

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 ninth grade SMPN 1 Pangarengan. The second, the advantages of the the implementation of contextual teaching and learning in reading comprehension at ninth grade SMPN 1 Pangarengan.

1. Implementation of contextual teaching and learning in reading comprehension at ninth garde SMPN 1 Pangarengan.

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 ninth garde SMPN 1 Pangarengan In order the researcher easy to investigate the implementation of contextual

teaching and learning, the researcher uses observation, interview and documentation.

Firstly, the researcher observed 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 Thursday 25 August 2022 at 10.20 – 11.30 am for first observation and on Tuesday 12 September 2022 at 08.20 – 09.30 am for second observation in the ninth grade SMPN 1 Pangarengan. Here the result of the researcher's investigation about the implementation of contextual teaching and learning in reading comprehension.

a. The result of observation

This study explained the process of teaching learning in ninth grade SMPN 1 Pangarengan. The teaching learning, observed directly, can be disrobed as follows:

1. The first observation

The first meeting was conducted on Thursday 25 August 2022 at 10.20-11.30 am. The researcher observed to the class and the learning runs as follows :

a). Pre-Teaching

In this case the researcher and English teacher of ninth grade SMPN 1 Pangarengan study together at the classroom, the teacher came into the class and than opened the class by greeting

and before start the lesson the teacher order to praying together.

After that the teacher checking the attendance of students.



Picture 4.1

The teacher introduction the students

The teacher gave the question to the students about the condition of the students and teacher directly talk related to the topic to be studied and gave motivation to the students specially to learn English everywhere in order to be use in every life.

b). Whilst Teaching

In this section the teacher did some steps in order to explained the topic deeply. Whilst teaching is the core of teaching and learning process.

1). Explanation of the Material

The teacher gave an explanation about the material specially in the reading text consist of introduction, main idea, and more explanation of it like “Chapter III : Be healthy, be happy”. After that the teacher described 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 tried to understand together about Be healthy, be happy. The teacher read main idea after the teacher read the first paragraph and gave more explanation about the main idea in front of the students for example: Picture at the label of cough syrup 'Pinux' and the label of pain reliever 'Sipalax' the label provide different kinds of information about the drugs.

About the main idea of the text the teacher explained one by one paragraph about the more information of label of the drugs and the students got the point of information in the text that the teacher read of it in order to they can choose healthy and safe product, to avoid harmful effect, and to got the best result what the teacher said and also they can application to their daily live.



Picture 4.2

The teacher explain material to the students

2). Divide the students into some group of work

After the teacher explained the material, the teacher divided into 8 groups of the 28 students and each group consist of three

and four students. After the group is already divided, then the teacher gave same question to every group for described the text by the oral explanation.



Picture 4.3

The teacher separated in to some group

The teacher divided the group according to what the students got the name of group that the teacher gave to the students one by one, if the students got same the name than join with her. Example the name of the first group is Apple, the name of the second group is Banana, the name of the third group is Cokelat, and the name of the last group is Durian. So that the students can do in the team work and the learning ran in the teacher suggestion. We can see on the following table:

TABLE 4.1

LIST OF GROUP

Name of group	Member of groups
1 st Group (Apple)	<ol style="list-style-type: none"> 1. Mohammad Farhan 2. Solehuddin 3. Rif'ad Hidriyan AF

	4. Samsul Hidayat
2 nd Group	<ol style="list-style-type: none"> 1. Khoirun Nisa 2. Khoslatud Dania 3. Wildanul Jannah 4. Lailatul Komariyeh
3 rd Group (Banana)	<ol style="list-style-type: none"> 1. Kurnia Ningsih 2. Faridatul Kiptiyah 3. Siti Maufirah R.
4 th Group	<ol style="list-style-type: none"> 1. Ahmad Jakfar 2. Ali Wefi
5 th Group (Cokelat)	<ol style="list-style-type: none"> 1. Rahmawati 2. Shela Aulia 3. Huroiroh
6 th Group	<ol style="list-style-type: none"> 1. Ali Hamdan 2. Fathul Alam B. 3. Moh. Jawaher S.
7 th Group (Durian)	<ol style="list-style-type: none"> 1. Sinta 2. Feby Rahmawati 3. Laili Zehrotun Nafisah 4. Febri Yanti
8 th Group	<ol style="list-style-type: none"> 1. Nasrullah 2. Agus Salim 3. Lukmanul Hakim

After the teacher divided students into eight groups, then he asked them to sit with the group and make circle with the group that has been formed. The first group sat on west class. The second group sat on right first group. The third group sat on right second group. The fourth group sat on right third group, and another group follow the next group.

