

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, there were three conclusions to be formulated:

The first is Task Based Language Teaching (TBLT) has an impact on students' ability on grammar mastery. The pvalue (sig) of students who are taught by using TBLT was 0.000 (<0.05). It means that TBLT gives any contribution to students' grammar mastery.

The second point is there is no effect of critical thinking on students' grammar mastery. The significant value of critical thinking was 0.298 based on the data in table Test Between Subject Effect. That result is higher than 0.05. It can be concluded that critical thinking is not giving any impact on students' grammar mastery.

The final finding is there is no influence of TBLT on students' grammar mastery with different levels of critical thinking. The significant value of the interactional impact of TBLT on grammar mastery with different levels of critical thinking was 0.678, according to the data in the table The Test of Between Subject Effect. That result was higher than 0.05. It means that TBLT on students' grammar mastery with different levels of critical thinking had no interaction.

B. Suggestion

As stated in the subchapter above, some suggestions will be provided to:

- The first, for the teacher: To overcome students' difficulties in grammar mastery, the teacher must be wise in selecting an effective teaching strategy
- The second, If further researchers want to do study on TBLT, they should simply use TBLT without taking critical thinking into account, or better yet, use another attribute variable.
- The third, if a teacher wants to use TBLT and critical thinking to teach grammar mastery to adult students, such as university students, the instructor should do to.
- The fourth, for students, They should practice critical thinking skills in class as well as outside of class more even they succeedes answering but it must be improved.