

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the results of the observations and interviews conducted with the participants, data was obtained as follows:

1) The scales of students' critical thinking dispositions through contextual teaching and learning in English

a. Truth-seeking

The search for truth in learning English in class is that students are very enthusiastic when given the opportunity to ask their teacher. On this occasion, based on the results of interviews and observations in the classroom, students and teachers hold discussions to discuss the material studied. The material and examples used by the teacher are examples that are familiar in everyday life, so that when the teacher connects the material with familiar examples, students are more enthusiastic in asking further questions. Apart from asking the teacher, they also have the enthusiasm to ask fellow students, namely their friends, both their group friends and the friends beside them. They work well together, eager to ask questions and help each other.

Participant 1 (P-1) is a student who is very active in class, often asking questions to the teacher and friends in class.

P-1: "I like to ask questions in class depending on the atmosphere that is going on, if I am in a good atmosphere, I be more enthusiastic in asking questions. So, certain atmospheres also really influence my enthusiasm."

P-2: "I am enthusiastic about asking questions about the material because the teacher conveys the material well and can be understood. I also find it easy to ask the teacher about things that still need further explanation."

P-4: "I ask teachers when I have the opportunity. And I also like to ask questions depending on the material being discussed. If I feel that the material explained by the teacher is difficult, I ask the teacher so I can understand it better."

Therefore, P-4 asks the teacher if the material being taught is difficult material. The participant said that he would ask the teacher, or not ask, it also depended on the material provided in class.

P-6: "I'm usually enthusiastic about asking the teacher something depending on the understanding I have. If I feel that I do not understand the material presented, I be enthusiastic to ask questions. But if I feel that I can

still understand the material presented on my own, I do not ask the teacher directly.”

Second, Students who have a tendency to think critically in class are also characterized by their efforts to always try to understand the material well. Students always pay close attention to the teacher, when the teacher explains the material or explains the system for completing assignments. Students who have a good critical thinking disposition think that understanding the material well in class is very important.

P-3 and P-4 felt that understanding English material in class was very important because it would definitely be useful in everyday life. Therefore, they always try and strive to understand English material very well and seriously.

"It is very important to understand English material in class, because this material can be useful in everyday life, not only used in class during learning."

Because they consider that English material is very useful for everyday life, they are very enthusiastic in trying to understand the material well, by listening to the teacher's explanation, or also by asking about material that they feel is not clear, so that they can understand the material better.

P-1 expressed that he felt that understanding English learning in class was very important, apart from being used for school exams, English language material was also very important to understand linguistically.

"In my opinion, English is a language that really needs to be understood, that's why we have to study it well, and must always be enthusiastic in understanding every English language material"

Because P-1 thinks that English material is important to understand, P-1 tries to understand the English material in class every time there is a lesson. This is also included in the critical thinking disposition scale where students who have a good critical thinking dispositions always try to understand something well, including the learning material provided in class.

b. Open-mindedness

Open-mindedness is very visible during observations in the classroom, students appear to be able to be tolerant of their friends' ideas such as when there is a group assignment, some of them also consider other ideas in making decisions, and they are happy to change their opinions if there are another opinion that is more correct according to the facts or supported by stronger evidence than their opinion. They can discuss well during class.

P-5 considers that other friends' ideas should also be considered when discussing in class. This is because to get effective conclusions, P-5 realizes that discussion and listening to other people's ideas are very necessary.

"I still listen to other ideas when there are discussions in class."

This shows that P-5 has a tolerant attitude towards the opinions and ideas of friends in class. Being willing to listen to other friends' opinions is something that shows a tolerant attitude.

P-1 explained that she likes to listen and consider the opinions of friends in class when the opportunity arises. However, as mentioned by P-1, opinions cannot be simply accepted, P-1 tends to consider what her friends' ideas are like, not just accept them straight away.

"I always listen to ideas from other friends, but it depends on their opinions and ideas."

That way, P-1 considers another friend's ideas, provided that they must meet certain criteria. Their opinion can be accepted depending on how they think.

Almost similar to what was expressed by P-1, P-2 also thought that they would definitely consider other people's opinions depending on what the opinion was.

"I accept other people's ideas depending on what they think, don't immediately reject them"

This shows that P-2 has a tolerant attitude towards other ideas in making her own decisions. Don't immediately take the own opinion as an absolute decision, but also be tolerant by listening to other people. Not only that, P-1 also does not accept opinions randomly, but also chooses whatever ideas are still tolerable and can be accepted logically.

P-1 is willing to change the opinion if there is an opinion on another theme, if someone else has stronger evidence, or if it is equipped with facts that cannot be denied.

