

## **CHAPTER V**

### **CONCLUSIONS**

This chapter summarizes the main findings of the research, formulates conclusions based on the results of the analysis, and presents relevant suggestions for various parties. The conclusions are a direct reflection of the answers to the research questions, while the suggestions provide practical recommendations for improvement and future development.

#### **A. Conclusions**

Based on the data analysis presented in Chapter IV, several main conclusions can be drawn regarding Universitas PGRI Madiun students' perceptions of challenges in speaking English and the effectiveness of Task-Based Language Teaching (TBLT) as a learning approach.

Generally, students face significant challenges in speaking English, particularly concerning the automatic application of grammar (Mean=3.70), forgetting ideas while speaking (Mean=3.70), and frequent grammatical errors (Mean=3.65). Lexical (e.g., Mean=3.25, 3.50) and phonological (e.g., Mean=3.15) difficulties were also perceived as considerable, alongside psychological aspects like lack of confidence (Mean=3.35) and fear of making mistakes (Mean=3.35).

However, students hold a very positive perception of TBLT's implementation in developing their speaking skills. They experience real benefits from TBLT, which significantly aids in improving vocabulary use (Mean=3.85), pronunciation (Mean=3.85), conversational fluency (Mean=3.75), and the courage to use English communicatively (Mean=3.75). TBLT is also seen as positively contributing to increased confidence (Mean=3.45), although learning interest

through TBLT shows variation (Mean=3.15). Overall, TBLT is considered to support students' learning processes and self-development.

Overall, it can be concluded that Universitas PGRI Madiun students perceive TBLT as a highly effective and beneficial approach in overcoming the various challenges they face in speaking English. The perceived benefits of TBLT, both in terms of improved linguistic ability and self-confidence, were judged to outweigh the difficulties they experienced, making TBLT a potentially valuable learning method to improve the quality of English speaking learning in their academic environment.

## **B. Suggestions**

Based on the conclusions formulated, the following suggestions are addressed to relevant parties to optimize English speaking learning, especially through the TBLT approach.

To English language teaching lecturers, given students' positive perceptions of TBLT in improving speaking skills and self-confidence, it is highly recommended to continue integrating and developing TBLT strategies in teaching and learning activities. It is also important to pay special attention to task design to engage students' interest and provide more targeted support to help them overcome the psychological barriers still felt in the speaking learning process.

For educational institutions, in this case Universitas PGRI Madiun, it is recommended to continue supporting the implementation of innovative learning methods like TBLT. This can be realized through the provision of adequate supporting resources, organizing training or workshops for lecturers on effective TBLT practices, and conducting periodic evaluations of the method's effectiveness

to ensure the superior quality of English language learning.

For future researchers, it is recommended to conduct more in-depth explorations into the effectiveness of TBLT on specific aspects showing perceptual variations, such as the level of student interest in learning. Comparative research between TBLT and other teaching methods, or qualitative studies that deeply explore students' experiences with TBLT implementation, could provide richer insights. Additionally, research could be extended to different contexts or involve more diverse samples to test the generalizability of the findings.

Finally, students are advised to remain active and proactive in utilizing learning opportunities through TBLT. By understanding that TBLT is designed to facilitate the communicative use of language, students are expected to be more courageous in participating in given tasks, learning from any mistakes that occur, and consistently striving to build their confidence in English communication.