

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The research findings of this research give data collected on the utilization of Contextual Teaching and Learning approach in reading comprehension, as well as the advantages of Contextual Teaching and Learning in reading comprehension. These findings have been founded on classroom observations and interviews with an English teacher. Furthermore, data was gathered through interviews with an English teacher, with the initials S serving as the main form of information, providing insight into the advantages of Contextual Teaching and Learning in reading comprehension.

1. The Utilization of Contextual Teaching and Learning in reading comprehension
  - a. The Characteristics of Contextual Teaching and Learning

The CTL mechanisms consist of eight major characteristics: generating meaningful connections, managing meaningful activities, self-regulated learning, collaboration, critical and creative thinking,

individual growth, achieving high standards, and using genuine evaluation.

#### 1) Generating Meaningful Connections

Based on the findings of the first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations that the researcher conducted at *MTs. Raudhatul Islamiyah Sungai Tabuk* in class VIII.1. The researcher found that the teacher connecting the learning to the lives of individual students, making the learning topic more relevant. The teacher presents reading comprehension lessons regarding procedure about making cookies, narrative about *Malin Kundang*, and recount text about holiday events that students have had in their life, as well as samples of beach-themed readings. Students themselves know that a beach is.

#### 2) Managing Meaningful Activities

The results of the findings gathered from observation. The teacher manages meaningful activities by asks students to make a task from a text procedure that they already understand from reading comprehension of the text, namely the task of making a cake. The

researcher found these activities in second (Monday, 05/06/2024) observation.

### 3) Self-Regulated Learning

Based on the findings of the observation the researcher found that the teacher carries out self-regulated learning for students, independently answering questions that the teacher has written and answered on the whiteboard and interpreting sentences or words independently, as well as evaluating the results of their own performance. The teacher asks students to identify the procedure text while watching a video about making cookies and understand the narrative about the *Malin Kundang* text independently first, take notes on learning the Narrative, procedure and recount text, answer questions on the board regarding the recount text, understand the reading comprehension lesson on the text recount independently even in a group. The researcher found this in first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations.

#### 4) Collaboration

The results of the findings gathered from the second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations, teacher carry out learning through collaboration, students are directed to ask each other questions, exchange understanding and interact with their classmates, students are grouped into several groups, when answering reading comprehension assignments about procedure texts and recount texts.

#### 5) Critical and Creative Thinking

Based on the findings of the third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations carried out by researchers. The teacher guide students to focus, think critically, ask questions about learning that make students analyze and think deeply. The teacher guide students to focus, think critically, ask questions about learning that make students analyze and think deeply. For example, when learning narrative and recount texts, the teacher asks what the contents of the narrative text about *Malin Kundang* and the recount text about

holidays are, what the contents of the text mean, what the verbs are, and things related to reading comprehension in the text.

#### 6) Individual Growth

Based on the findings from the all of observation; first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024), researcher found the teacher pay attention to students' individual growth, such as motivating students to understand better in learning reading comprehension when students start to become lazy, paying attention, reprimanding them if they are noisy so they don't pay attention to the lesson or disturb their classmates.

#### 7) Achieving High Standards

The results of the findings gathered from the third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations, conducted by researchers. The teacher assists students attain high standards by presenting example questions that might expand students' knowledge and instructing them how to answer appropriately, allowing students to boost their standards. When learning reading comprehension about Narrative

text the teacher asks questions, what is the meaning of the text, in recount text the teacher also asks what the meaning of the text is, writes examples of questions on the board, then gives other questions related to the text.

#### 8) Using Genuine Evaluation

The findings were obtained from the first (Tuesday, 05/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), and fifth (Tuesday, 05/14/2024) observations carried out by researcher. The teacher uses genuine evaluation or authentic assessment of students, through assignments given during the reading comprehension assignment about recount text entitled "my experience", students are asked to analyze the text by providing questions that students can answer, the learning process and assessment of students' attitudes are also carried out by the teacher when reading comprehension lessons on different topics are carried out.

