

V. CONCLUSION AND SUGGESTION

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

A. Conclusions

1. Contextual Teaching Learning (CTL) is applicable to improve the students' English achievement especially grammar. By constructing the students' previous knowledge (entry behavior) with the new one, stimulating them in inquiry process and providing the suitable materials which is related to the real world situation, the implementation of Contextual Teaching Learning successfully improve the students' grammar achievement.
2. By implementing the seven components of Contextual Teaching Learning, the students become more active to follow the class and they become more comfortable in learning grammar. Since in Contextual Teaching Learning the students are seated in group. They share their knowledge with others. By sharing knowledge, the student who knows will tell the others who do not know or the students who do not know will ask the students who know. In addition, in the authentic assessments the students are allowed to present their works in front of others students. It must have stimulated the students to be active in teaching learning process and the interaction between students to students, or even the students to teacher.

3. Contextual Teaching Learning (CTL) approach contributes a positive effect toward teacher's teaching performance in the class. Since Contextual Teaching Learning is the concept of teaching in which the teachers are asked to be able to relate the materials in the classroom with the students' real world situation. The teachers are asked to formulate the techniques that stimulate the students' participation in teaching learning process so the learning product as a measure of successful learning can be achieved. Moreover, the teachers are demanded to create the interesting media materials since the interesting media and materials will easily attract the students' attention and participation.

B. Suggestions

Based on the conclusions above, the following recommendations were put:

1. For the teachers in general and particularly SMA Kartikatama Metro that want to improve the learning product, especially students' grammar achievement, by implementing Contextual Teaching Learning should be able to construct the students' knowledge (entry behavior) based on the students' real world situation before going deeper to the materials. Besides, the teacher should be able to create the interesting materials, of course, based on real situation. Since it will ease the students to make a connection between the materials being taught with their previous knowledge.
2. In improving students' activity in teaching learning process, it is suggested for the teachers to know well each student's ability in the classroom. Because it is very useful for dividing students in learning community. Additionally, in

correcting students' error, it is better for the teacher to use peer correction first than direct correction. Because some students are afraid of making mistake. Besides, the interaction will be more active through peer correction.

3. The teacher should motivate students to be active in the classroom by giving them the activities that can stimulate interaction and the interesting media and materials which are related to the students' real world situation.