

V. CONCLUSIONS AND SUGGESTIONS

In line with the result of the research, the conclusions and suggestions are formulated as follows.

5.1 Conclusions

Referring to the discussions of the research findings, the researcher comes to the following conclusions:

1. The seven components underlying Contextual Teaching and Learning (CTL) were implemented well enough by the teacher. Based on the observation that had been done by the researcher, the components of CTL had reached gratifying result but in term of questioning, the teacher had been less successful. The teacher managed the whole process of teaching learning based on the lesson plan run effectively by providing a sheet of grid and a dialogue as a trigger to students.
2. The strength of the implementation of CTL in the classroom is learning community. In this stage, the students worked actively and cooperatively. Every student had his/her own awareness to get involved in the activity. There were several weaknesses from this study. First, in term of questioning. It was caused by the question of given by the teacher, which is rather hard to be both

understood and answered. Second, in the teaching learning process by using CTL, the teacher also had difficulty to monitor each student because of the large class that consisted of 38 students while time allocation was so limited. It caused some students to have less attention from the teacher.

5.2 Suggestions

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

1. English teacher are recommended to use CTL in teaching their students since CTL can make the students involve in teaching learning process, enable the students to be active in the aclassroom activities.
2. In relation to the teacher's questioning technique, it is suggested that the teacher should have given a clear question from the very beginning of the lesson to eliminate the students' hindrance in answering the questions. She should consider using guided questions to help students to tell their ideas, since guided questions will help them construct ideas about the materials being asked. Then English teacher should be controlling the class during teaching learning process. For example, when the teacher asks a question to the students, she asks the students to raise their hands first before answering the question. So, they do not answer the question together. It is done in order to make the class situation more conducive.