

## CHAPTER V

### CONCLUSION AND SUGESTION

This chapter presents the conclusion of the study. The conclusion are based on the results of the study which were discussed in the previous chapters. It also presents some sugestions related to the implementation of Contextual Teaching and Learning by using movie clips to enhance or improve students' vocabulary at MI. Miftahul Ulum Gresik. The suggestions are recommended for the English teachers and the next researchers who want to conduct the research area in vocabulary.

#### 5.1 Conclusion

According to the findings and the discussions of the research, there are some conclusions that can be drawn:

1. The implementation of Contextual Teaching and Learning by using Movie clips in teaching English vocabulary could enhance students' vocabulary. It could help the students not only in the learning process but also in the result of students' scores. The procedure of teaching using CTL in the action represented in the lesson plan that could enhance the students' vocabulary are: Firstly, the teacher should have prepared the film or movie that want to be used, and then the teacher edits the film using windows movie maker become clips and then prepare the environment or setting supported with props that will be used to teach vocabulary with Contextual Teaching and Learning by using Movie clips. Secondly, in the opening activity, Connect the student's mind with the topic by telling them what the topic that will they will learn and give them some questions (questioning) related to the topic in their real life. 3) Third, in the whilst teaching, the teaching learning process is divided <sup>66</sup> into some activities. First is modeling done by presenting Movie Clips. Teacher begin to present the Movie clips which are prepared

before. It makes students will learn vocabulary or new words more effective because they directly experienced with the word or language through the movie. Second, create learning community with building cooperation between students (Learning Community). Third, set up the learning group or grouping the students into small or big group that depend each other. Fourth, facilitates finding activity that is done by the students so that the students can find the knowledge and skill through their finding. Fifth, plays simple game. The teacher acts, imitates the sound or shows the real things to the students, and the students answer the questions, and then asks the students to do the activities just like the teacher and the other students that will answer (it depends on the topic). Sixth, as the reflection, both teacher and students together discuss about the vocabularies that have just studied in the movie clips. And the last, the teacher gives an exercise to the students to check the students' understanding and as the authentic assessment for the students.

Actually, there are seven steps in CTL, but the researcher does not use or implemented all in arrangement in each meeting because the time allotment is not enough and the materials for the fourth grade students is not complex. So by doing some activities above, the students have learnt well.

2. The students' score showed the improvement of students' vocabulary that focus on the noun. The result of pre test was 58,89 meanwhile in the post test, researcher found a big improvement of students vocabulary that was 86, 67. It showed that the Contextual teaching and learning by using movie clips can enhance the students' vocabulary mastery. Thus, based on the result, she concluded that the action research for the first criteria was success.
3. The implementation of CTL by using movie clips in teaching English vocabulary could improve the activeness of students in class. By using Movie clips as a media that support the CTL and help the students to connect their mind to the reality made students feel

funny, enjoy and interesting, that was showed from the result of the atmosphere of the class drawn in observation done by teacher's partner. The teacher partner's observation also showed the presentage of the indicator of success in the observation form. There were several indicators of observation form (see appendix). The result of each indicators would explain the classroom atmosphere condition include student performance. It can be concluded that the implementation of Contextual teaching and learning by using movie clips could make the classroom atmosphere more active and students were more motivated. Thus, the second criteria of success was successful.

4. The implementation of CTL by using movie clips at Elementary school also could make the students feel happy and fun in learning. The students enjoyed the activities and they felt that they were playing not studying. So they easy to receive the lesson and get more vocabulary. by Second, the use of CTL by using movie clips could enhance students' motivation in learning vocabulary.

Last, the teaching of English vocabularies to young learners use Contextual teaching and learning by using movie clips needs the teacher to be creative to make the activities so the students will not be bored. To improve the students' scores, more than two times of treatment are needed. In addition, the teacher should deliver easy instruction and explanation. In this research, those ways helped the teacher to make the process of teaching and learning better. It also built a positive atmosphere in the class.

## **5.2 Recommendations**

Having finished carrying out this research, there are some recommendations that might be useful for the teacher and next researcher regarding to the implementation of Contextual teaching and learning by using movie clips.

1. For the Teacher

Based on the difficulties experienced during the implementation of CTL by using movie clips, choosing the right movie and make fun and interesting activities are very important so that students can be fully interested and easy in the process of learning new vocabulary. Another recommendation is to use outdoor space in several meetings. It does not mean to take them to a place full in one meeting, because the teacher needs LCD, just bring them outdoor if the topic is about school, so they still in school area. Last, the activities should be applied in better preparation. As an alternative teaching method to enhance student vocabulary should match the level of students. Types of vocabulary that is applied should be appropriate. For example, the young learner requires an increase in oral and productive vocabulary. As for the teenagers and adult vocabulary, improvement is needed on prints form of vocabulary.

## 2. For the Next Researcher

Contextual teaching and learning by using movie clips was one of effective strategy to teach vocabulary to English Foreign learners. So, further research is needed in the same field of study in different grade levels of education and areas with various types of students would enrich our understanding of the implementation of CTL by using movie clips in enhancing students' vocabulary and how it can be applied by both teacher and students in the learning process. It would be better for the next researcher to apply CTL by using movie clips or another media like card, picture and others to improve the other's English skill: listening, speaking, writing, and reading or even gramatical area.

