

Chapter 5

Conclusion, Implication, and Recommendations

In this chapter, the researcher will present a discussion on the findings from the two cycles of action research. Pedagogical implications of the study, limitation of the study, and recommendations for future research will also be presented drawing from the result of this study.

5.1 Summary of the findings

Findings from the two action cycles had reported good results on the use of creative tasks in learning of listening and speaking micro-skills and learners' motivation. There were two choral reading tasks used: Jazz chants and dialogue poems. In enhancing the learners' speaking skill, 'Jazz chants' enables learners to pronounce and produce comprehensible and good quality of sounds; recognize vocabulary used in the text; and produce complete expressions. In boosting the listening skill, "Jazz chants", enable learners to recognize and comprehend conversational queries; recognize correct sounds; and self-correct (signaling awareness of producing clear and correct sounds) their own mispronunciation. The second choral reading task, dialogue poem, improves the learners' speaking skill in producing comprehensible and clear and good quality of sounds especially /s/, /t/, /st/, and /v/ at the end of a word. They have high awareness of not dropping the final sound of a word. In listening skill proficiency, dialogue poem, significantly helps the learners understand some vocabulary use in asking and giving information.

Two language games were used: "Find someone who" and "race game". The "find someone who" (language games) task reinforce the learners' speaking and listening proficiency in recognizing how to ask and give information and identifying information being asked and responding to the questions asked. The second language games, "race game", helps the learners' in recognizing and using the language function of asking and giving information; and using the language function of asking and giving information quite instantly. In listening skill, "race game" enables learners to respond to the questions quite instantly.

Creative writing task were able to help learners recognize common expressions and produce complete sentences. The learners are also very aware of producing complete sentences and correct their friend's incomplete sentences. Through this task, the learners are able to recognize and use appropriate vocabulary within the topic of giving information about oneself.

In motivating learners to learn English, "Jazz chants and the dialogue poem" were able to engage learners with the tasks. Learners show effort to accomplish the task, gain self-confidence in producing good and clear quality of sounds and took initiative to find

information and ways in completing the task (negotiated the topic with the teacher). “Find someone who” raise students self-motivation to accomplish the task and students show initiatives to find information to complete the task. The other language game, “race game”, engaged them to work cooperatively with their peers to accomplish the task and to compete with other groups in accomplishing the tasks.

It can be seen that creative tasks affects students learning of speaking and listening skills for communication and students motivation in learning. The tasks were able to engaged and sustained students’ engagement with the task. The type of tasks also encourage different ways of doing drilling practice that provide learners opportunity to practice producing sounds in a more rhythmical manner. The repetitive nature of the text combined with the rhythmical way of reading aloud helps learners to also familiarize themselves with the way to pronounce and produce good and clear quality of sounds as well as to enrich their vocabulary knowledge related to the topic (asking and giving information).

5.2. Pedagogical implications

Bringing tasks, as Nunan (2004) had suggested, into the language classroom was more effective, since learning the English language for learners of other language would be hard. Classroom practice that encourages learner’s motivation in learning can be an effective way. This study had displayed the ways of how creative language tasks can help students to get engaged in learning, raise their effort to perform or accomplish task, maintain engagement in the tasks, build up a positive and relaxing atmosphere in learning as well as learning the micro-skills for communication. As shown from the data of this study, the result correlates and compliments studies done in the use of creative tasks or games (Azar, 2012; Ersoz, 2000; Feldhusen and Treffinger, 1998; and Kim, 1995). Therefore, creative-tasks play an important role in motivating low-beginning level students to learn English in the classroom. The affective approach to a language task is very recommended to be used by teachers who are teaching low-beginning level students with low motivation level. As Azar (2012) states “games attract the student to learn English because it is fun. They motivate them to discover and interact in context” (pp. 252-253).

In the past, audiolingual method suggests the acquisition of vocabulary and sounds through imitating, grammatical and sentence structure drilling, and repetitive exercises (Richards and Rodgers, 2001). However, this activity is often very teacher centered and students are only parroting what the teacher says. Students could easily lose their interest in learning. “Jazz chants”, “choral reading”, and “dialogue poem” tasks approach drilling method in a more creative way in which students play with intonation and tones while reading the text. The text can also be adapted by using the students’ background information to make it more connected to their life. Therefore, these types of task can make students be more engaged in the process of learning sounds and vocabulary. The tasks will fit quite well for teachers who would like to teach vocabulary and pronunciation to low-beginning level students through drilling and repetition.

