

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings, it can be concluded that contextual teaching and learning approach had positive effect on students' vocabulary mastery at eighth grade students of SMP Swasta Pelita Medan. It can be seen from the data with the statistical hypothesis of significance level 5% which is calculated by using SPSS 26 version. It showed that the mean score of experimental class after taught by contextual teaching and learning approach was 86,00 and it was higher than the mean score before using contextual teaching and learning; it was 58,00. The data analysis, moreover, showed that *sig. 2-tailed* (p) $< \alpha$; $0.002 < 0.05$. It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, the data showed that contextual teaching and learning had the positive effect on the students' vocabulary mastery. In short, this study showed that the application of contextual teaching and learning approach could increase students' vocabulary mastery at the eighth-grade students of SMP Swasta Pelita Medan. It improved students' vocabulary mastery; it helped students to remember vocabulary; and it helped students quickly find the meaning of unknown vocabulary based on surrounding context.

5.2 Suggestions

Here are some suggestions that useful for the students, teacher and other researchers who are interested in conducting to similar research in contextual teaching and learning approach. The suggestions are follows:

1. Teacher

- a. Teacher should give clear explanation about theory of contextual teaching and learning approach before the students use this approach in learning vocabulary. The use of contextual teaching and learning approach can make students more quickly understand and remember the material provided by the teacher.
- b. Teachers are suggested to apply CTL approach in teaching English vocabulary: Noun and Adjective in order that they can increase students' motivation and vocabulary mastery
- c. Teachers should make some variations (use of learning media, interactive teacher teaching style, application of interesting learning models and learning methods according to the culture and character of the students to increase students' vocabulary using CTL) which are suitable for students' condition and situation in teaching vocabulary to make the learning process of CTL approach more interesting.

2. Students

- a. Students should know the kinds of vocabulary especially noun and adjective through applying CTL approach
- b. Students should enrich their experience and knowledge in learning vocabulary through applying CTL approach

- c. Students should use CTL in mastering vocabulary in order to make them easier to find the unfamiliar meaning of vocabulary: noun and adjective

3. Further Researcher

- a. The result of this study can be used as basic information or reference about the effect of applying contextual teaching and learning approach for other researcher in conducting the similar study.