CHAPTER V

CONCLUSION AND SUGGESTION

This chapter tries to conclude the findings of the research and their implications for the teaching of speaking through Contextual Teaching Leaning (CTL). Some suggestions are also provided that might be useful for further related researches.

5.1. Conclusion

The study has outlined how CTL could be useful in improving students' motivation in speaking. Al least, there are three important aspects the study can tell how CTL is useful for motivating students to speak.

The first is that through CTL, students' competence in learning could be enhanced. The principles of CTL that initiate students to be self-regulated, situate them to learn in multiple and diverse contexts, allow them for problem solving and independent learning, and support them with authentic assessment could be effective for activating and generating their sense of competence in learning.

The second is that CTL helps students feel connected to what they learn that their sense of autonomy is enhanced. The study has indicated that the student could be motivated to speak something real and familiar with their experiences. They are eager to speak about the phenomena that have direct relevancies to their daily experiences. That is why, which the study agrees with, CTL emphasizes the importance of helping students see meaning in the materials they are studying by connecting the subjects to the context of their daily lives: personal, social, and cultural circumstances (Johnson, 2002:25). In other words, in order to make the

learning motivating, the learning should be able to generate students' autonomy by connecting what the students learn to the worlds that have relevancies to their direct lives. When they learn in such situation, they could feel that what they learn is important for them.

The third or the last is that CTL produces positive changes in students since they feel related to others to improve. The positive changes include increased social and personal responsibility, growth in moral and ego development, and improved self-esteem which all contribute to improve their motivation.

To sum up, CTL practices could energize students' needs of autonomy, competence, and relatedness that could result in the motivated behaviors of the students in learning. As indicated by Deci (1991) cited in Borich and Tombari (1997), in order for the students to be motivated to learn, the learning should be able to generate the three needs: autonomy, competence, and relatedness.

5.2. Implications

Based on the aforementioned findings, there are some important notes the study could highlight as the implications of the study in teaching-learning practices.

First, students should be provided with teaching materials that have relevancies with their worlds that include ages, experiences, skills, and thoughts. Thus, the students' speaking practices will not only become active but they also could see that what they learn is useful that finally will affect their motivation in learning.

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Second, teachers should let their students get involved in what they will learn. Doing so could be very effective in enhancing the students' engagement in learning since they learn what they find interesting.

Third, teaching-learning activities should be able to generate the students' needs of competence, autonomy, and relatedness. By activating these needs, the teaching-learning activities could be motivating for the students that their engagement in the learning-learning activities could persist in a longer period of time.

5.3. Suggestion

Generally, the whole processes of the study could be completed and handled as expected and planned by the writer. However, it does not mean that the study was not without any problems or difficulties. The most conspicuous problem encountered by the writer which he believes necessary to be considered by other researchers is his difficulties in monitoring the students' individual ongoing progresses in during the teaching-learning activities. It was because there were too many students involved. The writer had to spend an extra effort in order to cope with the problem. Therefore, it is recommended for other researchers to consider the quantity of students when conducting other related researches. In other words, such research might be better conducted in smaller classes so that researchers will find it easy not only to monitor their students' progresses but also when they have the students learn in more groups which certainly require a quite spacious room.