

CHAPTER IV

FINDING AND DISCUSSION OF THE RESEARCH

This chapter discusses about research finding and discussion. The data collected from interview, observation, and documentation. In this chapter, the researcher going to describes base on the research focuses in the first chapter.

A. Finding of The Research

The researcher is going to describes by using descriptive analysis of qualitative method. The researcher presents some data based on the data collection procedures that were used to collect the data by doing an observation, interview, and documentation. The researcher describes about three finding in this section. The first, the teacher implement the contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan. The second, the advantages of the the implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan, and the last is the disadvantage of it.

1. Implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan.

To obtain the data related to the implementation of contextual teaching and learning in reading comprehension. The researcher observed a process of teaching and learning at tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan In order the researcher easy to investigate the

implementation of contextual teaching and learning, the researcher uses observation, interview and documentation.

Firstly, the researcher observes the teaching process by attending the classroom, then the researcher interviews the teacher about this method that use in teaching and learning process. The observation, interview in documentation are conduct on Tuesday 15 September 2020 at 08:30-10:00 am for first observation and on Tuesday 22 September 2020 at 08:30-10:00 for second observation in the tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan. Here the result of the researcher's investigation about the implementation of contextual teaching and learning in reanding comprehension.

The learning process here:

This study explain the process of teaching learning in the tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan. The teaching learning, observed directly, can be disrobed as follows:

- a. The first meeting in the implementation of contextual teaching and learning in reading comprehension.

The first meeting was conducted on 15 September 2020 at 08:30-10:00 am. The researcher observe to the class and the learning runs as follows :

1). Introduction Activities

In this case the researcher and English teacher of tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan study together at the classroom, the teacher comes into the class and than opening the class by greeting and before start the lesson the teacher order to praying together. After that the teacher checking the attendance of students.



Figure 1

The teacher introduction the students

The teacher give the question to the student about the condition of the students and teacher directly talk related to the topic to be studied and give motivation to the students specially to learn English every where in order to be used in every life.

2). Main Activities

1. Explanation of the Material

The teacher give an explanation about the material specially in the reading text consist of introduction, main idea, and more explanation of it like “Tanjung Puting National Park” (the name of ecotourism destination). After that the teacher describe about the title

by reading the text in front of the class and the students attention it, for example the teacher read the first paragraph, after that the teacher try to understand together about Tanjung Puting National Park. The teacher read main idea after the teacher read the first paragraph and give more explanation about the main idea in front of the student for example: “Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called, but unlike any park that you have seen in your city, this is jungle It is real jungle, which is home to the most interesting animals in world : orangutans.”.

About the main idea of the text the teacher explains one by one paragraph about the more information of Tanjung Puting National Park and the students get the point of information in the text that the teacher read and moral message of it in order to they can imagine what the teacher said and also they can application the moral message to their daily live.



Figure 2
The teacher explain material to the students

2. Divide the Students into some group of work

After the teacher explain the material, the teacher divides into 4 groups of the 13 students and each group consist of three and four students. After the group is already divide, than the teacher give same question to every group for describing the text by the oral explanation.



Figure 3

The teacher separated in to some group

The teacher divide the group according to what the student get the name of group that the teacher give to the student one by one, if the student get same the name than join with her. Example the name of the first group is Kehi Hill, the name of the second group is Brukoh Hill, the name of the third group is Puncak Ratu, and the name of the last group is Sekaran. So that the students can do in the team work and the learning will run in the teacher suggestion. We can see on the following table:

TABLE 1
LIST OF GROUP

Name of Group	Member of Groups
1 st Group (Kehi Hill)	<ol style="list-style-type: none"> 1. Ach. Ghufron 2. Ghufron 3. Bojes Farhan J
2 nd Group (Brukoh Hill)	<ol style="list-style-type: none"> 1. Moh. Qosim 2. Mahbub Syaltut Az. 3. Walid Nuruzzaman 4. Ilham Akbar A.
3 rd Group (Puncak Ratu)	<ol style="list-style-type: none"> 1. Rikzal Musthofa 2. Rifqi Al-Fadani 3. Moh. Ridhollah
4 th Group (Sekaran)	<ol style="list-style-type: none"> 1. Moh. Syarifuddin M 2. Fahrul Fathoni 3. Nuruddin

After the teacher divide students into four groups, then he asking them to sit with the group and make circle with the group that has been formed. The first group sits on west class. The second group sits on right first group. The third group sits on right second group. The fourth group sits on right third group.

The teacher order each group to sit in circle place. Then, the teacher explains how to each group do in a work with re-explain the material about reading text that the teacher give to the student to make it easier for students to understand the text. Then Each group begin to share with their group what they get from the text.



