students.
2. For students of English Education Department who will become prospective teachers, it is suggested to implement task-based learning types in teaching speaking skill especially. So that prospective teachers can make speaking learning tasks more creative and not boring for students.
3. For other researchers, it is suggested to explore more about task-based learning in other skills such as listening, reading and writing skills that can be researched in the future.