

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research about Implementation of CTL in Teaching English for Islamic School the writer concluded as follows:

1. In carrying out the teaching of English contextually based, an English teacher at MTs Negeri 1 Kota Serang do some learning stages, namely (1) the preparation stage or contextual learning plan: create a learning device that includes a syllabus and learning implementation plan. (2) the stage of contextual learning process: using pliers points were in the seven components of contextual learning and develop the media you have available and try to produce the project, (3) the assessment phase of contextual learning: an assessment in terms of affective, psychomotor and cognitive.
2. Development of a model CTL (contextual teaching and learning) in teaching and learning English subjects performed

using methods that have been developed, such as the method of discussion and Simulation.

3. The perceptions from teachers about learning model CTL in learning English are Positive perceptions that come from teachers include: study English attract the attention of students, CTL Learning Model applied in the teaching of English makes it easy for students to understand the study of English. And CTL make the students more active in the classroom, students can performance the material in daily life.

## **B. Suggestions**

In this research, the writer found some obstacles such as the writer finds an obstacle when the writer of make observations. Obstacle Noted by the writer in an observation such as the ability of students to understand the material given by the teacher. It is the caused by Several factors such as the teacher Explains the material is unclear, and students do not care about the teacher's explanation. So, concerning finding of the research, there are some suggestion:

1. For schools are expected to improve the facilities and infrastructure which is sufficient to support the ongoing process of contextual learning.

2. For the teachers in the learning activities are expected to not only provide the material only theoretically but also to link with students real-world situations, so students more easily understand the material provided and can apply it in everyday life.
3. For students are expected to be more active in the learning process by taking into account the material submitted by teachers, so that will be able to face and solve everyday problems in society.