#### b. The Principles of Contextual Teaching and Learning

Like other learning methods which have principles in their utilization, the Contextual Teaching and Learning method has several principles which are utilized in the classroom

1) Construct Educational Initiatives That Serve as Appropriate for Students' Developmental Phases

These findings were obtained from the all of observations; first (Tuesday, 05/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024), researcher found that teachers build educational initiatives that are appropriate to students' development stages, learning materials such as procedural texts about holidays, narrative texts about folklore, namely *Malin Kundang*, which are appropriate to their development, the class atmosphere is made not too stiff but fun, because it is accompanied by the teacher who joking.

2) Creating Independence in Learning Groups

The results of these findings. The teacher creates groups in class to answer the assignments given, treats independence in learning groups, meaning independently or analyzing reading comprehension texts independently, the teacher also encourages students to be active in groups. like each student is given directions to do what each of them must do, in class when students are made into study groups, the teacher not only emphasizes that students can

work together but also independently by giving each student responsibilities, such as understanding , asking student A to interpret the text and student B to write. The researcher found this in second (Monday, 05/06/2024) and fifth (Tuesday, 05/14/2024) observations.

### 3) Establishment of Conditions That Encourages Self-Regulated Learning.

The results of the findings gathered from all of the observations; first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024). When in the classroom, the teacher creates learning activities that encourage self-regulated learning, help students use their thinking to develop their personal strategies, and choose the right activities to deal with problems effectively, the teacher free students to learn according to their wishes but are still monitored and directed by the teacher. When studying independently or in groups, students are free to have their own learning style, such as the teacher does not prohibit students from working on questions while discussing with their friends and looking for answers to reading comprehension assignments given by the teacher in their own way.



#### 4) Considering the Variety of the Students

Based on the findings that researcher obtained from the first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations. When in class, when in class, in teaching reading comprehension, the teacher considers, pay attention to the diversity of students with students from different cultural backgrounds, such as ethnicity, socio-economic level, and the mother tongue they understand at home, and many other problems. And helping students how to achieve maximum learning outcomes, such as asking whether there are any difficulties for students in learning to understand reading.

#### 5) Particularly Attention to The Students Who Possess Various Intelligences

The findings that researcher obtained from the (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations. When in class, the teacher accommodates the needs of students in class by using various learning methodologies or integrated learning methods, such as students not only being asked to understand reading but also writing in books

and the teacher writing material on white boards and paying attention to students who have various intelligences.

6) Implementing Question and Response Strategies Allows for Investigating Student Learning Issues

The results of the findings gathered from all of the observations; first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024). When in class, the researcher found the teacher depends on a question-and-answer direction, inviting students to ask questions after explaining the material or asking students about the material being taught. The teacher has the option to directly appoint one of the students to answer the questions the teacher asks.

7) Applying the Authentic Assessment

The result is that when in class, the teacher employs authentic assessments for students, measuring students' attitudes throughout reading comprehension learning and assignments from recount text, narrative text and procedure text given by the teacher. The researcher found this authentic assessment in first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday,

05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations.

c. Strategies in Contextual Teaching and Learning

1) Relating

These findings were carried out by researcher from second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), and fourth (Monday, 05/13/2024) observations. When in class, the teacher employs relational methods where the teacher relations learning with the experiences of students. Learning ideas that are previously understood or have been learned by students are related to new things that are being learned. Such as learning procedural texts about making cookies, narrative texts with *Malin Kundang* stories and recount texts about holidays, where the learning is related to students' experiences, and the teacher links it with new learning about reading comprehension.

2) Applying

The result from the all of observation; first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024), was conducted by researcher, it was discovered that

during class, the teacher facilitates students to understand concepts by assigning practical and appropriate tasks related to reading comprehension, such as analyzing recount texts, understanding the structure of procedural texts about making cookies, narrative texts about *Malin Kundang*, and recount texts about holidays, and carrying out assignments -tasks, namely answering questions from these texts and doing cake-making tasks for procedural texts in reading comprehension learning.

