

V. CONCLUSION AND SUGGESTION

A. Conclusions

Referring to the discussion of the research on the previous chapter, the researcher come to these following conclusions.

1. Task-Based Learning (TBL) can improve the students' participation. It is approved by the result of the questionnaire and the observation sheet. The result of the questionnaire that 90 - 100% students were active during the teaching and learning process. The result of students' observation with the average score was 84,84% also showed that the students were active during the teaching learning activities. TBL applies the principle of using the task that more student-centred. Students learnt by problem-solving that the task of TBL offers. The open-ended task which lets the students have more space to discuss during the activities, help the process of teaching and learning process as well. The high level students can be the model of the group work, then, can help other students. Some students who feel reluctant to ask some questions to the teacher, can ask the questions to their friends. Thus, the atmosphere of the class will be alive. The students do not feel any barrier any more in order to share their ideas.
2. TBL also can improve the students' descriptive writing ability. TBL can create the situation of the class alive. The students are involved in the teaching learning process since the material given has created as interested as well. It is aimed to stimulates their creative imagination in order to correlated

to overcome social problems in their environment. It makes them easier to understand the material. In the other words, TBL can create the situation of 'learning without fears'. It encourages learners to experiment with whatever English they can recall, to try things out without fear of failure, public correction, and to take active control of their own learning without ignoring the focus of form at the end. It is supported by the increase of their result from 17 students (51,51%) who got score 70 or more at Cycle I to 25 students (75,75%) who gained score 70 or more at Cycle II. It means that the result of the second cycle has already reached the indicator that is 75% of the students get score 70 or more.

B. Suggestions

Referring to the data in the previous chapter and the conclusions, some suggestions are recommended:

1. Considering the advantages of TBL, it is suggested that the English teacher of the class to apply TBL as an alternative way in teaching descriptive text. It is supported by the result finding that TBL can help the teacher improve the students' descriptive text writing ability. In the case of the research, the large class sizes might be overcome by trained the high scored students to be the model of the teamwork. They might be role as little teacher to help other students. Then, the learning process is occurred in more alive and student-centred activities as the principle of TBL. By optimizing the role of TBL, it helps the students actively involved during the teaching and learning process.
2. The teacher needs to reinforce the students about correct grammar especially the use of present tense in descriptive writing. By giving frequently practice

in using present tense will help the students to improve their writing. It would be better if the teacher also explains the key of the tense used in order to make the students easier to understand it. It is very important because based on the result of writing test in cycle I, most students were not able to construct sentences in present form.

3. The teacher needs to reinforce the students to pay attention to other aspects of writing such as content, organization, vocabulary and mechanics. In terms of mechanics aspects, the teacher should tell the students about the importance of using the appropriate and correct punctutation, spelling, and capitalization in writing.
4. The teacher should provide a situation that makes the students have curiosity since most students were reluctant to ask some questions to the teacher when they got something peculiar or difficult to understand. The teacher might train the high level students to be the little teacher to help other students so that they will not feel reluctant to ask some questions among them.
5. While the students do the activities, the teacher is suggested to monitor the students and make some notes to be corrected later at the of the class.
6. It is hoped that this research can contribute such a reference for research in applying TBL to teach descriptive text or another subject. It is because based on the result finding, TBL can improve the students' participation and writing descriptive text ability. Although teaching by using TBL also has the limitation, yet as long as it is solved by the appropriate solving, it might not be the big barrier. However, teaching by using TBL has more advantages than the disadvantages.

