

## CHAPTER V

### DISCUSSION

This part presents the ideas of the researcher in interpreting the research findings.

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

The data of the first research question were collected by two different techniques, they were conducting interview and doing observation. In attempt to make the teaching and learning process successful, the teacher should consider some factors. According to Crawford and Witte (1999) state that there are five common strategies on constructivism theory, they are: relating, experiencing, applying, cooperating, and transferring. From the skills have to be achieved from this study is reading, Alyousef (2000:2) states that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is the process which the student are also mixed up with and involved in every discussions of the text.

The material in this study is procedure text, According to Bachtiar (2010:398) procedure text tells how to make something through a sequence of actions or steps. Based on the result of the observation, it can be listed that the activities the teacher and the students did during the implementation of the CTL

approach are; pre-activities, the teacher greeted and checked the attendance list, informed the topic they were going to learn, and recall the material that have been learned about procedure text. For the constructivism theory is include in core activities, the teacher selected interesting material that suit the students' interest, then asked the student to read, and relate the material with their experience in daily life, find the details information, then apply the procedure to their daily life into the tasks.

The teacher also divide the students into some group, so the students could share their experience each other, and the teacher transfer knowledge in a new context situation. In the post-activities, the teacher gave feedback based on the students' self-evaluation including the things they had learnt and their difficulties. Then he assigned a task.

Based on the lists, it was understood that all of the activities included in the observation sheet as the procedures of CTL approach in constructivism theory were carried out by the teacher in the process of teaching and learning (see appendix 1).

It also proved on the interview transcript that the teacher use all of CTL approach in constructivism theory to teach the student. The teacher introduces the topic, and tried to construct the students' mind by asking opening questions and connected it to the real life experience. 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.

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

The data of the second research question questions were also collected by two different techniques, they were doing observation and questioner. 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. 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.

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.

In the previous research teaching reading through Contextual Teaching Learning is quite success. It can be seen on the students' reading scores that the students who learn reading through Contextual Teaching Learning, the average score is 60.00 and Non CTL, the average score is 56.80. They have significant difference. It means that there is a significant influence of using Contextual Teaching Learning in teaching reading. Therefore, the conclusion is that the students' reading scores taught by Contextual Teaching Learning are better than taught by non CTL Method. In other words, the use of Contextual Teaching and Learning in teaching reading has a significant difference to the student's achievement in reading skill at the

eighth grade of MTs At-ThosariKalirejo, UngaranTimur by Muhlison. From the other previous study

Based on the research findings researcher found that the students ability in writing a descriptive text before the application of contextual teaching and learning(CTL) approach, the result X1 (Pre test) is 57.7 and students ability in writing a descriptive text after the application of Contextual Teaching and Learning (CTL)Approach, the result X2 (Post test) is 75. It mean that the influence of X1 (Pre test) andX2 (Post test) the result  $t = 17.30$ , from the hypothesis there is a significant by the application of CTL approach. The writer conclude that CTL, has improve the students ability in writing a descriptive the writer hope teaching and learning English can be more interesting. This research conducted in SMP N 1 Kerangkeng by Laeliah Nurohmawati.

From two previous research above it can describe that the application of CTL approach is appropriate to teach reading comprehension and writing descriptive text, it is relevant from the theory of CTL approach. The researcher find positive effect from the application of CTL approach in constructivism theory on teaching reading procedure text.