

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result on the learning product and the learning process in this research, the conclusion can be formulated as follows:

1. Contextual Teaching Learning is applicable to be used as a teaching method in teaching speaking since it can increase students' speaking ability. The result in learning product improved from 63,9% to 83,8%. The result of the increase of students speaking ability occurs in fluency, accuracy and comprehensibility consequently improves students speaking score. The improvement of students ability for fluency is 24,3% to 62,2%, for accuracy is 35,1% to 48,7%, and for comprehensibility is 54,1% to 89,2% .
2. Contextual teaching learning improves the teaching speaking skill in teaching learning process in the classroom. It can be seen from the improvement of observation result of students' participation that is from 63,9% to 90, 1%. The improvement of students' participation in learning process also supported by the mastery of speaking skill of students. The mastery of speaking skill of students increased with the increasing of participation of students in teaching learning. Since, contextual teaching learning gave a lot of opportunities to students to practice their speaking in form of discussions in small group work and questioning the real object students have good media to improve their ability.

The CTL procedures trigger students to be more active in joining the teaching learning because group work made them freer in expressing their ideas. They also had more chance in practicing their English through the steps of CTL through learning community. Through constructivism and inquiry students experienced the meaningful learning since they are bridged to their real world. The presentation gave them long term memory. By reflection the teacher and learner adjust their new finding. Good selection of material for learning helps students to be more active in following the teaching learning. The test also should be best given in same form of the topic.

Some problems were found in teaching speaking through contextual teaching learning in this research. They are; when first time meeting students confused what they had to do almost of them were passive. Next problem is in doing the discussion in group as a learning community some students did not do the conversations. In grouping the students, students are tended to join their close friend who sometimes has the same capability as them.

5.2. SUGGESTION

Based on the conclusions, it is suggested that:

1. Teacher uses CTL in teaching speaking. Because CTL provides students lot of chances in practicing their English.
2. Teacher maximizes the use of realia and real object around the school that can help students to connect the lesson to the real world.
3. Teacher should select the text that is suitable to the condition of students and make it to be more familiar to help them in having broader information to be discussed in the process of teaching learning.
4. Teacher should ask the students to prepare the questions before conducting the observation for the sake of efficiency. Besides, in group discussion the teacher had better control the class by going around to ensure that discussion runs well.
5. For further researcher, they can use this research as a literature to guide them in doing same field of the research. And also suggested in smaller class than 37 students to see whether it is also applicable in small class.