**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusions**

The following conclusions related to the formulation of the previous discussion which reflected to the research questions are as follows:

1. The student’s coursebook and workbook based on the task-based reading materials which have been developed scientifically through several trials in the classroom meet the requirement of the Indonesian EFL university students. This is because the topics of the task-based reading materials were chosen by the uiversity students based on the results of the front end analysis included the real world life contexts, such as homes, cooking, coffee, hair, health, mobile phone, taxi, banking and finance, tourism, wedding, computers, and education. These topics were the contents of the design of the task-based reading materials. To facilitate the learning teaching process, these materials are provided the lesson plan which regulates the teaching stages and the workbook which is the central to teaching.

2. After the implementation of the student’s coursebook and workbook based on the task-based reading materials showed the effectiveness to improve the university student’s ability to comprehand the English reading text. This indicated that the analyse of pared samples t-test of the students’ pre-test and post-test results where the p-value was below 0.05. This showed that there are significant differences between the learning outcomes at the pre-test and the post-test. In conclusion, the use of the student’s coursebook and workbook based on task-based reading materials reading is effective and can be used to improve the student’s reading comprehension.

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3. The student’s and lecturer’s perception on the student’s coursebook and workbook based on the task-based reading materials in improving English reading comprehension for the Indonesian EFL university students indicated positive responses. This showed that most of the students showed their high positive response in the category of fun, new, and interested in the components of learning activities, and the lecturers’ perception on the components and

 learning activities showed that most of respondents stated very helpful.

1. **Suggestions**

 Based on the discussion of the research results, there are several aspects were suggested such as the following:

1. The student’s coursebook and workbook with task-based reading materials produced are recommended to be used as one of the references to improve the reading skills of the Indonesian EFL university students. Therefore, it is recommended to the lecturers to implement this task-based approach in a broader scope.
2. The lectures should make a lesson plan before going to the class, because LP is one of the support devices from the syllabus that has an important role in the success of the learning process in the classroom. In the Regulation of Minister of Education and Culture, LP is a face learning activity plan for one or more meetings to be prepared by a lecturer as a form of seriousness in planning the learning process.
3. The lecturers who teach Reading should consider to apply the task based approach frame which consists of six phases: (a) Theme. In this stage, lecturer’s role is to inform to the students about the theme that will motivate students to use and learn the language, (b) Final tasks. In this stage, the process of planning the unit is to plan the tasks that the students will do at the end of the unit - the final tasks, (c) Determining objectives. In this stage, we can only determine those objectives which spring from the final tasks. Other objectives can be added as we go along in our planning, (d) Specifying content. In Stages 1, 2 and 3 we lay the foundations for the unit through a general statement of what we intend to do. The details of how this is going to be achieved are worked on in Stages 4, 5 and 6, (e) Planning the process. In this stage, we now need to establish the steps to be followed or the way the 'contents' are to be combined to ensure the realisation of the final tasks., (f) Planning evaluation. In this stage, The role of evaluation is to give lecturers and students feedback that will determine adjustments and re-planning of the work in hand to ensure that learning takes place effectively and efficiently.
4. For researchers interested in developing further this research, it is expected to examine the constraints and weaknesses of this research has been developed, so that further researchers can complete these research results.