

CHAPTER IV

RESEARCH FINDINGS

This chapter deals with data presentation and the finding of the research, which are derived from the method and procedure describe in chapter III. The researcher elaborated clearly all the collected data that was found in the classroom, the data was obtained from the class observation, questionnaires and interview.

A. Data presentation

As mentioned at the previous chapter, the researcher used observation, questionnaire and interview as the instrument in collecting the data.

1. Data from Class Observation

The observation was conducted at the third grade in SMP N 2 Sumbergempol on October 31, 2016. During the observation, the researcher acted as an observer. The researcher did not take part in the teaching and learning process and also did not do any interactions with the teacher or the students during the process of teaching and learning. The main focus of the observation was to discover the application of Contextual Teaching and Learning approach focus on constructivism theory by the teacher in teaching reading procedure text. When the observation was held, the researcher observed XI e -class. There were

23 students in the classroom. At the beginning of the teaching and learning process, after responding the student's greeting, the teacher checked the student's attendance list, and then He told to the students that they were going to learn about procedure text. The teacher explained that procedure text was actually happened and applied in their daily life. He asked them what they know about procedure text. He asked the students to give the example of procedure text. The students enthusiastically answered the teacher questions, but some of them looked shy to express their idea when the teacher asked them to answer individually. The teacher did not forget to give reward to them who answered correctly, such as praising them and leading the other students to clap hands.

The teacher constructed their mind by asking and questioning. Even though this material has been learned by the students in the previous term, some of them had difficulty to recall what they have known about procedure text. To construct their mind and knowledge, the teacher asked the students about how to make a cup of coffee which about they had known. To reinforce the student prior knowledge, the teacher allowed the student to read the instructions from a real container from the text. He had the students understand as well. The students started to read individually, and all of them looked focus on their text. After 10 minutes, the teacher asked them whether they understand the text or not. Many of them did not know the meaning of some difficult words. Then, the teacher asked them to look up the words in dictionary and also the teachers asked them to imagine how to make a noodle in real life. The students were given 5 more minutes to continue reading the text. The teacher walked around the class while

the students were reading the text. When the reading time was up, the teacher asked the students how to make a cup of coffee. The students loudly answered the teacher's question together and the teacher gives reaction with "iya and aha" to make student's sense and to accompanies the insight. but when the teacher asked one by one, they seemed afraid to answer it. The teacher also asked the students to relate the material with their experience in daily life. He apply the procedure to their daily life into the tasks, so that the students could apply the knowledge that they have gotten.

To measure the student's knowledge, the teacher gave them many varieties of task. He distributed a procedure text to each students. He asked the students to read and comprehend the instruction of the task individually before they were put in groups. He gave the students Opportunity to ask the teacher if they had difficulty in doing activity. He also limit the reading time in order to make students used their time well. Some of them enjoyed do the task. But a few others looked bored, they just chatted with their friends, made joke, and laughed each other. But they did not make a lot of noise. The teacher walked around the class to make sure that all of them did the activity. After reading time was up. The teacher divided the students into 6 groups. Five groups consisted of 4 students, and one group consisted of 3 students. The teacher asked them did the activities in the task book. She asked them to answer the questions in groups and wrote the answers in a sheet of paper. She gave an example of answering the questions and the step of making something. The students did the task by discussing together. It trained the students to work together and created them to be more

responsibility toward their work. The group work also taught the students a learning community in which the students could share their experience each other. They also should make decision as a group. Listen to each other and values the other's suggestion. They had to cooperate to achieve their aims, find ways of settling their differences, and use the strength of each member. In this activity. The students supported and helped each other to concentrate on the given task and the related task activities. At the same time, this activity led the students to learn how to maintain social interactions in reality indirectly.

However, there were some students just sat in their group and did not get involved to the discussion. They relied on the other members of the group. The teacher walked from one group to another group while the students were doing the task. He reminded the students to accomplish the assignment together. Then the teacher explained by giving an example or sometimes he asked back to the other students to find out other students' understanding. The teacher always strived to help the students even though it was still hard for the teacher to control the whole class at that time.