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



Picture 4.4

The teacher re-explain the material

3). Gave the students task to read and discuss with their own group

After the teacher explained the task to re-explained material by the presentation in front of the class, each group began to read the text that the teacher gave to the students. The students worked hardly tried to understand with their imagination of it. The teacher gave 30 minutes to read the text and discussed with the group. Every students in each group must gave an opinion what they got from the text and share with his group in order to this worked ran effectively.

Every group must discussed with their own group about reading text that they got from the teacher and tried to colaborate with the other students understanding. After that they discussed together during 20 minutes with their own group. Then, after the time is offer to discussed the teacher gave opportunity to one of students from each group to made presentation with reading what they have been discussed in front of class in front of other group during 10 minutes. Every group had 5 minutes to make presentation.

In the last minute, the teacher asked students from each group did they found a sentence of text according to what they got from the text in order to applied in their daily life.



Figure 4.5

The students presentation

c). Post Teaching

After all groups had finished the presentation what they got from reading text, the teacher and students closed the learning

together and after that the teacher provided opportunities for students to ask related materials that wasn't understood.

2. The second observation

The second meeting was conducted on Tuesday 12 September 2022 at 8.20-09.30 am. The researcher observed to the class and the learning runs as follow :

a). Explanation of the Material

The teacher gave an explanation of reading text consist of definition, and the title of the reading text is "Chapter IV : This is how you do it!". After that the teacher described about the title infront of the class and the students attention it, for example the teacher explained more the materials by oral explanation, after that the teacher engage to analyst together about content of the reading text. The teacher described detail about the title infront of the class for example: "We will learn to read the recipe to each other and we will do with each recipe. First. We will listen carefully to our teacher reading each of the recipe, second, we will repeat each part after the teacher. Then, in groups we will learn to read the recipe to each other".

About the text the teacher explained one by one of the line in the text about the recipe and they can understand of text and the students got the sentence of it in order to and also they can applied the experience 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 recipe and do it the application.



Picture 4.1

The teacher explain the materials

b). Divided the students into some group of work

After the teacher explained the material, the next step was offered to students in the team work. And after that, the teacher divided the team work into 8 groups of the 28 students and each group consist of three and four students. When the groups has done divided, than the teacher gave the question for each group in the with board to answered the question by presentation in front of class.

The teacher divided the group according to the number that they got before by acount example one, two, three and four. The students join with the same number to made a group, so that the

students can do it in the team worked and the learned will run effectively. We can see on the following table:

TABLE 4.2
LIST OF GROUP

Name of group	Member of groups
1 st Group (Apple)	<ul style="list-style-type: none"> 5. Mohammad Farhan 6. Solehuddin 7. Rif'ad Hidriyan AF 8. Samsul Hidayat
2 nd Group	<ul style="list-style-type: none"> 5. Khoirun Nisa 6. Khoslatud Dania 7. Wildanul Jannah 8. Lailatul Komariyeh
3 rd Group (Banana)	<ul style="list-style-type: none"> 4. Kurnia Ningsih 5. Faridatul Kiptiyah 6. Siti Maufirah R.
4 th Group	<ul style="list-style-type: none"> 3. Ahmad Jakfar 4. Ali Wefi
5 th Group (Cokelat)	<ul style="list-style-type: none"> 4. Rahmawati 5. Shela Aulia 6. Huroiroh
6 th Group	<ul style="list-style-type: none"> 4. Ali Hamdan 5. Fathul Alam B. 6. Moh. Jawaher S.
7 th Group (Durian)	<ul style="list-style-type: none"> 5. Sinta 6. Feby Rahmawati 7. Laili Zehrotun Nafisah

	8. Febri Yanti
8 th Group	4. Nasrullah 5. Agus Salim 6. Lukmanul Hakim

After the teacher divided students into fourth groups, then the teacher asking them sit to be cut out with the group that has been formed. The first group sits on west class. The second group sats on right first group. The third group sats on right second group and each other group follow the next group.

The teacher order each group to sat in circle place. Then, the teacher explained how to each group did in a worked with re-explained the material about reading text that the teacher gave to the students to made it easier for students to understood the text. Then each group began to share with their group what they got from the text.



