

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the findings and discussions generated, this study indicates that students overall have positive experiences in learning English using TBLT. They feel more engaged in the learning process through activities such as group discussions, group collaboration, presentations, and project tasks. These activities create a more dynamic and meaningful learning environment that allows students to participate directly in the teaching process. The implementation of TBLT also demonstrates alignment with the student-centered learning principles emphasized in the Merdeka Curriculum.

The research findings also demonstrate that TBLT helps enhance students' creativity in English language learning. Students are encouraged to express ideas, explore various perspectives, solve problems, and develop creative thinking while completing tasks. Students' creativity is evident through their ability to design presentations, organize ideas, collaborate with teammates, and convey information in both visual and oral forms. Additionally, collaborative activities facilitate students' exchange of ideas and expand their knowledge through interaction with group members.

Furthermore, this study shows that students rated a number of task-based activities as the most helpful in stimulating their creativity. Group discussions, presentations, role-playing, group collaboration, presentations, and creating slides using Canva were considered the most effective activities in fostering students' creativity. These activities provided students with opportunities to explore ideas, collaborate, and express themselves more freely during the educational process.

## **B. Suggestions**

Based on the findings of this study, several recommendations can be offered to teachers, students, and future researchers.

### **1. For Teachers**

Teachers are encouraged to implement a Task-Based Language Teaching approach in English language instruction, as this has been proven to create a more dynamic and student-centered learning environment. However, teachers need to be more careful in selecting activity types, placing greater emphasis on collaborative activities and project-based tasks, as these have proven to be more effective in enhancing student creativity.

In addition, teachers should also develop methods to make presentation activities more interactive, such as incorporating question-and-answer sessions, group discussions, or peer feedback, to ensure student participation remains high.

### **2. For Students**

Students are expected to become more engaged in task-based learning processes, particularly in group discussions and collaboration, as these activities can help enhance their creativity and language skills.

In addition, students should build their confidence when speaking English by practicing more and not being afraid to make mistakes, as mistakes are a natural part of the learning process.

### **3. For English Education Department**

For the English Education Department, it is recommended to strengthen the integration of student-centered learning approaches, particularly Task-Based Language Teaching (TBLT), into teacher education courses. The study program is also encouraged to provide more opportunities for pre-service teachers to design and implement creative, collaborative, and technology-enhanced learning activities.

Such experiences may help future English teachers develop the competencies needed to support students' creativity and effectively implement the principles of the Merdeka Curriculum in their future classrooms.

#### 4. For Future Researchers

Future researchers are advised to conduct studies with a larger sample size and more varied contexts to obtain more comprehensive and in-depth results.

Furthermore, future research could also focus on specific strategies to strengthen students' confidence in speaking or to increase student participation during presentations in TBLT.