The class became really noisy, because the students were discussing in group about their experience to the task in order that they were able to give did the best to the task given. The teachers given tasks in many variety that will make students interest. The task were about matching, true false, and blank space. The teacher motivate students intrinsically by invoking curiosity or emotions. The teacher also transferring knowledge in a new context situation one that has not been covered in class. When the time to accomplish the assignment almost

finished, the teacher reminded the students to hurry up in completing their work before they collected the task.

Many students looked very happy in learning English by using Contextual Teaching and Learning approach in constructivism theory. They could express their idea even though in their group. However, few of them still had less motivation in learning reading using this approach. And the teacher still had problem to control the class. At the end of teaching and learning process, the teacher praised their activeness during the class. He also gave high appreciation toward the participation from students and thanked the students on their enthusiasm in doing the activity. Finished the class, the teacher led the students to sum up the lesson that day. He asked the students one by one about procedure text, most of the students answered confidently.

2. Data from the Questionnaire

In order to obtain the data from the students' perspectives after they are taught by using Contextual Teaching and Learning approach in teaching reading, the researcher distributed a set of questionnaires to the students. In the following part, it will be presented the results of questionnaire given to the students. The questionnaires within Indonesian version can be seen on appendix 2.

Statement 1 : My English Teacher always uses an interesting teaching method In teaching reading.

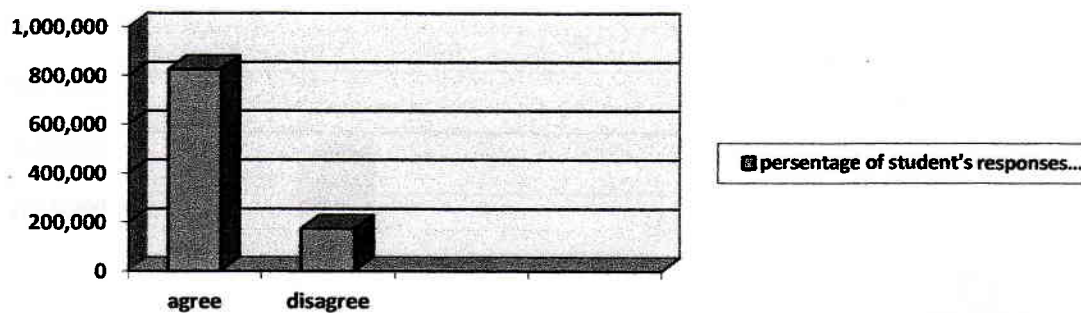


figure 4.1 Students' Perspectives toward the CTL approach in constructivism theory

The above figure shows that many students agree with the statement in observed class. There are 19 students (82,6087%) who agree with the statement, and the rest are 4 students (17,3913%) who disagree with the statement. It means that many students felt happy with the teaching method used by the teacher. It can concluded that the students are interested in the teaching method used by the teacher in teaching reading procedure text.

Statement 2: My English Teacher often relate the material with my daily life in teaching reading?

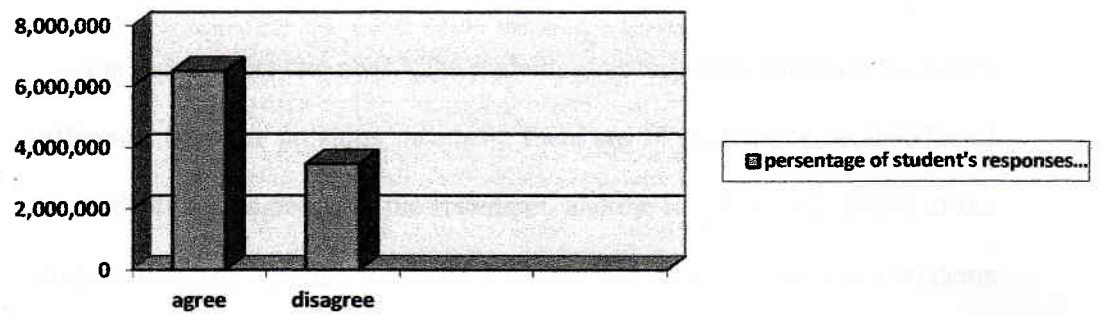


Figure 4.2 Student's Perspectives toward the CTL approach

The above figure clearly shows there are more than a half 15 (65,21739%) students who agree with the statement. and the rest 8 (34,78261%) of the students disagree with the statement. It means that the students are often taught reading skill by the teacher using the Contextual Teaching and Learning approach.

