V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In line with the result of the data analysis, the researcher draws a conclusion as follows:

There is a significant difference of students 'achievement in reading comprehension of narrative text between those who were taught through CTL and those through translation method. This can be identified from the gained score of students' reading comprehension achievement of narrative text between students who were taught through experimental class and those who were taught through translation method. The test shows that students who were taught through CTL get higher score than those who were taught through translation method. It can be seen from the mean of students' score pre test and post test in experimental class increase from 62.88 up to 72.31 and the increase was 9.43. Meanwhile in control class the mean of pre test and post test increase from 59.62 up to 62.50 and the increase was 2.88. The students' increase in experimental class is higher than control class. This suggests that CTL is better than translation method in teaching reading comprehension of narrative text. It is also infers that Contextual Teaching and Learning can be used as an alternative way for the teacher in teaching reading comprehension.

5.2 Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher

    a. English teachers are recommended to apply Contextual Teaching and Learning as one of the ways in teaching reading comprehension of narrative text because it can help the students in comprehending the text easier. For example, the teacher could guide the students in comprehending the vocabulary in the text by giving a simple and clear clues or direction that is easy to be understood for them to answer the questions that they do not understand while discussion.

    b. In Contextual teaching and Learning, it is needed that all students are well organized into group of four in order the discussion could run well and the condition of the class is controlled and did not bother another class. And it can be done if the teacher moves from one group to another to control and check students' activity. For example, when the students do the discussion, the teacher can check the students' work with stand up beside them and moves from one group to another.

2. Suggestions to further researchers

    a. The researcher should apply Contextual Teaching and Learning to increase the students' reading comprehension of narrative text achievement. Further researchers should apply other kinds of texts, i.e., descriptive, exposition, spoof, recount, report text etc.

b. Further researchers can conduct this technique on different level of students of Senior High School.