

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Referring to the discussions of the research findings on the previous chapter, the writer comes to the following conclusions:

1. The whole seven components underlying Contextual Teaching and Learning (CTL) were implemented successfully enough in teaching speaking which are directly observed by the researcher and his rater. Most components are represented smoothly and nicely. It is indicated by the flow of the teaching learning process itself. Commonly, the teacher employs the seven components of CTL successfully. In terms of inquiry, learning community, reflection and modeling have reached gratifying result and it is claimed that only in terms of questioning, constructivism, and authentic assessment, has been less successful. The teacher manages the whole process of teaching learning based on what has been prepared on the lesson plan and makes his plans run effectively by providing a sheet of grid and a dialogue sheet as a trigger to students. Concerning the students' activity, it is obviously seen that every students has his/her own awareness to get involved in the activity, especially in learning community. They work actively and cooperatively.
2. Based on teacher's opinion and experiences, some problems that usually happens in teaching learning process using CTL are: need much times to

make preparation of materials or lesson instruments and teaching strategies before process of teaching begin. Besides, during teaching progress it can not perfectly apply the whole components of CTL or monitor each students more detail because of the large size of class, i.e. contained of 44 students while time allocated is so limited. Also, the schedule of learning English as the last subject in the day make some students sleepy or powerless to continue the lesson.

B. Suggestions

Apart of those conclusions, the writer would like to propose some considerable suggestions:

1. English teachers are recommended to use contextual teaching and learning as an alternative method to teach speaking skills since it can make students involved in the teaching learning process, enables students to be more active, and build students' awareness on using the rules rather than simply knowing the rules, but the teacher should prepare the material as well as the media before the teaching learning process.
2. In relation to the idea stated in conclusion point 1; the writer suggests that the teacher should implement each element underlying CTL well, including questioning, constructivism and authentic assessment. In the context of questioning technique, the teacher should have given a clear question from the beginning of the lesson to eliminate students' hindrance in answering the questions. He should consider using graded questions that is starting from specific questions to more general. It can help the students

to tell their ideas, for example,” do you usually get up at 5 o’clock in the morning?”, “do you usually take a bath at 6 o’clock in the morning?”, “do you usually help your mother to prepare breakfast at 7 o’clock in the morning?”, “So, what do you do at 7 o’clock in the morning, go to school or prepare breakfast first?”. Graded questions will help them construct ideas about the lesson easily. In the context of constructivism, the teacher should construct optimally the background knowledge of the students by using realia or picture in order to motivate students’ interests and attentions so that they can be bridged to the topic well.

3. For the improvement of CTL, in the context of authentic assessment, the writer suggests that the teacher should give full attention to every student in the class during the process of teaching learning. The teacher should secretly examine each student’s activity by moving around the class when they were doing learning community with their friends. And in order to assess the students, it is better for the teacher who uses or will use Contextual Teaching Learning (CTL) to make a list of assessment of each student in the class to help her/him in knowing students’ development toward the material and even help them to be more active in the class.
4. It is suggested to the other researcher to have further research focused on whether CTL is applicable for teaching speaking that is integrated with other skills, such as listening, reading, and writing.