**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and some suggestions related to the

findings and discussions from the data analysis in previous chapter.

**5.1 Conclusions**

Based on the findings, data analysis, and discussions in the previous chapter, the researcher presents conclusions as follow:

* + - 1. Having implemented the research, Contextual Teaching and Learning (CTL) can improve the quality of English teaching and learning process, especially of vocabulary skill. By applying CTL, the students more easily to understand the meaning of words and use the words based on the context. Students also become more active, more enthusiastic, more interested, and more motivated in learning new words.

The improvement of the students’ vocabulary skill was proved in the result of tests. it was found that the mean score of post-test (22,92) was greater than pretest (11,56). The data analyzed by using (tt) standard of significant 5% with degree of freedom (df) = 24, got tt = 2,064 and standard of significant 0,05, the result of t0 (tcount) is 17,823. From this result the researcher gave interpretation that t0 (t count) is greater than tt (t table), 17,823 > 2,064. Beside that, the improvement of students’vocabulary skill can be seen along the process. The students’ vocabulary skill step by step were change during the treatments, first the student had weak skill then they improved after doing vocabulary learning process through contextual teaching and learning (CTL) method.It means that there was significant difference between students’ ability before and after treatment. So the researcher concludes that contextual teaching and learning is effective in improving students’ vocabulary.

* + - 1. The students have positive responses in learning vocabulary by contextual teaching and learning (CTL) method to improve the students’ vocabulary. It is proved by looking their responses to the statements of the questionnaire. In questionnaire, the statement no 1 and 3 were related to learning vocabulary was very interesting and easy to understand if the teacher teaching by contextual teaching and learning (CTL).It means that the students of the eighth year of SMPN 8 Palopo agree to use contextual teaching and learning (CTL) method in improve their vocabulary.

**5.2 Suggestions**

Regarding to learning or teaching vocabulary by using contextual teaching and learning (CTL) method, the researcher gives some suggestions as follows:

For English teachers :

* English teachers can apply CTL in teaching vocabulary as effective way to make students easy to understand.
* English teachers have to be able create new situation during the teachinglearning process in the classroom, so that the students will be interested in learning English.
* English teachers should use model in the class like pictures, chart etc, so that students will not get bored during the teaching-learning process and the teachers should give practices to students to enrich the students’ skill.

For all students, contextual teaching and learning (CTL) method can be applied well, if the students can work together, active, and practice their English. So they can easily understand and improve their knowledges.

For the next researcher who wants to develop this research in the future by using contextual teaching and learning (CTL) method, this method can be applied to motivate the students for study and easier to understand the material because the students get the meaning of their material by their experience not given by teacher.

The students totally involved in learning process.

Finally, the researcher realizes that this thesis is still far from being perfect

and because of that; constructive critics and advices are really expected for the perfection of this thesis. The researcher hopes that the results of this research can be useful for the readers. It is expected to the readers will have more information about the other method to know vocabulary.