

## **V. CONCLUSION AND SUGGESTION**

### **5.1 Conclusion**

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions.

1. There is significant improvement of students' ability in writing narrative text at the second year students of SMA Negeri 1 Natar, after they are taught by using CTL. It can be seen from the result of pre test (57.56) to post test (73.39). Specifically, CTL improves five aspects of writing; namely content, grammar, organization, vocabulary, and mechanic. It can be approved by the evidence on the hypothesis testing which shown that  $t\text{-value} > t\text{-table (0.05)}$  1.671. It means the hypothesis is accepted.
2. CTL also can improve students' aspect writing skill. It showed in the result of this result. CTL can increase students' writing ability in five aspects. that is. Content. Grammar, Form, Vocabulary and Organization. The highest score was achieved by content, because the students were able to express their ideas in written form and then followed by mechanic, it happened because the students were able to use punctuation, spelling and capitalization correctly. In the aspect of grammar, the score improved because the students were able to make sentences in the simple past tense form. In the aspect of vocabulary, the score improved because the students were able to use the choice of words correctly. On the other hand, organization was the lowest aspect among other aspects of writing because the students were not able or they had

difficulties in organizing their ideas smoothly, especially in applying appropriate transition signals.

3. CTL is a good method which can be used by the teacher to help the students actively involved during teaching and learning process. It also help teacher relate materials being taught to students' real world. CTL can create situation "learning by doing". By doing and practicing, the students got the benefit of learning in the classroom. It is also supported by modeling and reflection (self-assessment) that teacher given.
4. In this research all of the components of CTL applied smoothly. The researcher reported that the best component of CTL that was applied was learning community, that made students more active. The learner who knows told the others who did not know. In the group students tried to speak and shared their ideas.

### **Suggestions**

In reference to the conclusions above, the researcher gives some suggestions as follow:

➤ Suggestions for the teacher:

1. In this research the researcher found out that CTL can be applied to improve students' ability in writing narrative text. The English teacher should apply the seven components of CTL namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment in their teaching learning process.
2. The teacher is expected to be able to motivate the students in order to be excited in learning English for example, teacher should create the material as interesting as possible by using kind of media, or she/he may give a reward to students for their participation.

3. From the result, the lowest aspect of writing narrative text is organization. Hence, the researcher suggests that teacher should help students improve their ability of organization by giving more explanation on that aspect of writing and by practicing to write narrative text.

➤ Suggestion for further research:

- The researcher applied CTL to improve students' ability in writing narrative text. Other researchers can apply CTL in teaching learning process of other kinds text writing, for example, in descriptive text and recount text.
- Because the researcher used CTL to help students learning of Senior High School in this research, further researchers can apply CTL on different levels of students. It can be applied at Junior High School.