V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In line with the data analysis and the result of the research previously presented, it can be concluded as follow:

1. Contextual Teaching and Learning (CTL) can significantly increase the students' reading comprehension achievement of narrative text in intensive reading. By using constructivism, inquiry, learning community, questioning, modeling, reflection and authentic assessment of Contextual Teaching and Learning, it successfully improve the students' reading achievement. By using the seven elements of Contextual Teaching Learning, the mean score of students' reading comprehension achievement of narrative text in intensive reading increase 16.82% (10.14 point) from 60.28 in the pretest to 70,42 in the posttest. The result of hypothesis test shows that the hypothesis is accepted ($p<0.005$, $p=0.000$). It means there is a significant increase of the students' achievement.

2. After conducting the research it was found that 30 students passed the KKM while five students failed to pass the KKM. Generally Contextual Teaching and Learning was successfully increased the students' ability in reading comprehension because almost all the students can pass the KKM.

5.2 Suggestions

Some suggestions are proposed based on the conclusions as follow:

1. Since the Contextual Teaching and Learning (CTL) can increase students' ability in reading comprehension of narrative text, the English teachers are suggested to apply Contextual Teaching and Learning (CTL) in teaching reading comprehension of narrative text.

2. In Contextual Teaching and Learning, a good Learning Community element is needed and important. The teacher must pay attention and control the students' activity so the teaching and learning process run well without disturbing other classes because of the noise created by the learning community activity.

3. Since there were five students who failed to pass the KKM, the researcher suggested them to have remedial to improve their ability, so they can pass the KKM.