Statement 3: CTL approach gives a positive effect for my English reading ability.

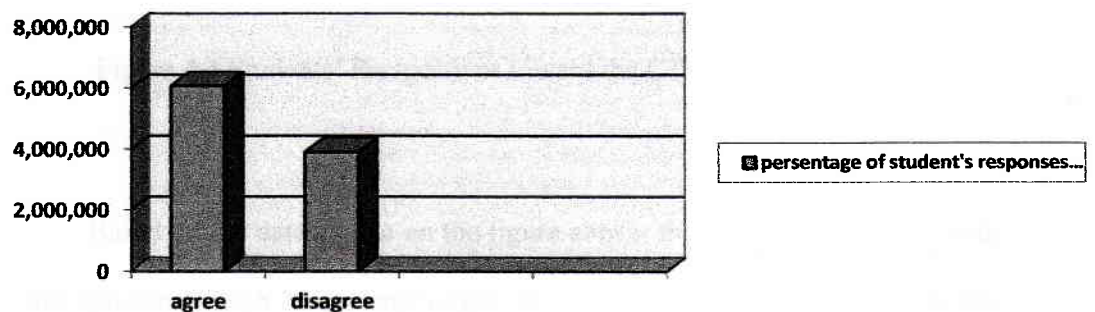


Figure 4.3 Student's perspective's toward the CTL approach

For the statement number 3, the students gave responses which are not really difference from the previous statement. there are 14 students or 60,86957% of the students who agree with the statement, and the rest 9 or 39,13043% of the students disagree with the statement it means that there are still many students did not feel that CTL approach can give a positive influence to their reading ability. Therefore, it can be inferred that the students get a good effect after they are taught by using CTL approach.

Statement 4: CTL approach creates a positive atmosphere toward teaching and learning process In the class

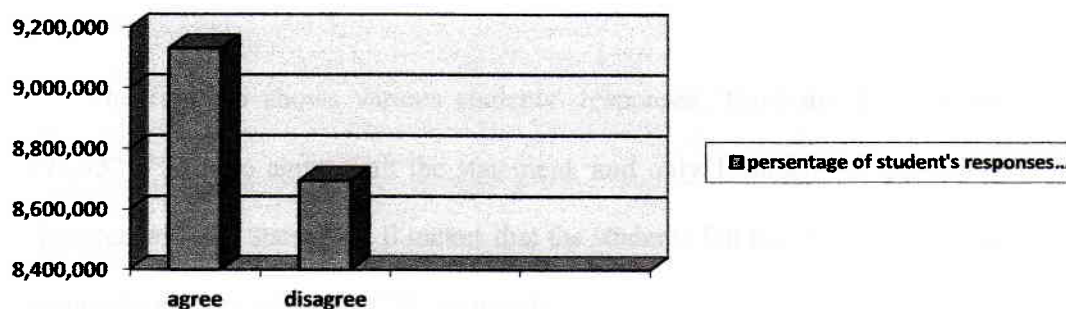


Figure 4.4 Students' Perspectives toward the CTL approach

Based on the data shown on the figure above, the students who agree with the statement reach 21 students or (91,30435%) of the students. Therefore, the rest is the students who disagree with the statement there are only 2 students or (8,695652%) of the students.. It means that there are almost all of the students

felt that CTL can make a positive atmosphere toward the teaching and learning process in the classroom.

Statement 5 : CTL approach give a great chance for students to read.

