

CHAPTER IV

RESEARCH FINDING

A. Findings

In this section, the writer display all selected findings data to answer the research question of this study. The finding of this research were arranged and presented in such a way based on the research question that is how is the implementation of contextual teaching and learning to teach reading eighth grade of MTs. Assyafi'iyah Gondang .

Based on the result from observation that is conducted by the researcher during the teaching and learning process in the class, the researcher could elaborate the implementation of contextual teaching and learning in teaching reading by the English teacher in 8 grade. The researcher found that the English teacher teach students reading by based contextual teaching and learning. The description research finding is as follows :The researcher conducted observation in second semester in academic year 2015/2016. This observation is only toward the English teacher at eight grade and the teaching and learning process when she taught reading. The information needed by the researcher is only about the implementation of contextual teaching and learning used by that teacher in teaching reading. The observation is conducted five times, since the teacher only set five meetings for teaching reading in specific, there are other meetings for teaching reading but

integrated with other skill, such as writing. The researcher find five categories of CTL in teaching reading comprehension by English Teacher. The information got from the observation and documentation are :

1. Inquiry

The teacher apply inquiry in teaching reading comprehension in eight grade. At the first meeting, firstly, the teacher taught eight class. In observation, the teacher taught reading apply inquiry aspect while the teacher give material for students, students make conclusion and find new idea. The researcher find the teacher implemented CTL in teaching reading. They are :

- a. The teacher taught a descriptive text with the shopping's theme. The teacher started the learning activity by giving a game, Arranging Words. Student who can arrange the words quickly got a present. It is necessary to make students more focus and have spirit to study. Next, the teacher leads students to the topic will be studied by showing pictures. And the teacher give task for students make conclusion.
- b. The teacher taught a descriptive text the topic is hobbies. The text was talking about hobbies. Before beginning the activity, the teacher did the brainstorm by giving some question related to the topic will be studied. The teacher use things around them to lead the student into the topic. the teacher give task the students analyzing text.
- c. The teacher taught a descriptive text. The text was talking about procedure. Before beginning the activity, the teacher did the brainstorm by giving some question related to the topic will be studied. The teacher use

things around them to lead the student into the topic. The teacher explain about definition the procedure text. And then, the teacher to do student read the procedure text. The teacher give task to students to make procedure text.

- d. The teacher taught a descriptive text The text was talking about procedure. Before beginning the activity, the teacher did the brainstorm by giving some question related to the topic will be studied. The teacher use things around them to lead the student into the topic. The teacher explain about procedure text. The teacher give task students to read and identify the generic structure of procedure text.
- e. The teacher give picture in blackboard about procedure text to students watching and understanding.

2. Questioning

The teacher apply questioning teaching reading comprehension in eight grade. At the first meeting, firstly, the teacher taught eight class. In observation, the teacher taught reading apply inquiry aspect while the teacher give material for students, students make conclusion and find new idea. The researcher find the teacher implemented CTL in teaching reading. They are :

- a. The teacher asked the student to read the text loudly with good pronunciation and intonation. After finishing all the activities, the teacher evaluated the students' comprehension by giving a task. Each group was asked to answer a question and find the main idea of the text. Students did

the task in a group. Then the learning process finished when the time was up.

- b. The teacher asked them to present the result of their group discussion. Each group presented the text to others only by giving a key word, while another group what text about.
- c. Many student give question to teacher about the topic because the topic is difficult to students understand.
- d. The students asked teacher about difficult word in procedure text and descriptive text.

3. Learning Community

The teacher apply Learning community in teaching reading comprehension in eight grade. At the first meeting, firstly, the teacher taught eight class. In observation, the teacher taught reading apply inquiry aspect while the teacher give material for students, students make conclusion and find new idea. The researcher find the teacher implemented CTL in teaching reading. They are :

- a. The students were grouped into seven group based on the letter spelt by them. After that, the teacher distributed a descriptive text about Towheren Square to the students and asked them to find out the difficult words then share the words to their friends in a group. Each group discussed to find the difficult word's meaning in the text. When

each group finished the discussion, they shared the result of their group discussion with other group. Each group wrote their difficult words on the blackboard and discussed with all the students in the class to find its meaning. When all the difficult words were understood by all the students, the teacher read the text while the students listen carefully. Then the teacher asked the student to read the text loudly with good pronunciation and intonation. After finishing all the activities, the teacher evaluated the students' comprehension by giving a task. Each group was asked to answer a question and find the main idea of the text. Students did the task in a group. Then the learning process finished when the time was up.

- b. The teacher asked the students' hobbies in sport and then grouping the students based on their hobby. Each group consisted of six students. Then the teacher distributed a descriptive text about hobbies. Each group got different text. They were asked to find out what the text about. The students discussed the text in a group. Here, teacher has a role as a controller. While the students discussed the text in a group, the teacher walked around the class to control their activity. When all the group finished the discussion, the teacher asked them to present the result of their group discussion. Each group presented the text to others only by giving a key word, while another group guess what text about. To make the student more attentive and focus on the other group presentation, the teacher gave a point to group who can guess other

group text. Group who got majority point the material and asked to the students about the student's difficulties during the learning process. will get reward. Each group got competition to reach the points.

- c. And then, the teacher to do student read the procedure text. The teacher give task about the topic, students make a group. Each group consisted of six students. Then the teacher distributed a descriptive text about procedure text. The students identify the generic structure. Each group got different text. They were asked to find out what the text about. The students discussed the text in a group. Here, teacher has a role as a controller. While the students discussed the text in a group, the teacher walked around the class to control their activity. When all the group finished the discussion, the teacher asked them to present the result of their group discussion. Each group presented the text to others only by giving a key word, while another group guest what text about. To make the student more attentive and focus on the other group presentation, the teacher gave a point to group who can guess other group text. Group who got majority point the material and asked to the students about the student's difficulties during the learning process. will get reward. Each group got competition to reach the points.

4. Reflection

The teacher apply Reflection in teaching reading comprehension in eight grade. At the first meeting, firstly, the teacher taught eight class. In observation, the teacher taught reading apply inquiry aspect while the teacher

give material for students, students make conclusion and find new idea. The researcher find the teacher implemented CTL in teaching reading. They are :

- a. The teacher asked about the students have learned the material before, they would not forget because the teacher always review what student learner.
- b. The teacher asked about procedure text to students understanding and don't forget the material.

5. Modeling

The teacher apply Modeling in teaching reading comprehension in eight grade. At the first meeting, firstly, the teacher taught eight class. In observation, the teacher taught reading apply modeling aspect while the teacher give material for students, and the teacher gave example expression to students. The researcher find the teacher implemented CTL in teaching reading. They are :

- a. The teacher give example picture to students understand material.
- b. The teacher give expression for students understanding.