

## **CHAPTER 5**

### **CONCLUSION AND DISCUSSION**

The main objective of the study was to explore the effects of task-based learning in English tenses on writing skill of grade 9 students. This chapter concludes summary section in which the essential research statements are highlighted. The researcher discusses the results of each research question presented in Chapter One. In addition, based on the findings and the discussion, the implications for research and practice are provided. Lastly, this chapter ends with the conclusion of this research study.

#### **5.1 Summary of the Findings**

The objectives of this study were: 1) to determine the efficiency of task-based learning in English tenses on writing skill of Grade 9 students based on the standard criterion set at 75/75; 2) to compare students' writing skill before and after learning through task-based learning; and 3) to investigate Grade 9 students' satisfaction toward learning English tenses through task-based learning.

The research hypotheses were: 1) the efficiency of task-based learning in English will be at high level and meet the criterion set at 75/75 with statistically significant difference at .01 level; 2) students who learn English tenses through task-based learning will have higher writing skill at the .01 level of statistically

significance; and 3) students are satisfied with learning English tenses through task-based learning.

The samples in this study were a class of 30 students who took Additional English Course (EN23201) in the first semester of academic year 2015 at Phnomrung School in Chaloeprakiat District, Buriram Province. One class from three classes was selected by cluster random sampling as the two reasons. Firstly, they were taught Additional English Course (EN23201) by the researcher. Secondly, they were examined by the classification examination of school since Grade 7, and they were categorized into three groups: low, moderate and high based on their scores which each class contains three levels of proficiency in the equal proportion. The research instruments were task-based learning lesson plans based on the framework of Willis (1996), writing achievement tests, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The independent variable of this study was task-based learning in English tenses based on Willis (1996). The dependent variables were learners' writing achievement and learners' satisfaction toward task-based learning in English tenses.

The lesson topics were present simple tense entitled "What time do you get up?" and present continuous tense entitled "What are they doing?" It focuses on improving writing skill and these two tenses which were the common tenses used in our daily life and the essential skills for Grade 9 students. The lesson plans were designed from the task-based learning framework of Willis (1996) which contained three phrases; 1) pre-task 2) task cycle: task, planning and report, 3) language focus : analysis and practice. In addition, the tasks activities were designed by selecting 4

types of tasks: 1) ordering and sorting; 2) comparing; 3) problem solving; and 4) sharing personal experiences from six types of task of Willis (1996).

This study was conducted in the first semester of academic year 2015 for 15 periods described as follows: 1) 13 periods for learning English tenses through task-based learning, 50 minutes in each period; and 2) 2 periods for orientation, doing pre-test to check their prior knowledge before learning through task-based learning, and for doing an achievement test (post-test) to check their writing achievement, and the satisfaction questionnaire with the task-based learning. The findings of this study were as follows:

1. The task-based learning in English tenses on writing skill of Grade 9 students had an efficiency 78.86/76.50 which was higher than the standard criteria set at 75/75.
2. Grade 9 students who are taught by task-based learning in English tenses had higher writing achievement at the .01 level of statistical significance.
3. Grade 9 students were satisfied with the task-based learning in English tenses on writing skill at extremely satisfied levels as a whole.

Accordingly, task-based learning can develop students' writing skill in English tenses. Moreover, it will be the guidelines for English teachers to adopt the TBL principles and procedures in teaching English tenses for enhancing students' writing skill.

## **5.2 Discussion of the Findings**

The researcher discussed the results of the effects of task-based learning in English tenses on writing skill of grade 9 students as follows:

### 5.2.1 The Efficiency of Task-based Learning in English Tenses

The findings showed that the efficiency of task-based learning in English tenses was 78.86/76.50, which was higher than the criterion set at 75/75. The results indicated that the first efficiency of the process (E1) was higher than the second efficiency of the outcomes (E2). That means the students got exercise mean scores more than those of post-test. Learning through TBL, students worked in pairs or small groups so they could brainstorm or discuss to find the best answers or get the ideas through the tasks activities to achieve the goals. Moreover, class activities according to the framework of Willis (1996) supported them to use target language. In addition, the various types of tasks designed based on four types of tasks' Willis (1996), encouraged students to share their opinions to their partners or groups in the process of task cycle to complete the tasks which raised motivation in learning. Consequently, after learning English tenses through task-based method, the students could improve their English writing on tenses. On the other hand, the efficiency of the outcomes was lower than the efficiency of the process because students had to do the achievement test individually. Moreover, the students might not be confident with their answers since they often worked in pairs or small groups while they were taught through task-based learning.

