CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

Based on data analysis and research findings at the previous chapter, it can be concluded that:

1. Both TBL and DI affect students' achievement in writing narrative text. Students' achievement in writing narrative text taught by using TBL is higher than those taught by using DI;

2. The achievement of the students having high linguistic competence is higher than those having low linguistic competence in writing narrative text;

3. There is significant interaction between teaching methods and students' linguistic competence in writing narrative text. Students with high linguistic competence showed significant effect in their writing achievement when they were taught by using task-based learning method while students with low linguistic competence showed significant effect in their writing achievement when they were taught by using direct instruction method.

5.2 Implication

The findings of this research gives implication to the students who want to improve their ability in writing narrative text and to the teachers who want to develop their students' writing skill when teaching and learning takes part in the classroom. This study has examined two methods of teaching writing , namely task-based learning and direct instruction. They are applied to the students with

high and low linguistic competence in order to know which teaching method is more suitable for them in improving their achievement in writing narrative text.

The research findings that have been discussed in the previous chapter can be used as consideration for the teacher to choose an appropriate method to be applied in a certain class. A teacher should realize that every class has different condition and they should be aware of individual differences because the students as members of the class came from different background of personality and ability. So, the teacher should be able to choose suitable method that can encourage more students to get involved in the language learning teaching process.

There are various kinds of teaching methods that have been tried, researched, and applied by linguists and language teachers in the process of learning and teaching foreign languages. Two of them are Task-Based Learning (TBL) and Direct Instruction (DI). By previous research and by the result of the research accomplished by the writer, both of them are good methods to be applied in teaching writing for high school students by different characteristics and result. In this case, the students with high linguistic competence are suitable taught by TBL rather than by DI. It is because they will be more creative in creating narrative text.

However, it does not mean that DI is not as good as TBL. It is proven by the students' achievement taught by DI can also achieve satisfactory score when it is used to teach students with low linguistic competence. It is because the way of the students in writing narrative text guided by the teacher can help them. That is why DI is more suitable to be applied for students with low linguistic competence.

The fact has proven that actually all teaching methods are good. Either TBL or DI methods had been able to achieve satisfactory score. Therefore, it cannot be argued that a teaching method is better than others since it comes naturally in the students themselves. What should be done is how to find an eligible method for the level of students' linguistic competence.

5.3 Suggestions

There are some suggestions related to the previous conclusion and implication. The suggestions are:

1. It is highly suggested for language teachers to apply task-based learning (TBL) since it is able to improve students' writing achievement.

2. It is highly suggested for language teachers to know the level of student's linguistic competence since it significantly affects the students' writing achievement.

3. It is suggested for language teachers to apply task-based learning (TBL) for students with high linguistic competence while direct instruction (DI) for students with low linguistic competence.

4. Teachers should realize the students' characteristics such as their linguistic competence before choosing teaching methods. Thus, the methods applied will be matched with what they need. As the result, their brightness is able to be improved maximally.