

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. CONCLUSIONS

This chapter of intensive research on the effect of content – based instruction and task – based language teaching on students' communicative competence showed the significant affect. This is concluded as follows

- a. Content – based instruction and task – based language teaching significantly affected on students' communicative competence. It was shown on the $F_{observed} > F_{table}$ ($8.6 > 3.22$).
- b. The task – based language teaching is the most effective teaching on students' communicative competence. It can be seen from the Newman – Keuls technique that the mean and RST of task – based language teaching is biggest than the two teachings (mean and RST of content – based instruction and conventional teaching $6.4 < 6.5$, mean and RST of the content – based instruction and task – based language teaching $15.5 > 5.51$ and mean and RST of content – based instruction and task – based language teaching $21.9 > 6.5$).

5.2. SUGGESTIONS

Several suggestions are offered for further research in order to obtain the maximal findings later on. Several suggestions are:

- a. The findings of this study can be used for developing students' communicative competence.
- b. The task – based language teaching can be applied on the English teaching classroom especially for the teachers who want to develop their students' communicative competence
- c. Another teacher can make task – based language teaching more creative and innovative according to the students' competence and interest
- d. Teacher can create new material based on the task – based language teaching
- e. It is also suggested that task – based language teaching can applied in all levels of students.