The finding confirmed the hypothesis in Chapter One that task-based learning instruction enhanced students' writing skill and is consistent with the study of Krittawattanawong (2008) which showed that the students could improve their writing abilities after participating in task-based learning. In addition, the study of Cao (2012) also supported this idea since TBL could help college EFL Chinese learners

understood a good piece of English writing, solved some problems related to composing the texts, and also improved their writing competence.

Accordingly, learning English tenses via task-based learning can develop students' writing skill in a right way. Thus, English teachers have to design the appropriate types of grammar tasks for students which they will motivate students in using the appropriate tenses in their writings.

### **5.2.2 Differences between Students' Writing Achievements**

The result revealed that students who learnt English tenses through task-based learning had higher writing achievement in post-test than those in pre-test with statistically significant difference at a .01 level. This could be concluded that learning English tenses through task-based learning is effective because it could help the students choose the correct forms of tenses for each situation. Although, it is quite new and challenging, students could do each task activity completely. TBL based on the framework of Willis (1996) encouraged students to share their own answers and ideas in joining task activities, therefore, students understood English tenses more thoroughly than before. Similarly, the result confirmed the second hypothesis that students who learnt English tenses through task-based learning would have higher writing ability than before learning and was in accordance with the past research works ( Puangsuk. 2001; Chitthum. 2007; Moonwaeng. 2007 and Meepian. 2014) which supported the idea that TBL can develop English writing. Similarly, the study of Santadkarn (2006) presented that TBL also improved the knowledge of English grammar.

As the result, learning English tenses through task-based learning can enhance students' writing skill.

### 5.2.3 Students' Satisfactions in English Tenses by Using Task-based

#### Learning

The result indicated that students' satisfaction in learning English tenses by using task-based learning were at extremely satisfied level. The students were satisfied with learning English tenses via task-based learning. This could be explained that the task-based learning activities based on framework of Willis (1996) motivated and enhanced students' English writing skill.

The result supported the third hypothesis and was consistent with the results from past researches that learners were satisfied with task-based instruction learning and it made them confident in their writing (Santadkarn. 2006; Chitthum. 2007; Cao. 2012). Apart from the confidence in writing, the students in the study of Krittawattanawong (2008) realized that task-based writing instruction not only developed their writing skills but also promoted their knowledge of vocabulary and grammar.

Absolutely, it indicated that all of students were satisfied with participating in learning English tenses through task-based learning at extremely satisfied level ( $\bar{X} = 4.56$ ). They enjoyed the activities provided in the tasks and felt sure that learning English tenses via TBL gave them a chance to practice writing skill.

### 5.3 Pedagogical Implications

In relation to the theoretical implications of the major findings from this study, the researcher presented the following related implications for task-based learning of English tenses for writing.

5.3.1 Teacher should be careful when selecting types of tasks. The types of tasks should be appropriate to the topics of teaching and level of learners to lead learners to achieve the goal. When adapting task-based learning framework, the teacher should provide several enjoyable tasks activities to students. Since, the variety of tasks would influence students' progress and satisfaction toward their learning.

5.3.2 Teacher should select the topics related to the students' interest which it will help them expand their language proficiency based on their background knowledge.

5.3.3 Teacher should give students opportunity to start free writing after they got the idea about the meaning and form of tenses usage. The teacher should let them choose their own topic in this step of writing.

#### **5.4 Suggestions for Future Research**

Based on the research findings of this study, some suggestions are proposed here for future researches.

5.4.1 Researcher should apply the procedures of task-based learning to teaching other English language skills.

5.4.2 Researcher may integrate or compare task-based learning with other strategies.

5.4.3 Researcher should continue to explore the results of learning via task-based learning with other variables such as the level of intelligence, attitude, consistency in learning, etc.

In conclusion, the researcher believes that the findings will be a guideline for teachers and students in developing and improving their English tenses based on task-based learning framework of Willis (1996).

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