### 3) Cooperating

The all of observations; first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024), was conducted by researcher, it was discovered that the teacher make use of cooperation for students in class, such as instructing students to ask their friends when they don't understand so that other students can try to answer their friends' questions or forming groups to answer recount text assignments and working on text procedure assignments for students to work together one another other.

#### 4) Transferring

Based on the second (Monday, 05/06/2024) observation was carried out by researcher. Researcher find the teacher transfers knowledge in a new context or new situation that has never been taught before in class; the teacher transfers knowledge about learning reading comprehension by learning to understand procedures through learning videos; then the teacher assigns students to apply their understanding after reading the procedure text by making a cake.

#### d. Guideline Contextual Teaching and Learning

There are seven major components to CTL learning in the classroom:

##### 1) Constructivism

Based on the first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations was conducted by researcher. At this point, it was found that the teacher used constructivism to teach reading comprehension, developing efficient teaching methods to help students remember clearly what they had learned, such as when learning reading comprehension, the

teacher wrote while explaining, students recorded what the teacher had taught. , the teacher asks questions about the material Procedure text, Narrative text and Recount text, then the students answer, creating a comfortable learning environment, and realistically depicting what has been learned, such as when studying narrative text about *Malin Kundang*, the teacher describes that the child you can't disobey your parents. Students are instructed to provide knowledge and add meaning to these situations by using real life experiences, such as students can take lessons from learning reading comprehension about the text *Malin Kundang*.

## 2) Inquiry

Based on the second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), and fourth (Monday, 05/13/2024) observations was conducted by researchers. At this point, it was found that the teacher supported students' intellectual growth and the acquisition of inquiry-based abilities by asking questions related to reading comprehension. The teacher asked students questions, for example asking what the content of the Recount text was, what the meaning of the Narrative text was, what the meaning of Procedure text. Asking material from general to detailed, such as which words indicate verbs, key words from the text, and asking other individuals

to explain their understanding, the teacher asks to what extent students understand the content of the Procedure text, Narrative text and Recount text and the teacher helps students when students' understanding of the content of their reading comprehension is wrong. The teacher also help students think in stages, starting with understanding reading comprehension texts and continuing to comprehensive text analysis.

### 3) Questioning

The results of the findings gathered from observation. At this point it was found that the teacher was giving questions to students, the teacher was exploring information related to students' understanding in class, asking to what extent the students understood the lesson, "do you understand what the contents of the procedure text, narrative text and recount text are?", then the teacher confirmed what students already know when students answer questions from the teacher, and pay attention to students' reading comprehension of aspects that are not yet known by asking about their understanding. The researcher found these activities in first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations.

#### 4) Learning Community

The result from the third (Tuesday, 05/07/2024) and fifth (Tuesday, 05/14/2024) observations was carried out by researcher. In this observation, it was found that the teachers held learning communities, where students were put into groups containing several people according to the teacher's division, students who had more knowledge were combined with ordinary students. In these groups, students discuss their knowledge with each other and deepen their knowledge, working together with their group. The teacher creates groups of students to answer reading comprehension about procedural texts and recount texts. In that group the teacher combines active children and quiet children.

#### 5) Modeling

The result from in this observation, it was discovered that the teacher provides examples of texts to practice reading comprehension, namely texts about making cakes in narrative texts so that students can take examples of reading comprehension, then *Malin Kundang* texts as role models for students, also recount texts by writing them on the blackboard so that students can imitate reading comprehension. For examples of texts written by the teacher



on the blackboard. The researcher found this modeling in the third (Tuesday, 05/07/2024) and fourth (Monday, 05/13/2024) observations.

#### 6) Reflection

Based on the findings of the first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024) observations was carried out by researcher. In this observation, it was discovered that the teacher always provided reflection for students before closing the lesson on reading comprehension, by repeating the mystery that had been explained previously. It is known that teachers always provide reflection to students before closing the lesson on reading comprehension, by repeating the mystery that has been explained previously. The teacher asks the question "what are we learning today?".