The creative and motivational nature of language games or creative tasks also implies that the teachers to take the role of a facilitator. This suggest the teachers to be

lesser authoritative and be more accommodating to students' needs in accomplishing the task. Teachers can provide guidance to students on how to do the task and provide incidental assistance. As shown in the observation data in the "find someone who", "dialogue poem" and "race game", the students initiatively asked the teacher the meaning of unfamiliar vocabulary (instead of sitting quietly and not wanting to be involved in the classroom activity as they did in the past), helped their classmates to produce certain sounds, and corrected their friend's mispronunciation. These types of task encourage autonomy learning. However, autonomy learning is more likely to take place only if the teachers play the role of a facilitator.

5.3. Limitations and recommendation for further research

This study works specifically on students' motivation in a language classroom, the use of creative tasks or language games, and how these tasks help students to learn micro-skills of communication. This study also has its limitations.

First, this study was conducted in a mix-level English proficiency classroom. The participants were 30 technical students of a vocational school. The majority of the students were of the lower and beginning proficiency level with a small number of intermediate level. The design of the lessons was heavily addressed to the lower and beginning level students. Due to this kind of design, I witnessed the two intermediate level students easily bored with the activities that tend to provide students time to rehearse or practice before they perform the task. Therefore, it would be interesting to find out ways of designing lessons that could accommodate this kind of teaching condition (a classroom with a mixture of English proficiency).

Second, the issue of mix-level classroom mentioned above also imply finding out a better way of managing classroom to enable students with mix-level of proficiency learn effectively. In this study, students with higher level of proficiency felt a bit left out and display negative behavior in class, such as talked to their friends in the classroom and ignored the lesson. Therefore, there is the need for future study to investigate kinds of teaching method, classroom management strategies, or classroom instruction that can accommodate learning for this type of mix-level classroom.

Another issue is the time constraint in conducting the study. This study was conducted for one semester and with two cycles of action, a number of instruments (lesson design, material design, classroom observations, interviews, surveys, pre and post – tests), and analysis and evaluation process for each action. For one cycle of action, there were numerous steps that need to be done. The design of two cycles of action took quite some time to be developed, conducted, and analyzed. Therefore, this study could only conduct two cycles of action. Although the students' speaking performance post-test was shown the improvement when considering the pre-test result. This result displays an improvement but not yet an improvement in a bigger impact. For this reason, two more cycles would be recommended to find a more effective way of learning and to achieve a bigger impact in the students learning. As theorists have asserted that learning a second language needs time. Patkowski and Johnson (quoted in Lightbown and Spada, 2002, pp. 67-68) claims that within short period; for example, two hours a week, the language learners could not advance or acquire the language significantly. Thus, by having more

time for learning and practicing routinely, students could improve their language proficiency in progress.

Fourth, the type of English course is another limitation of this study. English in this vocational school is only offered 3 hours a week (34 hours in total) for one semester. According to the curriculum of this school, the students are required to take 6 credit hours of English courses which is broken down into 4 English subjects: (2000-1201) English for Communication 1 (2000-1202) English for communication 2, (2000-1220) English for communication in a workplace, and (2000-1221) English Conversation 1. In addition, the school offers 2 more English subjects as selective courses: English for (2000-1202) English conversation 2, and (2000-1237) English terminology.. Most of these courses are very ESP (English for Specific Purposes) oriented. However, this kind of English course would be too difficult for students who had very low proficiency in English. They need to begin with a General English kind of course. It was difficult for me to adopt the lesson design for this study and set a range of instructional goals. Therefore, I would like to propose the school to have a General English Course as the first course to take or as a complimentary Course while taking English Communication 1.

During the implementation of the two cycles, I found additional findings beyond the expectations of this study. These tasks promote learner's autonomy and cooperative learning. The students take initiative of the direction of the task and work cooperatively in order to perform the task. However, due to the time limitation of the study, I could not further explore how lessons can be designed to maintain autonomy and cooperative learning. Therefore, it would be interesting for teachers to do a research on developing task-based approach to raise and sustain the learner's autonomy, supportive group dynamic in the language classroom.

Lastly, this study was inspired from a reflection of my past teaching practice. By conducting this study, I became more aware of some aspects in teaching that could affect the way students learn in the classroom. I became more conscious of my time and classroom management practice, types of supportive and motivating tasks, observation techniques, and ways of communicating with students. Although the result of the pre and post-tests are slightly improved, I had learned a lot about and became more aware of my own teaching practice that I had probably took for granted in the past. Therefore, I am of the opinion that action research needs to be one of the teacher's practice. As Burn (2010) explains that action research provides the researcher or teacher researcher to redo the unsatisfactory circumstance (s) in their language classroom achieve adequate or expected success. On the other hand, action research is the process of self-evaluation and reflection for teacher's practice. This kind of research will be a very good medium for teachers who would like to do professional development, especially for teachers of vocational school. More action research in this context will benefit more teachers teaching in this specific context (that are quite rarely reported in the literature of this field). To do this kind of study will enrich contextual knowledge of teaching in this type of school.