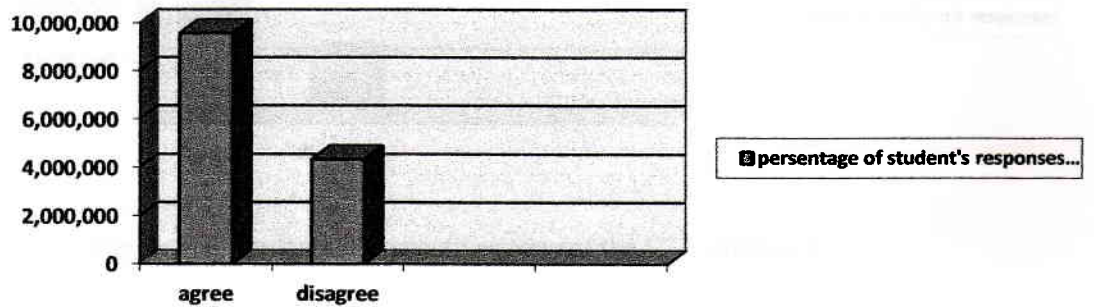


Figure 4.5 Students' Perspectives toward the CTL approach

The figure 5 shows various students' responses. There are 22 students (95,65217%) who agree with the statement, and only 1 student (4,347826%) disagree with the statement, It means that the students felt that they had a great chance to read by using the CTL approach.

Statement 6: The students participate actively while the teaching and learning process by using CTL approach.

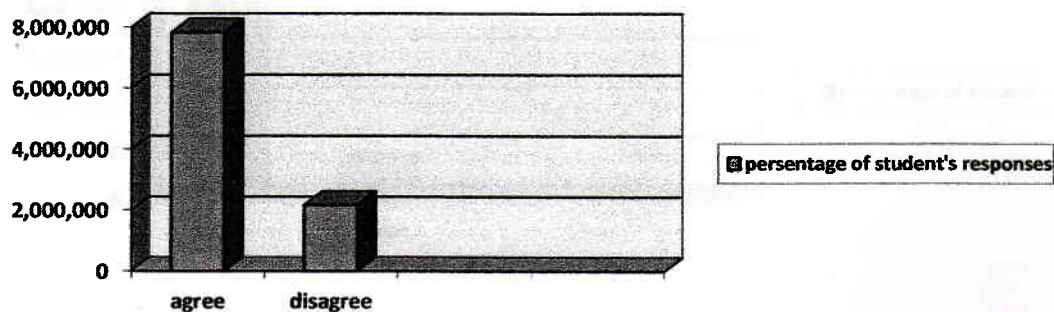


Figure 4.6 Students' Perspectives toward the CTL approach

Figure 6 directly shows that more than half of the students (78,26087%) or 18 students agree with the statement, and the rest of the students (21,73913%) or 5 are the students who disagree with the statement. It means that many students felt that they could actively participate in the teaching and learning process using CTL approach. In other words, there are still some students who felt they could not actively participate in the teaching and learning process. It can be inferred that the students who felt that they could actively participate in the teaching and learning process are not as much.

Statement 7 : I am happy to learn reading by using CTL approach.