#### 7) Authentic Assessment

The result from in this observation, it was discovered that the teacher carries out authentic assessments of students during reading comprehension lessons, assesses recount assignments given by the teacher, cake making assignments during text procedure

learning, assesses student attitudes during class, such as whether the student listens to what the teacher says, pays attention, is polite to the teacher, answers questions about reading comprehension learning material. The researcher found this modeling in all of the observations; first (Tuesday, 04/30/2024), second (Monday, 05/06/2024), third (Tuesday, 05/07/2024), fourth (Monday, 05/13/2024) and fifth (Tuesday, 05/14/2024).

## 2. Advantages of Contextual Teaching and Learning in Reading Comprehension

The results of the findings of the first research's interviews (Tuesday, 05/14/2024) and second interviews (Wednesday, 05/15/2024) with an English teacher in class VIII.1 at *MTs. Raudhatul Islamiyah Sungai Tabuk*, contextual teaching and learning has several advantages in reading comprehension.

- a. Students actively participate in the learning process while being connected to the real-world

Based an interview at May 14<sup>th</sup> 2024, the teacher said “I think yes, when I do learn that is related to the real world, it makes students actively involved in the learning process in understanding the reading that I give because students can know about it in their lives, so they can

imagine, students can also be more active in asking questions in class in learning reading comprehension. Because students can adapt to situations in the real world that they know, students can reason more quickly so they can understand more quickly while imagining. However, there are also special challenges in teaching reading comprehension that is related to the real world, namely from students who lack motivation, if they are motivated and already understand the basics then it will be easier.”

For the teacher, learning that is linked to the real world makes students more actively involved and understand reading better, because they can imagine and adapt it to everyday life. This also encourages students to be more active in asking questions in class. However, the challenge faced is students' lack of motivation, which, if not addressed, can hinder understanding. Motivation and good basic understanding will facilitate the learning process.

- b. Studying in groups can assist students gather acquire knowledge from the other students.

Based an interview at May 14<sup>th</sup> 2024, the teacher said “In my opinion, yes, students can learn from their group friends, but it depends on the group, for those in a good group, for example one person is

smarter and the rest are so-so, then the smart one can teach the others so that the others can easily understand. From studying in groups, there is cooperation, mutual self-motivation, they can support each other and share knowledge, discuss together in groups, students can identify and resolve reading comprehension difficulties that they might not have thought of on their own, sometimes students are also more comfortable studying in groups because if only the teacher explains, sometimes students' thoughts can wander here and there (not focused). Studying in groups is also monitored by the teacher, the teacher directs students to support each other and increase their understanding, reprimands if there are students who just sit there and don't help their group friends. However, the teacher should not supervise too much because students can become tense”

Group learning allows students to learn from more knowledgeable peers, work together, inspire one another, and exchange information, all of which assists in strengthening students' comprehension for the teacher. Participating in discussion groups enables students to see and address comprehension problems that they would not have considered on their own. Additionally, group work tends to keep students more relaxed and attentive than concentrating on the teacher lecture. To avoid creating a hostile

environment for the kids, teachers must supervise and guide without going overboard.

c. Mutual discussion and correction between students

Based an interview at May 15<sup>th</sup> 2024, the teacher said “With CTL I can apply it so that students can discuss and correct each other, maintain calm during discussions, reprimand them if they are not focused and direct them so that the atmosphere is conducive, especially in learning reading comprehension. I increase group work so that I can strengthen students' understanding in understanding the reading, not only doing the assignment but also understanding so that there can be improvement, I can also evaluate the effectiveness of the discussion and correct each other students based on the results of their assignment answers, if successful it means the discussion went effectively”

Applying CTL may allow students to discuss and correct each other, as well as keep calm throughout conversations, and create a conducive environment. Group discussion is used more frequently in reading comprehension lessons to help students grasp. The teacher can also assess the quality of conversations by analyzing the outcomes of student assignments, where success indicates great discussions. The researcher found this advantage in the second interview (Wednesday, 05/15/2024).

