

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusion are based on the results of the study that were discussed in the previous chapter. It also presents some suggestions related to the implementation of contextual teaching and learning (CTL) to improve vocabulary at SMPN 1 BUNGAH.

5.1 Conclusion

Contextual teaching and learning (CTL) improve students vocabulary mastery. It helped the students not only to learn vocabulary but also some skills in english reading and writing. The researcher implemented six components of CTL in the classroom. The components are constructivism, inquiry, questioning, learning community, modelling and reflection.

Contextual teaching and learning (CTL) could help the students improve their ability in mastering vocabulary. It helped the students to comprehend new vocabulary, understand the meaning words, pronounce the words correctly. The researcher aplying CTL at VIII A grade of SMPN 1 BUNGAH.

The research finding showed that only active students were dominant in the class and passive students were uninterested to do the task. So, the researcher wanted to make all students interest and think critically. The researcher also tried to control the students by walking around the class. It was way to make the class be alive. After being given the treatment the students average score of pre test is 56,13 and post test is 83,70 (teacher score).

In summary of this research, it can be said that CTL technique is effective approach to be applied in teaching english vocabulary to the students. It helped students attach meaning the lesson or vocabularies. Moreover, they were easier to remember what they study.

Based on the finding and discussion on the previous chapter the researcher drew conclusion related to the use of CTL for teaching vocabulary as follows:

- a. Before starting the lesson the teacher linked the students knowledge with the topic (*constructivism*)
- b. Teacher asked the students to give question about the material given after that teacher gave an example about the task that would be given, (*question*).
- c. Before doing the work the teacher explained and modeled how to do their work independently without depending on the teacher role (*modelling*) .
- d. Teacher gave question and students thought critically to answer the teacher question (*inquiry*).
- e. Teacher divided the students in groups and they could discuss with their group (*learning community*).
- f. The teacher reviewed the material (*reflection*).

Based on the preliminary of the study the researcher concludes that the strategy appropriate with the theory. So, CTL could improve the students vocabulary in teaching learning process.

5.2 Suggestion

Dealing with the strenghts and weakness of contextual teaching and learning above, the researcher provided some suggestions for the teacher and next researcher as follow:

a) For the Teacher

The researcher gave some suggestions in order to be useful in improving the teacher creativity in teaching english vocabulary using CTL. The researcher suggest in addressing those two problems, the teacher should classify in a group. It made atmosphere of classroom more alive. Besides, it made all students can study together well and help each other.

Moreover, the teacher should become a good model for the students. This suggestion is given as significance of the study theoritically and it can be used for the english teachers who want to teach their students by using CTL technique. The use of CTL technique is suggested to be applied beacuse it can make students more active, easy to understand, participated, competitive and brave.

b) For the next Researcher

Contextual teaching and learning was an effective method to teach English vocabulary to the students. The researcher hopes that there will be other researchers, who observe and conduct another research in the same field or study with different grade levels of education and areas with various types. Students would enrich their comprehending of using contextual teaching and learning vocabulary in teaching learning process.