Figure 4

The teacher re-explain the material

3 Give the students task to read and discuss with their own group

After the teacher explain the task to re-explain material by the presentation in front of the class, each group begin to read the text that the teacher give to the student. The student work hardly try to understand with their imagination of it. The teacher give 30 minutes to read the text and discuss with the group. Every student in each group must give an opinion what they get from the text and share with his group in order to this work run effectively.

Every group must discuss with their own group about reading text that they get from the teacher and try to coloborate with the other student understanding. After that they discuss together during 30 minutes with their own group. Then, after the time is offer to discuss the teacher give opportunity to one of students from each group to make presentation with reading what they have been discussed in

front of class sin front of other group during 20 minutes. Every group have 5 minutes to make presentation.

In the last minute, the teacher asked students from each group do they find a moral message according to what they get from the text in order to applied in their daily life.



Figure 5

The students presentation

3). Closing Activities

After all groups have finished the presentation what they get from reading text, the teacher and students close the learning together and after that the teacher provide opportunities for student to ask related materials that are not understood.

- b. The second meeting in implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan.

The second meeting was conducted on Tuesday 22 September 2020 at 09.30-10.00 am. The researcher observe to the class and the learning runs as follows :

1) Explanation of the Material

The teacher give an explanation of reading text consist of definition, and the title of the reading text is “Tajmahal”. After that the teacher describe about the title infront of the class and the students attention it, for example the teacher explain more the materials by oral explanation, after that the teacher engage to analyst together about content of the reading text. The teacher describe detail about the title infront of the class for example: “Taj Mahal, an epitomi of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Tajmahal is synonymmous to love and romance.”.

About the text the teacher explains one by one of the line in the text about the history of Tajmahal and they can imagine content of text and the students get the moral massage of it in order to and also they can application the moral message to their daily live.

In the teacher explanation the researcher got the implementation of contextual teaching and learning in reading comprehension is can retail the history of Tajmahal and moral message application.



Figure 1

The teacher explain the materials

2). Divide the Students into some group of work

After the teacher explain the material, the next step is offering to students in the team work. And after that, the teacher divides the team work into 3 groups of the 11 students and each group consist of three and four students. When the groups have done divided, than the teacher give the question for each group in the withboard to answer the question by presentation infront of class.

The teacher divide the group according to the number that they get before by accounting example ane, two and three. The student join with the same number to make a group, so that the students can do it in the team work and the learning will run effectively. We can see on the following table:

TABLE 1
LIST OF GROUP

Name of Group	Member of Groups
1 st Group	1. Mahbub shaltut 2. Moh. Qosim 3. Fahrul fathoni 4. Ghufron
2 nd Group	1. Syarifuddin 2. Rifqi Al-Fadani 3. Nuruddin 5. Rikzal Musthofa
3 rd Group	1. Bahrur rizqi 2. Walid nuruzzaman 3. Ach. Ghuffron

After the teacher divide students into three groups, then he asking them to sit be cut out with the group that has been formed. The first group sits on west class. The second group sits on right first group. The third group sits on right second group.

The teacher order each group to sit in circle place. Then, the teacher explains how to each group do in a work with re-explain the material about reading text that the teacher give to the student to make it easier for students to understand the text. Then Each group begin to share with their group what they get from the text.



Figure 2

The teacher separated in to some group

3). Give the students task to answer the question and discuss with their own group

After the teacher explain the task and re-explain material, each group begin to discuss with their own group in the reading comprehension to answer the question. The student work hardly in the team work discussion to understand the text and answer the question. The teacher give 20 minutes to comperhand the text and then answer the question. Every student in each group must give an opinion what they find in the reading text and try to comprehend the text in order to this work run effectively and easy to answer the question.

Every group must discuss with their own group about reading that they comprehend the text to share what they get. After that they discuss together during 20 minutes with their own group. Then, after the time is offer to discuss the teacher give opportunity to one of students from each group to answer the question with oral

presentation in front of class sin front of other group during 15 minutes. Every group have 5 minutes to make presentation infront of class.

In the last minute, the teacher asked students from each group do they find a moral message according to their reading comprehensionn in the text in order to applied in their daily life.



Figure 3

The The teacher re-explain the material



Figure 3

The students presentation

a. Closing Activities

After all groups have finished the presentation of the reading comprehension, the teacher and students close the learning activity and after that the teacher allow opportunities for student to ask related with the materials that are not understood.

2. The advantages of implementation contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur Pamekasan.

In this case the research explains the advantages of contextual teaching and learning in reading comprehension. It was supported with the teacher outside of classroom. From the result above was gotten by observing, to make the data more valid, the researcher also asked the English teacher. His name was Sohiburrahman S.Pd. it was done after he finished teaching his students. Here the result of interview:

Direct interview with English teacher was on 22 September 2020. In this interview the researcher asked some questions to the English teacher to answer the questions.