- d. Students can be responsible for tracking and honing their individual studies

Based an interview at May 15<sup>th</sup> 2024, the teacher said “When using CTL to learn to understand reading, I think that 50% of students can be responsible for tracking and honing their individual studies in learning reading comprehension, because children who understand reading understand it from the start, as a result to their own motivation and 50% to encouragement. His classmates. Supporting students build their particular study habits in reading, getting students acclimated to reading till they can, ultimately students feel the need to read, monitored and sometimes pushed so that students can become used to it, inspiring students about the advantages of reading.”

As explained by the teacher, the employing of CTL in reading comprehension means that 50% of students are responsible for honing their individual studies, driven by initial understanding and self-motivation, while the other 50% are motivated by friends. This approach assists students in developing unique reading study habits, as well as being familiar with and recognizing the value of reading. The teacher must also monitor and encourage their students to develop this behavior. The teacher also said there was a lack of facilities such as reading books and other learning facilities.

## **B. Discussion**

Regarding the findings of the research. In this part the researcher connects the findings to theory and prior research, as a result, the researcher adds their thoughts as follows:

1. The utilization of Contextual Teaching and Learning in reading comprehension
  - a. The Characteristics of Contextual Teaching and Learning
    - 1) Generating Meaningful Connections

Based on the findings above, in the classroom, the teacher employs relational ways to connect learning to students' experiences, connecting previously understood or taught concepts with new material being studied. This is in line with the theory from (Johnson in Oktiyaningsih & Hakim, 2019) "Connecting learning to personal experiences makes the subject more relevant. Students find purpose in learning, which pushes them to learn".

- 2) Managing Meaningful Activities

Based on the findings presented above, the teacher creates meaningful activities in class by asks students to make a task from a text to their life. This is in line with the theory from (Johnson in

Oktiyaningsih & Hakim, 2019) “Students tend to connect their educational experiences to real-life situations, both as businesses and members of society”.

### 3) Self-Regulated Learning

Based on the findings presented above, the teacher uses self-regulated learning, in which students respond to questions, understand phrases or words on the board, and assess their own performance. This is in line with the theory from (Johnson in Oktiyaningsih & Hakim, 2019) “Self-regulated learning is a process in which students engage in independent activities, both individually and in groups. This particular activity tries to integrate academic content with students' real-life experiences to achieve meaningful goals”.

### 4) Collaboration

Based on the findings presented above, the teacher encourages students to cooperate by asking one another questions, exchanging understanding, and communicating with other students. This is consistent with the theory from (Johnson in Oktiyaningsih & Hakim, 2019) “Students may collaborate efficiently. Teachers assist



students understand how they affect, interact, and communicate with those around them”.

#### 5) Critical and Creative Thinking

In accordance with the findings above, the teacher assists students focus and think critically. This is consistent with the theory from (Johnson in Oktiyaningsih & Hakim, 2019) “Thinking is an active, focused, and ordered activity that aids in the grasping of reality. In this context, Chaffe and Johnson (2002) assume that critical thinking is an attempt to carefully investigate the thought process itself, which includes not only careful thinking but also assessing its utilization and assembling the facts and reasoning that backs it up, both personally and from other perspectives”.

#### 6) Individual Growth

Based on the findings above, the teacher measure students' progress by motivating them to understand learning, paying attention, and reprimanding them if they conduct inappropriately, thus maintaining a favorable learning environment. This is in line with the theory from (Johnson in Oktiyaningsih & Hakim, 2019) “Students take care of themselves by knowing, paying attention, setting high goals, being self-motivated, and empowering

themselves. Older people's assistance is critical for student success. Students must respect both their peers and the elderly”.

#### 7) Achieving High Standards

Based on the findings presented above, the teacher assists students' higher standards by providing example questions that expand their knowledge and teach them how to answer correctly. This is in line with the theory from (Johnson in Oktiyaningsih & Hakim, 2019) “Students recognize and strive to exceed the high standards that serve as their goals and motivation to succeed. Teacher give students examples of how to achieve better achievements”.