"I would like to change my opinion if there is another opinion, which is based on stronger evidence, and there are facts that cannot be disputed anymore. Like when doing group assignments and when discussing, if there is a different answer, I accept it if that answer is more correct than mine and it is a fact or has strong evidence. I accept that depending on what the answer is."

P-1 is able to listen to rebuttals from friends who have different opinions with P-1, and accepts rebuttals depending on whether the answer/opinion is correct or not.

c. Analyticity

When the researcher made observations, the researcher found student attitudes that referred to the scale of critical thinking dispositions which were included in the analyticity type namely that when working on group assignments, they tend to be aware of the risks and bad possibilities in the process of completing the assignment. They are careful, and do not hesitate to ask questions to the teacher or other fellow students. They cooperate well with each other, to avoid risks such as making mistakes in doing group assignments, or making mistakes in what they are doing.

In this case, P-1 believes that it is very important to be aware of these risks.

"I feel that avoiding the risk of problems, mistakes, misunderstandings, etc. is very important when doing assignments in class, or when understanding the teacher's material."

P-3 also revealed that she felt that avoiding bad risks that could occur when doing assignments in class was very important, such as when doing assignments, based on the results of observations, P-3 seemed to always be alert and try to reduce risks that could occur, such as making mistakes in answering questions, making mistakes in mentioning English vocabulary, or making mistakes in understanding the meaning of English vocabulary in class.

"When I do assignments in class, I always do it very carefully. I am aware of the risk of making mistakes in answering questions, or when asked to express my opinion, I express it carefully so that there is no risk of making mistakes in pronouncing English sentences. I am also aware of the risk of misinterpreting English vocabulary, because there is a risk that my understanding can be different from the meaning of the question."

In line with P-4 who stated that being aware of risks in the classroom is very important, especially when mentioning English vocabulary. So, P-4 tends to be very careful when reading sentences in English when asked to read a text by the teacher.

"I read the English text carefully and slowly because I feel I have to be careful so that the pronunciation is not wrong."

P-5 thinks that avoiding risks in class is very important, especially when doing assignments in class. One way to avoid the risk of making mistakes when doing assignments is to always check the answers well before they are collected and graded by the teacher. This is always done by P-5 during English assignments.

"When I want to submit an assignment, I always check it first, because it is very important that we avoid the risk of errors in the assignment, at least

we can reduce the risk of a low grade because we check the answers well before submitting it to the teacher."

P-6 considers that avoiding the risk of bad things in class, especially when doing assignments, is something that really needs to be paid attention to. This can be done by asking the teacher lots of questions, such as ensuring how to answer group assignments correctly, or how to pronounce difficult vocabulary words in sentences correctly according to the pronunciation provisions of the English language itself.

"I always ask the teacher if I am still unsure about how to answer or how to read vocabulary sentences in English. So that the pronunciation is not wrong".

Based on the results of these observations and interviews, it can be concluded that avoiding risks in the classroom can be in the form of reducing the risk of errors in pronunciation of vocabulary when reading English sentences or texts, errors in answering questions, or errors in answering questions. The attitudes shown by students are such as asking the teacher to confirm how to pronounce vocabulary words in English sentences or texts, always asking the teacher about how to do assignments correctly, or always checking the results of their group assignment answers before submitting them to the teacher.

d. Systematicity

Based on the results of observations and interviews conducted, this systematicity is also found in the scale of students' critical thinking dispositions that exist when CTL takes place in the English class.

P-5 admitted that she likes to do things sequentially, neatly organized when in English class. For example, when working on multiple choice questions or essays, P-5 tends to think and act sequentially.

“When working on questions, I prefer to answer them in sequence, depending on the conditions at that time. Doing it sequentially also feels more helpful.”

P-1 also expressed the same thing that she tends to do tasks sequentially and neatly organized.

“I like to do assignments in sequence, I do it more often when there is an assignment, because I avoid the risk of leaving or missing questions when I have finished working on the assignment”.

P-1 felt that doing assignments sequentially, neatly organized would reduce the risk of missing questions when p-1 submitted assignments to his teacher.

P-2 also always does assignments in sequence because this makes it easier to do the assignment well. Arranging the answers in sequence makes P-2 feel that the task can be completed quickly because he doesn't waste a lot of time checking it many times while doing the assignment.

"I like to do things that are simple and look neat. In my opinion, doing assignments in sequence means that assignments can be completed simply without having to complicate yourself by reading assignments randomly. Doing tasks sequentially can save time because it can be done more quickly."

Regarding this, P6 also thought that doing tasks sequentially was easier to do compared to doing tasks randomly.

