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Universitas Islam Indragiri

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine students' perceptions of the use of the Task-Based Learning (TBL) method in English learning. This study used a quantitative descriptive method, with a questionnaire consisting of 30 statements related to internal, external and additional aspects of students' perceptions of the TBL method. The population of this study was all XI grade students at SMA Negeri 1 Tembilahan Hulu, with a purposive sample of 33 students from grade XI.7.

The questionnaire results indicated that students' perceptions of the implementation of the Task-Based Learning method fell into the "Agree" category, with an overall average score of 96.9. This score falls within the interpretive range of 83–107, indicating a positive perception. Students perceived the TBL method as helping them better understand the material, increasing their engagement in the learning process, and meeting their personal and academic learning needs. This method was deemed effective because it involved clear instructions, meaningful tasks, and social interactions that encouraged active student participation.

B. Suggestion

Based on the findings of this study, several suggestions are proposed for teachers, students, and future researchers.



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1. For Teacher

For teachers, it is recommended to apply Task-Based Learning (TBL) in a balanced manner. Although the overall student perception of TBL is positive, the results indicate that frequent use of tasks without variation can lead to student fatigue. Therefore, teachers should consider integrating TBL alongside other teaching methods to maintain student engagement. In addition, since students showed the highest positive response toward clear and structured instructions, teachers are encouraged to consistently provide well-defined guidance when assigning tasks to ensure effective learning.

2. Students

For students, it is suggested that they pay closer attention to the tasks given by the teacher. Although many tasks are designed with clear instructions, some students may overlook important details, which can hinder the learning process. By focusing more on the instructions and objectives of the tasks, students can gain better understanding and benefit more from the learning activities.

3. For other Researchers

For future researchers, it is advised to conduct further studies using different research instruments, such as interviews or classroom observations, to explore students' perceptions in greater depth. A mixed-method approach may also provide a more comprehensive understanding of how TBL is experienced by students in various educational contexts.