#### 8) Using Genuine Evaluation

Based on the findings presented above, the teacher employs genuine evaluation or authentic assessment of students in assignments, learning procedures, and student attitude assessments. This is consistent with the theory from (Johnson in Oktiyaningsih & Hakim, 2019) “CTL intended for students to demonstrate their achievement of high standards by completing real assessment tasks. These assignments encourage students to exhibit their knowledge and abilities in real-world settings with significant outcomes”.

b. The Principles of Contextual Teaching and Learning

1) Construct Educational Initiatives That Serve as Appropriate for Students' Developmental Phases

With regard to these findings mentioned above, the teacher establishes educational initiatives that are suited for student growth, with relevant material and an enjoyable, non-stuffy classroom environment filled with fun. This aligns with the theory from (Husna, 2012) “The connection between curriculum material and classroom approaches must be developed to match students' social, emotional, and intellectual growth levels”.

2) Creating Independence in Learning Groups

In accordance with the findings above, the teacher construct group studies in class to support student collaboration and independence by assigning specific responsibilities as well as encouraging student participation in groups. This is consistent with the theory from (Husna, 2012) “Working in particular groups may allow students to learn and interact more successfully. At the same time, it should be hoped that students will actively participate”.

### 3) Establishment of Conditions That Encourages Self-Regulated Learning.

The research findings presented above imply that the teacher foster independent learning by allowing students to learn as they see fit, while nevertheless overseeing and directing them in developing personal problem-solving techniques and offering rewards in the form of direct recognition. This is consistent with the theory from (Husna, 2012) “Self-regulated learning environment consists of three key characteristics: cognitive awareness, strategy implementation, and ongoing reward. Students are encouraged to be open to their own strengths and weaknesses in order to set learning goals and design strategies to achieve them. As a result, teachers must provide an environment in which students can reflect on their learning style, help them use their thoughts to build their own individualized techniques, and choose appropriate activities to effectively deal with challenges”.

### 4) Considering The Variety of the Students

With regard to these findings mentioned above, the teacher takes for consideration the diversity of their students. Backgrounds and work with them to obtain the best possible learning outcomes.

This aligns with the theory from (Husna, 2012) “In class, a teacher must deal with students from various cultural backgrounds, such as ethnicity, socioeconomic level, and the mother tongue they speak at home, among other things. Nonetheless, it is intended that a teacher can support students in accomplishing their learning objectives”.

#### 5) Particularly Attention to The Students Who Possess Various Intelligences

In accordance with the findings above, the teacher address students' needs through a variety of integrated learning techniques, focusing on reading comprehension, writing, and diverse intelligence. This is consistent with theory from (Husna, 2012) “Teachers, on the other hand, must accommodate students in the classroom utilizing integrated learning approaches to ensure that the learning process is beneficial for students of various intelligence levels”.

#### 6) Implementing Question and Response Strategies Allows for Investigating Student Learning Issues

Based on the findings presented above, the teacher employs the question-and-answer technique, motivate students to ask and answer, and might assign students directly to answer questions. This

is in line with the theory from (Husna, 2012) “Develop techniques for questioning to discover how to support the growth of students problem-solving abilities and higher levels of thinking”.

#### 7) Applying The Authentic Assessment

The research findings presented above, the teacher conduct authentic assessments to monitor how students react throughout learning and tasks. This aligns with the theory from (Husna, 2012) “Authentic assessments prioritize students' handling of knowledge and their nuanced reasoning over memorization. An evaluation is considered authentic if it compels students to engage in activities that are useful, substantial, and meaningful. In a contextual learning development, multidisciplinary assessment is essential to measure authentic and diverse knowledge and abilities, rather than only a single field of study”.

#### c. Strategies in Contextual Teaching and Learning

##### 1) Relating

In accordance with the findings above, the teacher implements relational techniques, that connect new learning to students' prior experiences and knowledge. This aligns with the theory from (Azzahra & Ambarwati, 2021) “Relating is described

as learning within the framework of one's life experiences or prior knowledge. This is also in line from (Crawford, 2001) theory “Teachers use relational tactics throughout the teaching process to relate new concepts to topics that students are already familiar with, linking their prior knowledge with the new information”.