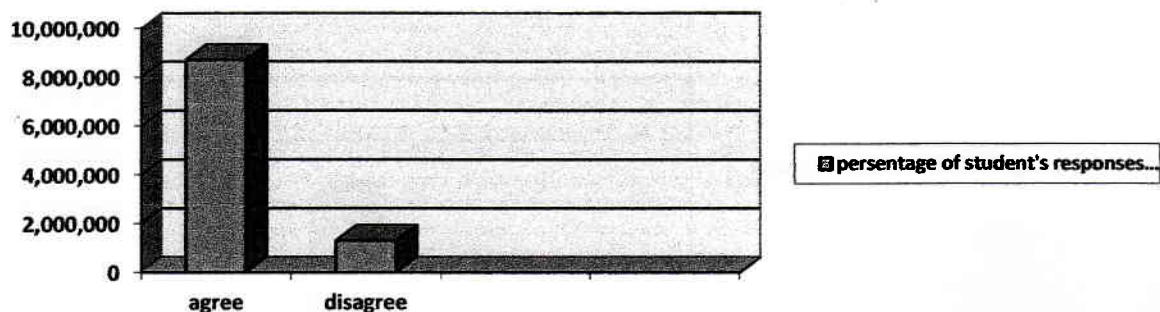
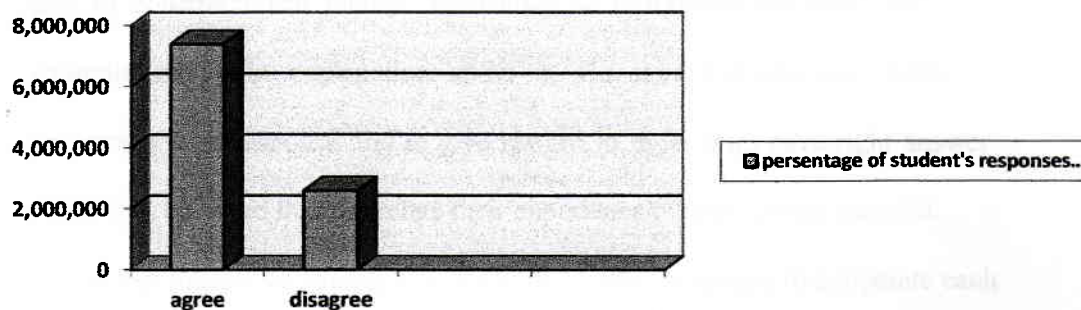


Figure 4.7 Students 'Perspectives toward the CTL approach

The researcher also wanted to know whether or not the students are happy to learn reading by using CTL approach. Based on the above figure, the students who agree with the statement reach 20 students (86,95652%), and the rest of 3 students (13,04348%) are disagree with the statement. It means that almost all of students were happy when CTL approach was applied in their reading class.

Statement 8: There is an improvement on my English reading ability after I was taught by using CTL approach.

Figure 4.8 Students' Perspectives toward the CTL approach



For the last statement in the questionnaire, the researcher also want to know whether there are an improvement on students' reading ability after they are taught by using CTL approach. The figure 8 shows that there are 17 students (73,91304%) who agree with the statement, and only 6 students (26,08696%) who disagree with the statement. It means that many students could improve their English reading ability after they were taught by using CTL approach. However, there are some students who felt that their reading ability could not improve by using the CTL approach.

3. Data from the Interview

The interview was held by the writer with the English teacher where the writer was as the interviewer and the teacher was as the interviewee. It took about 45 minutes. According to the interview result (see appendix 6) on how the CTL approach in constructivism theory was implemented, the teacher said that, at first, when he wanted to introduce to the topic, he tried to construct the students' mind by asking opening questions and connected it to the real life experience

such as, how to make a cup of coffee in their daily life, and so on. This was the part of constructivism theory. Then after he introduced the topic and gave example and light explanation about it. He started questioning again to encourage their response and to give reward to those who gave right answer. After that, he asked them to relate their experience to apply in the material.

In finding the knowledge, the students worked in groups to cooperate each other, In order to help the students in new context knowledge, the teacher gave many kind of task and capitalize on student curiosity with problem-solving exercises that make students interest. After finishing the task, the teacher gave feedback of what they have learnt and offered another assignment to encourage their comprehension.

CTL approach is suitable and relevant to be implemented in the material of procedure text. Besides, the curriculum emphasizes on applying strategies which can promote students' activeness in communicating and they can apply what have been learnt in their real life situation.

Additionally, according to the teacher, as seen during the observation that the students got more involved in the teaching and learning process and they were very excited in learning. This happened due to the activities offered (steps of constructivism theory in CTL) attracted their interest and it helped them to understand the material taught as well. The teacher also acknowledged that the students' activeness and comprehension depends closely on the way of the teacher in using proper strategy, creating better atmosphere and mutual

communication. Hence, even when an educator applies CTL approach she/he should have these abilities.