"I think doing assignments sequentially is better than doing them randomly, because it often makes me confused."

e. Critical thinking self-confidence

Critical-thinking self-confidence is one of the most important scales in students' critical thinking dispositions, apart from that, it is also a scale and attitude that is very easy to see during observation. Students often look so confident when discussing in class that the class becomes more interactive. The difference in students' critical thinking confidence is very visible before implementing the CTL approach method and after implementing it. Before

the teacher connects the material with examples that are familiar to everyday life, students appear silent, inactive, and not confident in conveying something. However, when they recognize the events, the teacher is discussing, they can be more active and confident in class.

P-5 admits that she likes to express opinions when in class, she has good self-confidence to convey what she thinks, what her opinion is, apart from that, she also likes to state firmly what she thinks is right.

"I always give opinions in class when I have the opportunity. I have often done this in learning English."

In line with what P-5 said, P-2 also liked activities that freed her to express her opinion, P-2 did not hesitate to do it, because, as P-2 mentioned that expressing opinions in class was very important.

"Expressing opinions in class is important, therefore, I really like doing it."

With this, P-2's critical thinking disposition with the self-confidence CT-independent scale is good and is present when providing the CTL method in the English class.

Apart from that, P-1 admitted that he was confident when she had to express the opinion in class, but this depended on the situation and mood at that

time. If the situation feels good and appropriate, then P-1 can confidently convey her own opinion to the teacher and other friends.

"Yes, I am confident as long as I am in a good mood and the situation in class feels right. Then I can be more enthusiastic to be active in class. This depends on the situation and conditions in the class and also depends on my own mood."

The self-confidence of students in class is very visible when the class sounds lively with those who have good self-confidence and tend to ask questions, answer each other and express opinions to each other both to their fellow students and to their teacher. Their interaction and activeness in the classroom are very visible when the teacher uses the CTL approach method.

Regarding the opportunity to lead others in solving problems rationally can be done by P-6, but the confidence to lead must be further encouraged by the existing opportunities. There needs to be support from the teacher and her group friends in the class.

"I can take the opportunity to lead people (for example group friends) when solving problems rationally. However, I tend to wait to be appointed by someone or instructed by the teacher first."

f. Cognitive maturity

When the teacher carries out English learning in the classroom, the teacher carries out activities to teach the material first and then connect it to events in real life. After that, the teacher holds a discussion session with the students. Apart from discussions between teachers and students, the teacher also occasionally carries out group assignments for students so that they work together in carrying out assignments. During the task stage, the students were seen exchanging ideas and understanding each other.

“I think that understanding how other people think is very important, and I am used to doing that in class.”

P-6 thinks that understanding how other people think is very important for us, therefore he likes to do it in class. This is also proven in classroom observations when learning English. They understand each other's way of thinking, this also makes discussions in English learning more active and easier to carry out in the classroom.

Apart from that, P-5 also believes that understanding other people's way of thinking is an important thing to do in class, especially when doing group assignments from the teacher, because they definitely work together and have to discuss each other, so understanding their friends' way of thinking very influential on the results of group assignments, because it can reduce

the risk of misunderstandings in discussions and can carry out assignments smoothly.

"In my opinion, understanding other people's thinking really needs to be done in learning English, because we need to exchange ideas with each other. This can help complete group assignments well and quickly."

P-4 also thinks that understanding how other people think is a very important thing to do in the classroom. According to P-4, understanding how other people think is very helpful in the learning process in class.

"Understanding how my other friends think is important, I always do this, especially when discussing in class, it really helps me."

Considering understanding how other people think is important, P-1 also applies this habit when discussing in class.

"I usually listen to other friends' opinions, and there I also understand friends' ways of thinking which are usually different, sometimes I adapt to good ways of thinking, this needs to be done in class."

2) The activities of teacher and students in using contextual teaching and learning for students' critical thinking disposition in learning English

a. The teacher present material in contextual problem (related to daily life)

When researcher conduct classroom observations, the activities they carry out in class can be described in nine activities which be explained below. When the teacher enters the class, they welcome the teacher by saying hello in unison, and after that they start learning English in an orderly manner. For the opening of the class, the teacher starts discussing the material that can be taught. The first time, the material explained can be in accordance with what is written in the book. Students listen to what the teacher explains. However, they still do not actively ask questions or give opinions at the beginning of class. They just listen to the teacher first. However, when teachers use example sentences or examples of themes related to things that are familiar in their daily lives, they become more active and responsive to their teachers. This is because they feel they know and understand the examples mentioned by their teacher. They are more confident in providing responses and opinions when they recognize the examples discussed by their teacher.