## 2) Applying

The research findings presented above, the teacher help students understand topics by assigning practical assignments connected to reading analysis and comprehension. This is in line with the theory from (Azzahra & Ambarwati, 2021) “Encourage students to participate in hands-on activities and problem-solving projects as part of their learning processes. Teachers can also assist students to understand concepts by offering practical and relevant homework”.

## 3) Cooperating

The research findings presented above, the teacher encourage students' participation in the classroom through question-and-answer sessions and collaborative assignments. This is consistent with theory from (Azzahra & Ambarwati, 2021)

“Cooperating is the process of learning by sharing, interacting, and communicating with other students”.

#### 4) Transferring

In accordance with the findings above, the teacher teaches new knowledge in circumstances that have not been presented before, use instructional videos to comprehend procedures, and assign students to apply their understanding. This is in line with the theory from (Crawford, 2001) “Transferring is a teaching approach in which knowledge is used in a new context or situation that has not previously been presented in class”.

#### d. Guideline Contextual Teaching and Learning

There are seven major components to CTL learning in the classroom:

##### 1) Constructivism

With regard to these findings mentioned above, the teacher utilizes a constructivist approach to teaching reading comprehension, which includes efficient teaching methods, providing a comfortable learning atmosphere, and integrating learning to students' real-life experiences. This is in line with the theory from (Ruhimat, 2012) “Constructivism promotes efficient



methods of instruction to help students retain the information they have learned. Meaningful learning promotes association connections, which facilitate retention by incorporating new information into existing memory structures and systems. Constructivism is the guiding idea of CTL.” This is also in line from (Brown, 2001) “Constructivism is the guiding idea of CTL. It indicates that humans construct knowledge in a systematic way. Knowledge encompasses more than just facts, ideas, and processes. In this situation, people must produce the information and give it meaning through actual experience”.

## 2) Inquiry

In accordance with the findings above, the teacher promotes students' intellectual growth and inquiry-based abilities by asking detailed questions, seeking explanations, and assisting students in thinking in stages, from comprehension to text analysis. This is consistent with theory from (Ruhimat, 2012) “This inquiry-based teaching approach seeks to foster students' intellectual development and learning of inquiry-based skills. Contextual teaching-learning activities center on inquiry. It entails a constant cycle of observation, investigation, study, analysis, and conclusion. In other words, students discover the material individually. Throughout the process,

students get the opportunity to experience the occurrence. They will make an effort to describe and explain what they have seen. They will seek to put their observations to the test and develop a conclusion based on them”.

### 3) Questioning

The research findings presented above, the teacher uses questions and answers to investigate and reinforce students’ knowledge of the lesson, as well as to draw attention to elements they are unfamiliar with. This is in line with the theory from (Ruhimat, 2012) “A question is one of the most efficient strategies for guiding and increasing students learning. It can help teachers develop a strategy to improve students' work and thinking. As a result, it will be effective when students can actively participate in the learning process. When planning lessons, teachers take into account the types of questions that students might ask”. This is also line with the theory from (Yusyac, Muslem, & Yasin, 2021) “A lesson plan will help teachers prepare effective question-and-answer sessions during this process”.

#### 4) Learning Community

With regard to these findings mentioned above, the teacher creates learning communities through grouping students together to discuss and deepen their knowledge cooperatively. This is in line with the theory, learning communities provide a comfortable orientation to the world of collaborative work. Participation in learning communities promotes greater peer connections and collaborative abilities (Romsdahl & Hill, 2012). Learning communities can also increase the amount of effort and time members spend working with peers and teachers (Rocconi, 2011).

#### 5) Modelling

In accordance with the findings above, the teacher displays example texts on the whiteboards to help students practice their reading comprehension. This is consistent with theory, this concept has extended or expanded on traditional ideas of behavioral learning. A student can learn by observing an example during social learning exercises. Learning by doing would be extremely difficult and destructive if individuals had to rely solely on the results of their efforts. Human behavior is mostly taught by observation and modeling: by watching other people, one can gain a knowledge of

how new behaviors are carried out. This coded knowledge serves as a guide for action (Yusyac, Muslem, & Yasin, 2021).