B. Findings of the Research

The findings of the research present the result of data analysis. After doing interview, observation and giving questionnaire to the student, the researcher would answer the research question bellow:

1. The application of contextual teaching and learning in teaching reading procedure text by the teacher focus on constructivism theory.

The main focus of the observation was to discover the application of Contextual Teaching and Learning approach focus on constructivism theory by the teacher in teaching reading procedure text. The teacher constructed the student's mind by asking and questioning. To construct their mind and knowledge, the teacher asked the students about how to make a cup of coffee which about they had known. To reinforce the student prior knowledge, the teacher allowed the student to read the instructions from a real container from the text, the teacher make student's sense and accompanies the insight. The teacher also asked the students to relate the material with their experience in daily life. He apply the procedure to their daily life into the tasks, so that the students could apply the knowledge that they have gotten.

To measure the student's knowledge, the teacher gave them many varieties of task then the teacher divided the students into 6 groups. The teacher asked them to do the activities in the task book. He asked them to answer the questions in groups and wrote the answers in a sheet of paper. She gave an example of answering the questions and the step of making something. The students did the task by discussing together. It trained the students to work together and created them to be more responsible toward their work. The group work also taught the students a learning community in which the students could share their experience with each other. They also should make decisions as a group. Listen to each other and value the other's suggestion. They had to cooperate to achieve their aims, find ways of settling their differences, and use the strength of each member. In this activity, the students supported and helped each other to concentrate on the given task and the related task activities. At the same time, this activity led the students to learn how to maintain social interactions in reality directly.

The teachers given tasks in many varieties that will make students interested. The teacher motivates students intrinsically by invoking curiosity or emotions. The teacher also transfers knowledge in a new context situation one that has not been covered in class. Many students looked happy in learning English by using Contextual Teaching and Learning approach in constructivism theory, they could answer the question bravely and most of the students answered correctly. By looking at the atmosphere in the class, it could be concluded that the application

of contextual teaching and learning in constructivism theory is appropriate to teach the student reading procedure text.

According to the interview result CTL approach is suitable and relevant to be implemented in the material of procedure text. Besides, the curriculum emphasizes on applying strategies which can promote students' activeness in communicating and they can apply what have been learnt in their real life situation.

Additionally, the students got more involved in the teaching and learning process and they were very excited in learning. This happened due to the activities offered (steps of constructivism theory in CTL) attracted their interest and it helped them to understand the material taught as well. The teacher also acknowledged that the students' activeness and comprehension depends closely on the way of the teacher in using proper strategy, creating better atmosphere and mutual communication. Hence, even when an educator applies CTL approach she/he should have these abilities.

On occasion of the students' learning result after the CTL approach was implemented, the students gained better score since they got good comprehension of the text and could answer the questions posed correctly.

2. The student's perspectives after they are taught by using Contextual Teaching and Learning (CTL) approach in constructivism theory.

From the student's point of view (questioner) regarding the implementation of CTL approach in constructivism theory in teaching reading procedure text, it could be interpreted that most of the students agreed that the activities were enjoyable, interesting, motivated, and helpful in bearing understanding, and so on. This claim was derived from the questionnaire distributed to the students. It could be seen from the table that the percentage of agreement was mostly dominant among the options. Of all point of the statements, the disagreement was only about 20,65217% and the agreement was 79,34783%. The amount of the agreement shows satisfactory result that according to the students the teaching and learning process using CTL approach in constructivism theory gave them enjoyable class and agreeable comprehension.

On the class observation, the researcher look the atmosphere in the class during teaching and learning process, that many students looked very happy in learning English by using Contextual Teaching and Learning approach in constructivism theory. The students could express their idea even though in their group.

From the result above the application of contextual teaching and learning in constructivism theory is suitable and relevant to be applied on the material of procedure text in reading competence, these strategies help the students in easier and enjoyable ways to learn and understand reading procedure text. The students got more involved in the teaching and learning process and they were very excited in learning. This happened due to the activities offered (steps of

constructivism theory in CTL) attracted their interest and it helped them to understand the material taught as well.