

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### 5.1 Conclusions

Based on data analysis, hypotheses testing, and discussion, it can be concluded that :

- 1) Both CBI and TBLT effect students' achievement in writing exposition essay. While, writing exposition essay achievement of students taught by using CBI strategy is significantly higher than those students taught by using TBLT.
- 2) Grammatical Ability effect students' achievement in writing exposition essay. While, writing exposition essay achievement of students having high grammatical ability is significantly higher than those students having low grammatical ability.
- 3) There is significant interaction between teaching methods and grammatical ability on students' achievement in writing exposition essay. Students having high grammatical ability showed significant effect in their writing exposition essay achievement if they were taught by using CBI method while students having low grammatical ability showed significant effect in their writing exposition essay if they were taught by using TBLT method.

## 5.2 Implications

The findings of this study gives implication to the students who want to improve their writing exposition essay achievement and to the teachers who want to develop writing exposition essay skill of their students when learning and teaching process takes part in the classroom. This study has examined two writing teaching methods, namely CBI and TBLT. They are applied to students with high and low grammatical ability in order to know which teaching method is more suitable for them in improving their writing exposition essay achievement.

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

There are various kinds of teaching methods that have been tried, researched, applied by linguists and language teacher in the process of learning and teaching foreign languages. Two of them are Content Based Instruction (CBI) and Task based Language Teaching (TBLT). By previous research and by the result of the research accomplished by the writer of this thesis, both of them are good methods to be applied in teaching writing for high school students by different characteristics and different result.

The result of this research showed that Content Based Instruction (CBI) is better than Task Based Language teaching (TBLT) in teaching writing to high school students. Besides the proof about teaching methods, grammatical ability of students also play important role to help them succeed in writing exposition essay. But even if the grammatical ability of the students is not good enough, Task Based language Teaching (TBLT) can still be applied since it is not only focused on the grammatical ability to construct ideas into sentences and text but the content of the topic that is going to be written also plays good role in writing.

### 5.3 Suggestions

In relation to the conclusions presented in previous chapter, it is suggested that:

1. It is suggested for the English teacher high school students to apply Content – Based Instruction (CBI) method and Task Based Language Teaching in teaching writing because it is significantly effective.
2. It is suggested for the English teacher, especially in teaching writing to consider students' grammatical ability because it significantly and directly affects students' achievement in writing.
3. If there must be combination of more than one method related to the students' different grammatical ability, the combination of Content – Based Instruction (CBI) and Task Based Language Teaching (TBLT) is suggested and if the students are lack of grammatical ability, Task Based Language Teaching (TBLT) is suggested.