

CHAPTER V

CONCLUSION

This chapter contains two main parts; conclusion and recommendation. In conclusion, all findings and discussions in the previous chapter are drawn together to get the summary of the study. Besides, practical implication of the study in the use of CTL in teaching reading is presented in suggestion.

5.1 Conclusions

The conclusions are made based on the findings discussed in chapter IV. There are two main conclusions related to the implementation of CTL in teaching reading. They are: (1) the use of CTL improved students' reading skill; and (2) the use of CTL was positively responded by the students. Each point is elaborated below.

First, the use of CTL has been proven to increase students' reading skill. The calculation of t-test in SPSS 17.0 for windows showed that the experimental group's post-test score significantly improved than the score of control group. It can be seen from the experimental group's mean score which was 86.53, while control group's mean score was 82.40. Besides, significant value from the computation of independent t-test was sig. (2 tailed) = 0.018 which was lower than 0.05 ($0.018 < 0.05$), and the t_{obt} was higher than t_{crit} ($2.424 > 2.002$). It was indicated that the null hypothesis was rejected and there was significant difference between students who received treatments by using CTL and GTM. In conclusion, the use of CTL improved the students' reading skill in procedural text.

Moreover, the data gained from interview showed that the students have some positive responses toward the application of CTL in reading procedural text. The

result of the interview showed that the students got many advantages through the use of CTL in classroom activity.

Regarding the advantages of using CTL in reading procedural text, there are two points highlighted from the students' answer in interview. The first point is helping students in getting better understanding about materials through the various media used in the learning process. The second point is motivating students to learn through group work. The students found that learning in group could increase their motivation in learning, since they could share their knowledge and worked together in completing the task.

Although the current study revealed some positive findings for the development of teaching reading in Indonesia, there are also weaknesses that should be looked at the future study. The main problem was that the students found that the use of CTL did not give them opportunity for dialogue practice.

5.2 Recommendations

There are several suggestions recommended for other studies in the future. These suggestions will focus on two fields, suggestion for English teacher and for further researchers who are interested in CTL approach.

First, it has been shown that the use of CTL approach could improve students' reading skill. Therefore, it is suggested that CTL is implemented in teaching reading to help students get better understanding, especially in reading procedural text. Second, the teacher who would like to apply this approach in classroom needs to prepare and plan the lesson well since it can determine the success of the teaching and learning process. Third, to gain students' motivation in learning, it is important for the teacher to provide various kinds of media and choose the material which relates to the students' needs and interest. Fourth, since CTL approach includes five stages in teaching and learning process, the teacher should give instructions clearly to the

students and manage the classroom activities well. In addition, for the researchers who are interested in the similar study can involve students from different level (junior high school and elementary level) or students of vocational school but from different majors.