CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusion is based on the results of the study which were discussed in the previous chapter. It is also presents some suggestions related to the research implementation to improve students' reading achievement at SDN Tlogopojok Gresik. The suggestions are recommended by the researcher for the teacher and the next researcher.

5.1 Conclusion

The study concludes that teaching folktales using CTL strategy can improve the students' reading achievement in sixth grade at SDN Tlogopojok Gresik. It also improves the students' scores. By implementing some test in each meeting the students' score shows the improvement of students in reading. The students' average of score of pre test was 75,67. The result of the students' average scores in the post test was 88,27. Teaching folktales using Contextual Teaching and learning will be better and has good improvement to be applied with some consideration in order to improve students' participation, interest, motivation and scores in learning processes. The ideal procedure of teaching folktales using CTL strategy in teaching reading as follows:

A. In pre teaching

In this activity, it could be effective when the teacher construct the students' idea about material by the new knowledge and making connection between the teaching material and the fact in the real life.

B. In whilst teaching

In whilst teaching, the researcher used seven components of CTL strategy as follows:

a. Constructivism

The teacher construct the students' idea by questioning about the material or by watching movies.

b. Inquiry

Teacher asks the students to find out their knowledge by themselves through reading a text, translating a new words, etc.

c. Questioning

The teacher gives questions to the students about material orally or asks students to answer the some questions based on the material.

d. Learning Community

The teacher asks the students to make a small group and give the students exercise that will done in group.

e. Modeling

Teacher plays a role to give an example to the students. The teacher demonstrates what the students about the material

f. Reflection

Teacher can do this activity in the end of teaching and learning process. The teacher asks students to memorize and reflect their material and find the difficulties of material.

g. Authentic assessment

The teacher evaluates the student worksheet and takes the scores in each meeting

C. In post teaching

In the post teaching, the researcher gave questions and reflects the students to memorize the material that they learned and tried to find the difficulties in teaching learning processes.

5.2. Suggestion

Dealing with strengths and weakness of teaching folktales using CTL strategy above, the researcher provides some suggestions for the teacher and next researchers, as follow:

a. For the Teacher

It is important for the teacher to find, to create, to be more innovative and to be more interesting method in teaching and learning process, to improve students in language skill. In this case, the teacher can apply folktales using CTL strategy as a choice of teaching reading strategy which can improve student's reading achievement. Moreover, CTL strategy can be used as often as possible to improve student's reading comprehension.

b. For the Next Researcher

Scaffolding strategy is very effective strategy which is used in teaching reading. In this case, if the next researcher wants to apply this strategy, the next researcher who are interested in applying this strategy, it is suggested that they conduct a classroom research the use strategy in the teaching of reading in highest grade, for example Senior High School level. It is recommended for them to develop this teaching strategy for teaching different material.