#### 6) Reflection

The research findings presented above, before closing the lesson, the teacher provides students with reflection by reiterating the previously explained the material. This is in line with the theory, Self-reflection is the process of reflecting on one's experience in order to draw lessons for oneself to learn, and then developing an action plan to narrow any remaining gaps between reality and expectations (Gibbs, 2010). Reflection is a means of considering what we have learned. Students and teachers evaluate and comment on the experiences, activities, and events. They also keep note of new ideas they've heard, felt, and absorbed. This section is frequently used in post-activity activities. To use Underhill's term for reflection, self-assessment, helps students take more responsibility for their learning and success. Additionally, self-evaluation may include the learner reflecting on their experience using a foreign language and assessing themselves in respect to a state (Yusyac, Muslem, & Yasin, 2021).

## 7) Authentic assessment

With regard to these findings mentioned above, the teacher does real assessments of their students while they are learning, such as assessing their attitudes in class and responses to questions or tasks. This is in line with the theory from (Yusyac, Muslem, & Yasin, 2021) “The purpose of contextual teaching and learning is to help students develop information or skills in meaningful ways by placing them in real-life situations or contexts. So, authentic evaluation is required to represent the students' actual subject-matter ability. There are four types of assessments: written assessments, project assessments, portfolio assessments, and work assessments. Authentic assessments can be found in the discussions and arguments that represent the texts”.

## 2. Advantages of Contextual Teaching and Learning in Reading

### Comprehension

- a. Students actively participate in the learning process while being connected to the real-world

The research findings presented above, learning that is connected to the real world makes students more active, helps them understand reading better, and encourages them to ask more questions in class. This

is in line with the theory from (Azzahra & Ambarwati, 2021) “Contextual Teaching and Learning (CTL) offers the advantage of actively engaging students in the learning process by connecting learning content to real-world circumstances that are relevant to them. It also allows students to see how the principles they've learned are applied in real life, which increases their motivation and interest. Students become more engaged in talks, group projects, and discussions that require critical thinking and participation. As a result, students' grasp of what is being studied grows deeper and more relevant”.

- b. Studying in groups can assist students gather acquire knowledge from the other students

The research findings presented above, group learning allows students to learn from one another, collaborate, and gain a better understanding while also making them more comfortable and focused. The teacher must oversee and guide students to prevent creating a hostile environment. This is in line with the theory from (Azzahra & Ambarwati, 2021) “Students work in groups to share their knowledge and experiences, discuss curriculum, and help one another understand challenging concepts. This collaboration enhances individual comprehension, social skills, and creates a more supportive and dynamic learning environment. Collaboration in groups enables

students to actively participate and take greater responsibility for their learning. Students who understand the topic better can help their friends who are struggling, which strengthens their own comprehension”.

c. Mutual discussion and correction between students

With regard to these findings mentioned above, the use of CTL allows students to discuss and correct one other in a supportive atmosphere, with group discussions that aid reading comprehension and allow teachers to measure the quality of conversations based on the results of student assignments. This is consistent with theory from (Azzahra & Ambarwati, 2021) “Students can broaden their understanding of the material through discussions in which they share ideas, points of view, and experiences. During this process, students learn to correct each other's errors, which improves not only individual comprehension but also critical thinking and communication skills. By debating and correcting each other, students become more active, interested, and accountable in their learning process”.

d. Students can be responsible for tracking and honing their individual studies

In accordance with the findings above, the use of CTL in reading comprehension divides students' responsibilities between individual

learning and peer incentive, allowing them to build their own reading habits while teachers monitor and encourage this growth. This is consistent with theory from (Azzahra & Ambarwati, 2021) “CTL encourages students to actively participate in the learning process, hence developing self-regulated learning skills. Students become more autonomous, disciplined, and motivated to learn when they realize how it pertains to their daily life. Students learn how to set goals, track their progress, and reflect on their learning, which increases their comprehension and academic accomplishment”.