CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and hypothesis testing, it can be concluded that:

1. Students' achievement taught by using Task-Based Language Learning Method is higher than that taught by using Cooperative Learning Method. This conclusion is obtained from the calculation result of the average score reached by the students taught by using Task-Based Language Learning is higher than that taught by Cooperative Learning.

2. The high linguistic competence students' achievement in reading Narrative text is higher than the low linguistic competence students' achievement. This conclusion is obtained from the calculation result of the average score reached by the students with high linguistic competence is higher than students with low linguistic competence. This second conclusion also supports the first conclusion. High linguistic competence students taught by Task-Based Language Learning get higher average score that high linguistic competence students taught by Cooperative Learning. And also low linguistic competence students taught by Task-Based Language Learning got higher average score than low linguistic competence students taught by Cooperative Learning.

3. There is significant interaction between teaching methods and linguistic competence on students' achievement in reading Narrative text. In other

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words, students` achievement in reading Narrative text is influenced by teaching methods and linguistic competence.

5.2 Implication

The findings of this study give implication to English teachers in reaching the goal of the teaching-learning process. While for students, it implies the students' achievement in reading Narrative text. This study had been tested on reading Narrative text by having two teaching methods namely Task-Based Language Learning and Cooperative Learning. Those methods are applied on high linguistic competence and low linguistic competence students.

The first result of this research reveals that students' achievement in reading Narrative text taught by using Task-Based Language Learning is higher than those taught by using Cooperative Learning methods. Therefore, it implies the English teachers to apply this method in teaching reading because it involves students' activeness in the teaching-learning process and also increases the students' confident in producing language.

The second result of this research reveals that students' achievement with high linguistic competence in reading Narrative text is higher than students' achievement with low linguistic competence. It gives implication to the English teachers that they should be aware of students' competence in linguistic. The identification of students' linguistic competence can be a positive step in achieving teaching-learning process goal. Knowing that students have different linguistic competencies the key to success of the teaching-learning process since

the teachers can decide which teaching method is suitable to be applied for students.

And the last result of this research is there is significant interaction between teaching methods and linguistic competence. It leads to the implication that teaching methods applied by teachers should have a relationship with students' linguistic competence. The success of teaching methods' application is based on students' competence in linguistic. Thus, it also implies that teacher should improve students' competence in linguistic as basic competence in learning a language. Moreover, it also implies the English teacher to apply Task-Based Language Learning method to high linguistic competence students and Cooperative Learning method to low linguistic competence students.

5.3 Suggestion

In connection with the conclusion, there are some suggestions.

1. English teachers should apply Task-Based Language Learning Method and Cooperative Learning Method to enhance and retrieve foreign language in teaching so students can improve their reading achievement in reading Narrative text. Relate to the conclusion that Task-Based Language Learning is much more effective in increasing students' achievement in reading Narrative text, it is suggested to the teachers to apply this method more often since this method is more flexible that can be applied individually or in group. While in Cooperative Learning method must be applied in group. Therefore, the teacher

must be able to determine the task whether it is suitable to be done in a group or individually.

2. English teachers should know that linguistic competence affect students' achievement in reading Narrative text so both teacher and students should test their linguistic competence in order to understand how to teach and learn better and more effective. By knowing students' linguistic competence, teachers will be easy to determine what method they will use. For example for the low linguistic competence students. It is suggested for the teachers to have Cooperative Learning method since by having this method, students with low linguistic competence will have friends to discuss what they do not know and the goal of the teaching-learning process will be reached.

3. Other researchers can develop further study in the area of Task-Based Language Learning Method and Cooperative Learning Method that will improve students' achievement in reading Narrative text.