The researcher also asked “Why did you choose the implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur?”.

And the teacher answer:

“I chose this method because this method makes students easy to understand reading material so that it easy for me to convey the material to the students. Also, using this method makes students more

enthusiastic in reading comprehension because the students can imagine the material they have learned in real life.”

The researcher also said “How do you implement contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur?”.

The teacher also said that: “I implement contextual teaching and learning with several steps, first I explain the general material to be studied, the second I divide students into four groups, third I explain teamwork by answering questions that I give to all teams, finally I give my students opportunity in teams to present the results of their discussion with representatives of one person for one group.”

According to English teacher that when he teach to his students that he use many step depend on with he talk above.

Researcher also asked, “What do you fell while implement contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur?”.

The teacher answer:

“When I use this method, students more excited to learn, make learning more interesting, and make students active in the discussion.”

Researcher also said that:

“What are the advantages of contextual teaching and learning both for your own self and for your students the seventh grade MTs Sunan Kalijaga Larangan Luar Pamekasan?”.

The teacher answer:

“The Advantages of this method are learning to be more meaningful and real. Its mean that student are require to be able to understand the relationship beetwen materials at school and experiance in real life. This is very important because with correlating materials that can be found with the student life, not only for the student but also for the

materials will serve functionally and it would be closely embedden in the memory of the student, so the student will remember it.”¹

In conclusion, when the teacher makes lessons more meaningful, it will make it easier for students to connect learning materials with real life, so that students can find some examples in their experiences with the learning subject that they learn in the class. Students can also realize what they learn in class in real life so that the materials is easy for students to remember.

The researcher also interviewed the student about English lesson.
” Does your teacher use specific strategy in English teaching? “

The student answer. “Yes, my teacher does”.

Beside that the researcher also asked. “What kind of the strategy implemented by your teacher?”.

“My teacher implement a contextual teaching and learning in reading comprehension”.

And the researcher interview to other student “How does your teacher implement that strategy?”

“My teacher explain the material for example he explain about Tajmahal by describing text and also write in the whiteboard. After that, the teacher divide the students in a three group and give task to discuss the reading text with the group to understand more about the reading text and present the reading text that have been discussed with group infront of the class. finally one of students from that group come forward to present the reading text”.

Researcher asked the student: “Do you understand with the strategy that your teacher used?”

“Yes I do”

“How the feedback you got in learning English?”

^{1 1} Taken from the teacher, Sohiburrahman, S.Pd 22 September 2020

“I feel i know more about the Engglish materials, both in reading and i know how to apply in the real life”.

”What do you feel about contextual teaching and learning when the teacher implement for reading comprehension?”

“I understand English more then before and I can use it when I read the news in English.”²

1. The researcher also interviewed another students about English in reading comprehension. “Why do you like studying by implementation contextual teaching and learning method in reading comprehension?”

The student also said:

“I like this technique because I can share my thoughts with my group discussion in class and make it easy to understand English text.”³

Based on the teacher and student statement above this method make the student more interest, make the materials more comfortable for the student and give motivation for student to be more actif in the team work discussion in contextual teaching and learning especially in reading comprehension, with the method student feel spirit to study English in reading comprehension, they feel more comfortable in their study with the team work discussion when the teacher always give motivation. The teacher feel easier when used this method because the implementation of contextual teaching and learning made the students more active discussion with the team work in the teaching and learning process. So this method is correct to be implemented for the students

² Taken from student, Mahbub shaltut, 22 September 2020

³ Taken from student, Rikzal Musthofa, 22 September 2020

in English at tenth class MA Al-Falah Sumber Gayam Kadur because the student can develop the reading comprehension by using contextual teaching and learning.

3. The disadvantage in implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

In this section the researcher explains the disadvantage of contextual teaching and learning in reading comprehension, the researcher can conclude when teacher used in the contextual teaching had disadvantage when the teacher choose the topic of the materials because of the knowledge for each student are different so the student that have lowerknowledge it can be difficult to understanding the text.

When the researcher asked what are the disadvantages this method in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur?

The teacher also said that:

“The difference in the ability of the student to understand the reading text, it makes the time longer in the learning process because a student who is unable are lazy to imagine something especially in English subject, but some student makes me excited to teach because a student tries hard to keep trying to understand the reading text that I give to the student”.

