

V. CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the discussion of the research findings on the previous chapter, the writer comes to these following conclusions.

1. There is significant improvement of students' ability in writing descriptive paragraph after they are taught through CTL by using pictures. By the seven components of CTL (constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment) the teacher invite the students to express their ideas, opinion, or experiences that they are going to write in writing descriptive text with the five (content, grammar, form, vocabulary, mechanic)aspect of writing. It can be seen from the result of pre test (59.08) to (70.33).
2. CTL also can improve students' aspect writing skill. It showed in the result of this result. CTL can increase students' writing ability in five aspects, that is, Content, Form, Vocabulary, and Organization. The highest score is achieved by grammar, the score improved because the students were able to make the sentences in the simple present tense form. And then followed by mechanic, it happened because

the students were able to use punctuation, spelling and capitalization correctly. In the aspect of organization, the score improved because were able to make which is the introduction and general classification in the form of descriptive paragraph. On the other hand, content also improved because the students were able to express their ideas in written form. Vocabulary was the lowest aspect among other aspects of writing because the students were not able to use the choice of words correctly.

3. The findings reveal that by the picture as the model contributes to the quality of students' writing. This picture also contributes to the effectiveness and efficiency of sentences made by the students.
4. It can be seen from the score of five aspect of writing: Grammar (4,75) from 10.41 into 15.16. It happened because the writer applied CTL method that requires learning community in process of teaching learning and learning. The next aspect improved was mechanic (2.25) from 12.75 into 15. In organization aspect there was also a high improve (2.76) from 10.99 into 13.75. The last aspect was content (1.17) from 12.33 up to 13.5. it happened because applied the constructivism and questioning in pre writing and pre activity. Furthermore for vocabulary, that improved was (0.27) from 12.58 into 12.83). Based on the score from five aspect of writing, the writer could see the result of the pre test (59.08) up to post test (70.33). It can be approved by the evidence on the hypothesis testing which shown that t-ratio (-6.03) > t-table (2.46). It means the hypothesis is accepted.

5. In this research, the best component from the CTL that was applied was learning community, which made the students more active. The learner who knows told the others who did not know, and in group the students tried to speak and shared their ideas and opinion with their friends.

Suggestions

Referring to the data in the previous chapter, the writer would like to give some suggestion as follows:

➤ For the teacher

1. In this research, the researcher found out that Contextual Teaching Learning (CTL) can be applied to improving students' ability in writing descriptive paragraph. The English teacher should apply the seven components of CTL namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment in their teaching learning process.
2. The teacher is expected to be able to motivate the students in order to be excited in learning English. For example, teacher should create the material as interesting as possible by using kind of media, or she/he may give reward to students for their participation.
3. From the result, the lowest aspect of writing descriptive text is vocabulary. The writer suggests that teacher must pay more attention for the students about their vocabulary. For example the teacher much asked the students to bring a dictionary when they had a learning English subject. So when the students found the difficult sentences, the students can help by the dictionary.