CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion after getting the result of the research, and the suggestion to the further research.

A. Conclusion

Based on the research result (observation, interview or documentation analysis), the researcher conclude that CTL in the students point of view is very interesting and make them fun, it is not bored because the learning activity and the topic based on the real life situation and it is related to students experience. Therefore, it has positive contribution in learning reading comprehension. Besides, the students were happy because they have opportunity to discuss and ask some question about the topic to their friends and their teacher. They learned from their friends through work in group, discussion, and correcting each other. They get knowledge by themselves and the teacher just as a facilitator and lead them the way to solve their problem in the classroom and it hoped they would do the same things in the real life situation.

The CTL opens up our minds about the main of teaching learning activity. It makes the teacher consider how the students get the knowledge and how to make them use their knowledge in real life situation well. So, through this study the teacher creates the nature learning in the teaching learning activity. The students easy to relate what they study to their experience or their knowledge

because the topic is suitable for their life, it also can deliver their opinion, and they used their own background knowledge on their factual experiences.

Based on the result from observation that is conducted by the researcher during the teaching and learning process in the class, the researcher could elaborate the implementation of contextual teaching and learning in teaching reading by the English teacher in eighth grade. The researcher found that the English teacher teach students reading by based contextual teaching and learning. The description research finding is as follows :The researcher conducted observation in second semester in academic year 2015/2016. This observation is only toward the English teacher at eight grade and the teaching and learning process when she taught reading. The information needed by the researcher is only about the implementation of contextual teaching and learning used by that teacher in teaching reading. The researcher find five categories of CTL in teaching reading comprehension by English Teacher. There are is inquiry, questioning, learning community, reflection, and modeling.

Based on students' response, they were interested during teaching and learning process in using contextual teaching and learning . It made the students enjoy and comfort to study English especially in reading. It also helped the students more active and enthusiastic to increase their ability in pronounce the words, so they easier to read many kinds of texts.

Therefore, contextual teaching and learning method was good to increase students' reading achievement and it was suggested to be used in teaching reading, especially at eight grade of MTs.Assyafi'iyah Gondang.

B. Suggestion

This research had proven that the use of Contextual teaching and learning method to increase students reading competence. Thus, the researcher tried to give some suggestions for English students, for the teacher and for the next researcher.

The first suggestion from this research was for English students. Reading was an important part in learning English among other skills. By reading students could enrich their knowledge they also could understanding the content of any information. And the use use of Contextual teaching and learning method in teaching reading could give some improvements on students' reading skill. Furthermore, it was also suggested that the use of use of Contextual teaching and learning in teaching reading could give a variation in teaching and learning process, so it gave a positive progress on the students' reading achievement.

And the second suggestion in this research was for the teacher. The teachers had been more creative in teaching reading to make the students enjoy the learning process. Reading was identical with pronunciation and understanding, however the teachers could not teach them only by using dictation or only read the sentence without repetition, practice one by one and correction. This way made the students difficulties to read new word or understanding the text in learning reading. The students also feel bored in doing reading without new innovation to make them more interesting. The teachers should look for an interesting way to teach reading, one of the ways were by

using use of Contextual teaching and learning.. By learning use of Contextual teaching and learning method, the students could learn more fun. It would make the students more active in learning process and automatically memorizing the word that they had been learned. It would result a better outcome on their reading ability.

The last suggestion in this research was for the future researcher. The researcher realized that this research was far away from the perfectness; therefore it is suggested for the next researchers who will conduct the similar area of research, which is using use of Contextual teaching and learning method. The next researchers can give any improvements, especially in the research method. The researcher suggested for next researchers to conduct this method at different levels of students and investigate the implantation of this method on other language skill and components such as vocabulary and speaking. The researcher also suggested for next researchers to conduct this method with larger sample to make the data more valid because in this research the researcher have few sample.