From the explain above the teacher teaching something to the students the teacher must be organize the class by something interest to make enjoy able, so that the students consent with the class and the teacher easy to teach. When the teachers teach students must have good classroom management so that the differences in student abilities can be resolved and

provide by the teacher to interesting in learning so that students who are lazy to learn become enthusiastic to learn and makes teachers easy in delivering lessons to students.

c. Discussion of The Research

In this discussion section, after the researcher know the research finding, the researcher can answers the research objective. There are three research objective in this research, they are: To describe how the teacher of implement contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

To know the advantages of implementation contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

To know the disadvantage of implement contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

1. The implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

In this section the researcher will discusses about the implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

Reading comprehension is the act of understanding what your reading or intentional, active, interactive procces that occurs before, during and after a person reads a particular piece of reading text. In reading learning, the teacher must have a good techniques or strategies in

delivering material especially on reading comprehension in order the students are able to understand easier than other subject because reading is ability in language developing and have different difficult level, remembering that language skill are Listening, Speaking, Reading and Writing skill.

One of learning methods that help English teacher in reading comprehension learning is Contextual Teaching and Learning. Based on explanation in chapter II Contextual Teaching and Learning is a conception of teaching and learning that helps teacher related subject matter content to real word situations; and motivates students to make connections between knowledge an its applications to their lives as family members, citizens. In this Contextual Teaching and Learning method teachers are required to produce active, creative and innovative learners, so that students can not only learn in the short term, in the long term, they can remember it requires.⁴

Based on interview and observation checklist, the English teacher of tenth class MA Al-Falah Sumber Gayam Kadur uses contextual teaching and learning in reading comprehension. In the implementation of it the teacher do some techniques namely introduction activities, main activities, and closing activities.

In the introduction activities the teacher comes into the class and than opening the class by greeting and before start the lesson the teacher

⁴ Berns, Robert G, *contextual teaching and learning: preparing students for the economy*. (office of vocational and adult education (ED), Washington: national dissemination center for career and technical education, Columbus, OH, 2001),P.1

order to praying together. After that the teacher checking the attendance of students.

The teacher give an explanation about the material specially in the reading text consist of introduction, main idea, and more explanation of the materials and divide the Students into some group of work to make students easy to understand about the reading text to discuss with their member of group discussion, divide students into into 4 groups of the 13 students and each group consist of three and four students, then he asking them to sit with the group and make circle with the group that has been formed and afer that the assignment is re-explain material by the presentation in front of the class.

In closing activities after all groups have finished the presentation of the material, teacher and students close the learning together and after that the teacher gives opportunities for student to ask related materials that are not understood.

Based on explanation above that the researcher gets from interview and observation in finding the data collection, it is suitable with contextual teaching and learning method characteristics and steps. There are some characteristics of contextual teaching and learning that distinguish with the other approaches. Johnson characterizes it into eight important elements. They are making meaningful connection, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standard, and using authentic assessment.⁵

⁵ E. Mulyasa. *Pendidikan Islam Berbasis Kompetensi*, cet. 1 (bandung. PT Remajarosdakarya, 2004), p.63

From explanation above of the implementation contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur was corresponded by of the implementation contextual teaching and learning in reading comprehension but it is simply modified.

2. The advantages of the implementation contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

Based on observation and interview checklist that there are advantages of its implementation, namely this method are learning to be more meaningful and real. Its mean that student are require to be able to understand the relationship beetwen materials at school and experiance in real life. This is very important because with correlating materials that can be found with the student life, not only for the student but also for the materials will serve functionally and it would be closely embedden in the memory of the student, so the student will remember it.

There are some advantages of Contextual teaching and learning, namely: Students become more excited to learn, make the lessons more interesting, and make students actively discuss with their group discussion in the classroom. The reading comprehension material that has been learned will be easier for students to understand, more meaningful learning, to create teamwork and confidence in themselves to solve the problems, and to increase the ability discussion with other students and to share the knowledgw as a problems solution in the classroom.

Depend on by the explanation above, there are correlation between the advantages of implementation contextual teaching and learning in reading comprehension, the reseacher got conclusion from the observation and interview with the theory about the advantages of contextual teaching and learning method.

3. The disadvantage in implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

In the other hand, besides the advantages of contextual teaching and learning method, the contextual teaching and learning has disadvantages. It was been cause of many factors. Its depend on the teacher cannot explain the material clearly to students so that it makes students confused with the material being studied in class. Or it depends on the student because they have different abilities in the class in understanding the material so that the teacher must re-explain the material to students who have low comprehension abilities using the contextual teching and learning method until the students understand the material that the teacher delivers in class.

There are disvantages of contextual teaching and learning method, if students in a group have different abilities such as low understanding abilities with other students in a group, the student will be a shame to express their opinions in a group discussion or shame in communicating experiences appropriate to the subject of learning. On the other hand,

students who have more understanding abilities will work themselves even in one group.

In conclusion, if the teacher implements the contextual teaching and learning method the teacher must understand the ability of each student in the class in order to divide students into the learning group. the teacher chooses students with high and low abilities can be adjusted. A smart student with a student low-ability then a smart student will help students with low ability to understand the learning materials in the classroom.