Picture 4.2

The teacher separated in to some group

c). Gave the students task to answered the question and discussed with their own group

After the teacher explained the task and re-explained material, each group began to discussed with their own group in the reading comprehension to answered the question. The students worked hardly in the team work discussion to understood the text and answered the question. The teacher gave 20 minutes to arranged the text and then answered the question. Every students in each group must gave an opinion what they found in the reading text and tried to comprehend the text in order to this worked ran effectively and easy to answered the question.

Every group must discussed with their own group about reading that they comprehend the text to share what they got. After that they discussed together during 20 minutes with their own group. Then, after the time is offer to discussed the teacher gave opportunity to one of students from each group to answered the question with oral presentation in front of class in front of other group during 10 minutes. Every group has 3-5 minutes to made presentation in front of class.

In the last minute, the teacher asked students from each group do they found a sentence in the text according to their reading comprehension in the text in order to applied in their daily life.



Picture 4.3

The The teacher re-explain the material



Picture 4.4

The students presentation

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

b. The result of interview

Direct interview with English teacher was on 12 September 2022 at SMPN 1 Pangarengan. In this interviewed 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 ninth garde of SMPN 1 Pangarengan?”.

And the teacher answer:

“I chose this method because this method made students easy to understood reading material so that it easy for me to convey the material to the students. Also, used this method made students more enthusiastic in reading comprehension because the students can imagine the material they has learned in real life.”¹

The researcher also said “How do you implement contextual teaching and learning in reading comprehension at at ninth garde of SMPN 1 Pangarengan?”.

The teacher also said that : “I implement contextual teaching and learning with several steps, first I explained the general material to be studied. The second, I divided students into four groups. Third, I explained teamwork by answered questions that I gave to all teams, finally I gave my students opportunity in teams to present the results of their discussed with representatives of one person for one group.”²

According to English teacher that when sshe teach to his stuentis that she use many step depend on with her talk above.

¹ Miftahurrohmah, Guru SMPN 1 Pangarengan, *Wawancara langsung* (12 September 2022).

² Ibid.

Researcher also asked, “What do you feel while implement contextual teaching and learning in reading comprehension at ninth grade of SMPN 1 Pangarengan??”.

The teacher answer:

“When I used this method, students more excited to learn, made learn more interesting, and made students easier and active in the discussion.”³

Researcher also said that:

“What are the advantages of contextual teaching and learning both for your own self and for your students at ninth grade of SMPN 1 Pangarengan??”.

The teacher answer:

“The Advantages of this method are learning to be more meaningful and real. Its mean that students are require to be able to understood 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 students life, not only for the students but also for the materials will serve functionally and it would be closely embedden in the memory of the students, so the students will remember it.”⁴

In conclusion, when the teacher made lessons more meaningful, it will made easier for students to connected learning materials with real life, so that students can found some examples in their experiences with the learning subject that they learn in the class. Students can also

³ Miftahurrohmah, Guru SMPN 1 Pangarengan, *Wawancara langsung* (12 September 2022).

⁴ Ibid.

realize what they learn in class in real life so that the materials is easy for students to remember.

2. The advantages of implementation contextual teaching and learning in reading comprehension at ninth grade of SMPN 1 Pangarengan.

In this case the research explained 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 made the data more valid, the researcher also asked the English teacher. Her name was Miftahurrohmah, S.Pd. it was done after he finished teaching his students. Here the result of observation and interview:

a. The result of observation

This study explained the process of teaching learning in ninth grade SMPN 1 Pangarengan. The teaching learning, observed directly, can be disrobed as follows:

1. The first observation

The first observed or meet was conducted on Thursday 25 August 2022 at 10.20-11.30 am. The researcher observe to the class and the learning ran as follows :

Based on observation checklist that there are advantages of it implementation, namely this method are learning to be more meaningful and real. Its mean that students are require to be able to understood the relationship beetwen materials at school and

experience in real life. This is very important because with correlating materials that can be found with the students life, not only for the students but also for the materials will serve functionally and it would be closely embedden in the memory of the students, so the students will remember it.

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

2. The second observation

The second observed or meet was conducted on Tuesday 12 September 2022. The researcher observed to the class and the learning ran as follows :

Depend on by the explanation above, there are corellation between the advantages of implementation contextual teaching and learning in reading comprehension. The reseacher got conclusion from the observed and interviewed with the theory

about the advantages of contextual teaching and learning method.

b. The result of interview

Direct interview with English teacher was on 12 September 2022 at SMPN 1 Pangarengan. In this interviewed 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 ninth grade of SMPN 1 Pangarengan?”.

