

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. CONCLUSION

Based on the result and discussion in the previous chapter can be concluded that there is the effect of Contextual Teaching and Learning (CTL) approach to the students' mathematics achievement. It can be shown by:

1. The mathematics achievement of students who taught by contextual approach is higher than the mathematics achievement of students who taught by conventional approach.
2. The mathematics achievements of students who have visual learning style is higher than the mathematics achievement of students who have auditory learning style.
3. There is interaction between learning approach and learning style to the students' mathematics achievement. The students who have visual learning style is better taught by using contextual learning approach. Meanwhile, the students who have auditory learning style is better taught by using conventional learning approach.

#### 5.2. SUGGESTION

Based on the conclusion and the relevant study can be offered some suggestions below:

1. The contextual approach gives the higher students' mathematics achievement compared to the conventional approach. Therefore, the mathematic teachers are suggested to apply contextual approach in the learning activity.
2. For students who have visual learning style are suggested to be taught by contextual approach, while for students who have auditory learning style are suggested to be taught by conventional approach.
3. The student's characteristic which was researched is limited to the learning style. Because of that, for other researchers are suggested to take study about another students' characteristic.
4. The contextual and conventional approaches are applied to mathematics learning of Geometry in the cognitive level, for other researchers are suggested to take study for another subject or level.