

BAB V

DISCUSSION

In this chapter, the researcher discuss the findings from observation that has been describe in previous chapter concerning the implementation of contextual teaching and learning teaching reading comprehension at eight grade of MTs.Assyafi'iyah Gondang.

- A. The Implementation of Contextual teaching and learning in teaching reading comprehension.

1. Inquiry

One of the results found in the implementation of contextual teaching and learning at eight grade of MTs.Assyaf'iyah Gondang, this is in inquiry learning Johnson said "The regulated activities: watching, asking, analyzing and formulating the theory, either individual or group. The English teacher in MTs.Assafi'iyah Gondang also the same thing express by Johnson.

The implementation of inquiry at MTs.Assyafi'iyah Gondang good result and inquiry is one of the good strategies to teach reading make the students more understand with the material. This is consist with the findings of previous studies in his researcher (Daimah Fatmawati M.Pd.), she found the inquiry suitable for learning English especially in teaching reading.

Below is evidence that the school implemented CTL (inquiry) :

The teacher gave students an opportunity in looking for information that needs to analyze data and taking conclusion based on their experience, so the students felt an easiness to express their ideas in real world or student's condition. Inquiry is fundamental activity of contextual learning. Knowledge and skill got by the students expected not from remembering the facts, but from self inquiry.

Inquiry is the regulated activities included observing, asking, analyzing and formulating theory whether individual or in group.

The applications:

- The regulated activities: watching, asking, analyzing and formulating the theory, either individual or group
- It is begun by watching, and then it explores to watch the concept or phenomenon
- It explores and uses the critical thinking (Jonshon 2005)

2. Questioning

One of the results found in the implementation of contextual teaching and learning at eight grade of MTs.Assyaf'iyah Gondang, this is in questioning learning Nurhadi said "Questioning is the major of contextual teaching and learning. Actually, this is not a new strategy of teaching. Teachers have already applied this strategy. What is new is that question not monopolized by the teacher but also asked by the students". The English teacher in MTs.Assafi'iyah Gondang also the same thing express by Nurhadi.

The implementation of questioning at MTs. Assya'iyah Gondang good result and questioning is one of the good strategies to teach reading make the students more understand with the material. This is consist with the findings of previous studies in his researcher (Daimah Fatmawati), she found the questioning suitable for learning English especially in teaching reading.

Below is evidence that the school implemented CTL (questioning) :

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

Teaching and learning process, teacher gave a question first before explaining a material. The student more active to participate in teaching and learning, because they motivated to answer, teacher never said Wrong although the students answered by opposite answered. This strategy helped student to share each other because each of student getting new knowledge from the other. So that, teacher just guide student in improving their ability especially in reading skill.

Questioning is the major of contextual teaching and learning. Actually, this is not a new strategy of teaching. Teachers have already applied this strategy. What is new is that question not monopolized by the teacher but also asked by the students. The teacher lead the students to know something, suggest the students to get information, asses the students' skill of critical thinking so it teaches the students think critically.

The applications:

- Support the student to know something
- Suggest the students to get information
- It is used to asses students' skills of critical thinking .It teaches the students to think critically (Nurhadi:2007)

3. Modeling

One of the results found in the implementation of contextual teaching and learning at eight grade of MTs.Assyaf'iyah Gondang, this is in modeling learning Johnson said "The teachers gave the example before giving the task to the students, and demonstrate what the students must learn. Model is not only from the teacher but also can be designed by the students". The English teacher in MTs.Assafi'iyah Gondang also the same thing express by Johnson.

The implementation of modeling at MTs.Assyafi'iyah Gondang good result and modeling is one of the good strategies to teach reading make the students more understand with the material. This is consist with the findings of previous studies in his researcher (Siti Munawaroh 2011), she found the inquiry suitable for learning English especially in teaching reading.

Below is evidence that the school implemented CTL (modeling) :

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

In making a teaching and learning process actively, teacher asked the student to express by standing up and coming forward. The student doest not understand

what the teacher explained or they were nervous and no self confidence in expressing it, they could imitate other student especially in pronounce it. They were not shy to ask to the student or teacher because teacher hoped them to ask if they did not understand.

The teachers gave the example before giving the task to the students, and demonstrate what the students must learn. Model is not only from the teacher but also can be designed by the students.

The application:

- Demonstrate the teacher's opinion
- Demonstrate how the teacher wants the students to learn
- Demonstrate what the teacher want the student can do it too (Elaine :2005)

4. Learning Community

One of the results found in the implementation of contextual teaching and learning at eight grade of MTs.Assyaf'iyah Gondang, this is in learning community Nurhadi said "Learning community suggest that the result of teaching and learning is resulted from doing task with other students in group". The English teacher in MTs.Assafi'iyah Gondang also the same thing express by Nurhadi.

The implementation of learning community at MTs.Assyafi'iyah Gondang good result and learning community is one of the good strategies to teach reading make the students more understand with the material. This is consist with the

findings of previous studies in his researcher (Daimah Fatmawati), she found the learning community suitable for learning English especially in teaching reading.

Below is evidence that the school implemented CTL (learning community) :

The students were grouped into seven group based on the letter spelt by them. After that, the teacher distributed a descriptive text about Town 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.

In implementation of Contextual Teaching and Learning method, learning community is important to improve the student's cognitive and affective competence. After observing at junior high school of MTs. Assyafi'iyah Gondang the writer found of implementation of Contextual Teaching and Learning method that Learning community optimally.

Learning community suggest that the result of teaching and learning is resulted from doing task with other students in group. Grouping can lead the

students to share their experiences among friends, solve the problems together, and create better learning than learn alone.

The applications:

Speak and sharing the experience with the other students

Working together with other students to create a better learning (Nurhadi:2007)

5. Reflection

One of the results found in the implementation of contextual teaching and learning at eight grade of MTs.Assyaf'iyah Gondang, this is reflection learning Elaine said "Reflection plays an important role in contextual teaching and learning. Reflection is thinking, analyze and response toward what have learnt. It is done at the end of the teaching and learning process by asking about what already been student at the day.

The implementation of reflection at MTs.Assyafi'iyah Gondang good result and reflection is one of the good strategies to teach reading make the students more understand with the material. This is consist with the findings of previous studies in his researcher(Daimah Fatmawati 2009), she found the reflection suitable for learning English especially in teaching reading.

Below is evidence that the school implemented CTL (reflection) :

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

Reflection is one of the important parts of contextual Teaching and Learning method, it is the way of thinking of everything that has been learned in the past and affective evaluation in teaching and learning process. Such as what the teacher taught, he reviewed what learner before. although the student have learned the material before, they would not forget because the teacher always review what student learned.

Reflection plays an important role in contextual teaching and learning. Reflection is thinking, analyze and response toward what have learnt. It is done at the end of the teaching and learning process by asking about what already been student at the day.

The applications:

- The ways of thinking what have learnt
- Analyzing and response toward creation, activity and experience
- It can be formed: journal, discussion, and the art creation (Elaine:2005)