

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter summaries and relates the account discussed in the previous chapters, and gives suggestions based on the research findings.

A. Conclusion

The analysis of pretest score has found that there is no significant difference between experimental and control groups in pretest score because the probability of pretest is higher than 0.05 ($0.187 > 0.05$). This means the students' achievement in English before accepting the different treatments can be stated equal. However, the analysis of posttest score has shown that there is a significant difference in posttest score because the probability is lower than 0.05 ($0.000 < 0.05$). This means that the students' achievement in English after accepting the different treatments is not equal. Thus, the CTL approach is more effective in improving the students' English achievement than the other approach.

The pretest and posttest score of both groups has been analyzed through t-test formula to find out which approach is more effective. The result has shown that t_{obs} for experimental group is lower than t_{crit} ($-7.423 < -2.021$) and t_{obs} for the control group is higher than t_{crit} ($-1.121 > -2.021$). This means that the CTL approach is more effective in improving the students' English achievement than the other approach.

The teaching and learning of English using CTL is more effective than without CTL. It has also been proven by calculating the students' progress in English test achievement (gain). The result of gain calculation has shown that experimental group's gain is 33.66% and the control group's gain is 8.92%. This means the experimental group's gain is 24.74%

higher than the control group's. In conclusion, the CTL approach effectively improves the students' English achievement because the students who are taught English using the CTL approach have a better improvement in English test achievement than the students who are taught without CTL approach.

B. Suggestions

Based on the findings of the research, there are some suggestions recommended for English teachers and researchers who may want to conduct a similar research with similar topic.

1. *English Teachers*

- The CTL approach is applicable in English lesson so that English teachers can use it as an alternative teaching method in teaching English.
- Since this study has found out that students face some difficulties in learning using the CTL approach, the teachers should also help the students solve the problems by applying the suggestions proposed in the interview, such as simplifying the instructions, eliminating the number of group members, lengthen the learning time, etc.

2. *The Next Research*

This research is not sufficient to discuss and explore the CTL approach used in language classroom. Hence, if there is any research which investigates the CTL approach, it is recommended for future researchers to do the following suggestions:

- to investigate the CTL approach in improving a certain language skill, such as writing, reading, speaking, listening, pronunciation ability, grammar competence or vocabulary mastery.

- to investigate other variations of the CTL approach in improving the students' skill
- to find more theories supporting the using of CTL approach in language classroom.