And the teacher answer:

“I chose this method because this method makes students easy to understand reading material so that it is 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.”⁵

The researcher also said “How do you implement contextual teaching and learning in reading comprehension at ninth grade of SMPN 1 Pangarengan?”.

The teacher also said that : “I implement contextual teaching and learning with several steps, first I explained 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.”⁶

⁵ Miftahurrohmah, Guru SMPN 1 Pangarengan, *Wawancara langsung* (12 September 2022).

⁶ Ibid.

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

Researcher also asked, “What do you fell while implement contextual teaching and learning in reading comprehension at at ninth grade of SMPN 1 Pangarengan??”.

The teacher answer:

“When I use this method, students more excited to learn, made learning more interesting, and made students easier and active in the discussed.”⁷

Researcher also said that:

“What are the advantages of contextual teaching and learning both for your own self and for your students at ninth grade of SMPN 1 Pangarengan?”.

The teacher answer:

“The Advantages of this method was learn to be more meaningful and real. Its mean that students are require to be able to understand the relationship beetwen materials at school and experience in real life. This is very important because with correlating materials that can be found with the student life, not only for the students but also for the materials will serve functionally and it would be closely embedded in the memory of the students, so the student will remember it.”⁸

In conclusion, when the teacher made 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

⁷ Miftahurrohmah, Guru SMPN 1 Pangarengan, *Wawancara langsung* (12 September 2022)

⁸ Ibid.

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 did ”.

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

“My teacher implemented a contextual teaching and learning in reading comprehension”.⁹

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

“My teacher explained the material for example she explained about the material by described text and also write in the whiteboard. After that, the teacher divided the students in a four group and gave task to discussed the read text with the group to understood more about the reading text and present the read text that has been discussed with group infront of the class. Finally, one of students from that group come forward to present the read text”.¹⁰

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?”

“I feel I knew more about the English materials, both in reading and I knew how to applied in the real life”.

⁹ Sinta, Siswa SMPN 1 Pangarengan, *Wawancara langsung* (12 September 2022).

¹⁰ Ibid.

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

“I understood English more then before and I can used it when I read the news in English.”¹¹

1. The researcher also interviewed each other 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 discussed in class and made it easy to understood English text.”¹²

Based on the teacher and students statement above this method made the students more interest made the materials more comfortable for the students and gave motivation for students to be more active in the team work discussion in contextual teaching and learning especially in reading comprehension with the method students feel spirit to study English in reading comprehension. They feel more comfortable in their study with the teamwork discussion when the teacher always gave 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 in English at ninth class of

¹¹ Sinta, Siswa SMPN 1 Pangarengan, *Wawancara langsung* (12 September 2022)

¹² Moh. Farhan, Siswa SMPN 1 Pangarengan, *Wawancara langsung* (12 September 2022).

SMPN 1 Pangarengan because the student can develop the reading comprehension by using contextual teaching and learning.

B. 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 ninth class of SMPN 1 Pangarengan To know the advantages of implementation contextual teaching and learning in reading comprehension at ninth class of SMPN 1 Pangarengan.

1. The implemention contextual teaching and learning in reading comprehension at ninth grade of SMPN 1 Pangarengan.

In this section the researcher will discusses about the implementation of contextual teaching and learning in reading comprehension at ninth grade of SMPN 1 Pangarengan.

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.¹³

Based on interview and observation checklist, the English teacher of ninth grade SMPN 1 Pangarengan 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 order to praying together. After that the teacher checking the attendance of students.

¹³ 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), Page .1

The teacher gave 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 understood about the reading text to discuss with their members of group discussion, divided students into into 8 groups of the 28 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-explained 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 students to ask related materials that are not understood.

Based on explanation above that the researcher got 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.¹⁴

¹⁴ 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 ninth class of SMPN 1 Pangarengan was corresponded by of the implementation contextual teaching and learning in reading comprehension but it is simply modified.

2. The advantages of contextual teaching and learning in reading comprehension at ninth grade of SMPN 1 Pangarengan.

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 students are require to be able to understand the relationship beetwen materials at school and experience in real life. This is very important because with correlating materials that can be found with the students life, not only for the students but also for the materials will serve functionally and it would be closely embedden in the memory of the students, 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 corolation between the advantages of implementation contextual teaching and learning in reading comprehension. The reseacher got conclusion from the observed and interviewed with the theory about the advantages of contextual teaching and learning method.