

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions and recommendations of the study. This section divided into two sections, namely conclusions and recommendations. The conclusions section starts from a brief description of aspects which underlying this study. For the recommendation section, it provides the suggestion for the further research in terms of reward system in enhancing students' learning motivation, both for teachers and other researchers.

#### **5.1 Conclusions**

Based on the careful research and analysis, the research resulted in the expected outcome. The result signified that the use of contextual teaching and learning may improve student' motivation to learn English in terms of students' time management, student's participation, students' persistence, students' tenacity, students' devotion, students' aspiration level, students' achievement level, and students' direction in learning.

Students' behavior improvement emerged because they can learn in a real-life based learning environment which makes them enthusiastic, participative, and able to manage their time during the learning activities. The ability of combining students' prior knowledge and the material being taught also resulted in better concentration, attention, and task completion. The interesting environment facilitates the students to struggle through the activity along with the assignments and directed the students to be a self-regulated learner. In addition, due to the delivery of the material which as applicable as possible to the students' life, the students feel that the lesson was meaningful and important for them so that the students exhibits positive gesture while actively engaged in every activity.

However, the positive result was not able to cover all of the aspect of the motivation, especially in the aspect of learning achievement. Due to the

cooperative learning environment, students prefer to interact using English than creating student's product. Even so, it may be implied that this factor encouraged

students to be more active, participative, cooperative, and creative. Students were also stimulated to work together, express opinions, and listen to each other to find the problems, design plans, and find solutions to the problems. Therefore, it can be assumed that CTL provide favorable influence for the students to directly apply the material.

Students' responses also denote that the students feel favorable with the use of Contextual Teaching and Learning. With the contextual aspect during the learning activity, it can help students understand better, inspire the students to be involved in the activity, trigger the curiosity, and create an interesting environment. Through CTL, the students can make a connection between what they learn and what will they face in real life. Even though most of the books in school already provided this kind of approach, however, it is best for teachers to create a learning environment which support the idea of CTL and make the learning more meaningful.

Therefore, students have the responsibility to accept the consequences of their own decisions and behaviors, assess the alternatives, make choices, develop plans, analyze information, create solutions and critically assess the evidence. Then, through the interaction among the students, they will get a new understanding and perspective to find personal interests and ability to survive in a hard situation.

## **5.2 Recommendation**

In relation with the conclusion, the researcher also intended to bestow some suggestion in order to contribute to the related field. The suggestions were directed to English teachers and for the needs and importance of future researchers.

Firstly, for future contribution, this finding may invite all of educators, especially English teachers to apply CTL as an alternative language learning strategy for various competencies and skills of English both productive (Speaking and Writing) and receptive (Listening and Reading). Hopefully, by implementing

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CTL in the classroom, it will encourage the students to be interested and involved in the learning activity.

In addition, even though there are already many books that are based on Contextual Teaching in Learning in school, however, it is teachers' obligation to make the concept into reality. Teacher should be able to deliver the concept of CTL as it is. Moreover, teacher should construct or find valid authentic assessment that truly suitable to measure students' ability. That way, it is easy to identify students' skill improvement.

Secondly, this research still leaves gap for other researchers to discover. The further researcher should attempt to conduct this procedure in other levels with more numbers of students and in different situations in order to determine its contribution in motivation. Since the research only conducted in three meetings of Contextual Teaching and Learning, hopefully further researches will conduct the research for the longer period and use the other type of evaluation to uncover richer details regarding the issue. In addition, along the process of analyzing, it is very important to consider that whether the positive result was caused by the approach or simply it was the effect of the interesting activity. Hence, if the result was caused by the latter, then the research is unsuccessfully applied the approach. Thus, the researcher needs to understand and distinguish the characteristics of CTL approach between other approaches.

Additionally, the researcher should understand in the concern of intrinsic and extrinsic motivation. Because the characteristics of each motivation type needs different treatment, thus, the researcher should know the appropriate treatment for the students with different type of motivation. As a result, it will be easier for the researcher to identify the motivation improvement based on the motivation type.