After the teacher directed the students to read the discussion text in the book, the teacher explained the material in accordance with things that are more familiar in everyday life. This aims to make students feel more familiar with

what they are studying. They certainly be able to explain, ask questions, and provide opinions based on their own experiences in real life. They certainly feel this is easier than just reading the text in a book, which sometimes does not necessarily correspond to things related to their daily lives.

b. Students listen to explanations of material and assignment instructions from the teacher

After they read the text in the book, these students listened to the teacher well. They pay attention to what the teacher explains. Likewise, when they enter the assignment session from the teacher, they also listen to the instructions well. While listening to the teacher's explanation, they also tend to give various responses. In all of the observations, they gave various responses to comment on the assignments given by their teachers. There are those who disagree with the time for completing assignments, the duration of work, feel that the assignments or questions given are too difficult, they are very brave to actively give opinions after listening to the teacher's explanations and instructions regarding certain assignments.

c. The teacher provides opportunities for students to discuss

When the teacher and students have finished discussing the material, the teacher never misses the question and answer session with the students. Therefore, the teacher gives students the opportunity to ask questions about the material they have discussed together. In all of the observations, the question and answer session is

not only carried out when the material has been provided, but students can also ask questions at any time, either after listening to the teacher's explanation of the material, at the beginning of class, or when English learning is almost finished. Teachers never close opportunities for their students when someone wants to ask questions.

d. Students ask the teacher about the material and how to do the assignment

Based on the results of observations and interviews, the students in the class studied were very active in asking questions and giving opinions after the teacher used examples and explanations related to everyday life. That's why, whenever they have the opportunity, students really like to ask their teachers. They ask various things such as something related to the text in the book, or the material being taught, or about how to do the assignment given by the teacher. Students actively ask questions because there are several factors that influence them. Examples include being pressured by group or individual assignments that must be completed immediately, material that they cannot understand, assignments that they find difficult, or examples of discussions that attract their attention so that they feel curious and want to ask further questions.

But unfortunately, the interesting thing in class is, when the teacher gives them a direct opportunity to ask them a question or offer, they tend to be silent at first, not asking directly. And to overcome this, teachers tend to take the initiative to

provoke students to ask questions. Either with certain keywords related to the material, or by calling the names of several students, so that students can also ask something again.

e. The teacher divides students into several groups for assignments related to real life

When researcher conducted classroom observations, in the first and third observations, teachers often gave assignments to students after they had discussed the material and had a question and answer discussion. The assignments given also have various forms, and the teacher also divides the students into several groups to do the assignments. Usually, in a group they only consist of two people, they are given instructions to do the task together with their partner. Based on the results of observations, the teacher gave English language assignments to students in groups with their friends.

f. Students do their assignments well

To complete the assignment, they work together in class and do it together. In this situation, they also remain active in discussing, asking each other questions, helping answer friends' questions without having to wait for instructions from the teacher. These students are not permitted to bring cellphones and other electronic devices to school. So that when they do assignments from the teacher, they do it with their own results without being influenced by Google, Chatgpt, Google

Translate, etc. To complete the task, they just discuss with each other, and even if they have difficulty translating words or sentences, they use a dictionary.

g. Teachers help students to complete assignments

Students focus on carrying out assignments from their teacher, and help each other with their group partners. When students do assignments, the teacher monitor the process of completing their assignments. The teacher responds to students who ask for help and answer questions given by the students. Occasionally, the teacher also jokes in class to create a good and fun learning situation, because a good and fun class situation also greatly influences the students' enthusiasm for learning, actively asking questions and offering their own opinions.

h. The teacher discusses group works in English learning

Based on the results of classroom observations, in the first and third of observations, teachers gave group assignments to their students, these assignments were completed in class as long as there was still remaining learning time. They discuss in class with groups of fellow students and they also discuss with the teacher about the material in class and also about the group assignments they have to do. When students finish working on the assignment given, the teacher immediately discusses the results of the assignment they have done. Then, the teacher invites other students to compare their answers, whether the answers are the same or there are differences, that's where they discuss together.

B. Discussion

1) The scales of students' critical thinking dispositions through contextual teaching and learning in English class

Based on the findings above, it can be concluded that there are seven scales of students' critical thinking dispositions that emerge when teachers use the contextual teaching and learning approach method in English learning. This is in line with theory of Redhana et al., (2017) The critical thinking disposition scales that students created included truth-seeking, analyticity, systematicity, CT self-confidence, inquisitiveness, maturity.

The first critical thinking disposition is the search for truth. Students show high enthusiasm in seeking the truth during class learning. This can be seen from their enthusiasm for asking questions and their drive to understand the material well. This is related to the theory from Kurniati & As'ari (2021) which states that truth seekers ask hard, sometimes even fearfully, they do not omit relevant details, and they try not to let bias or prejudice color their search for knowledge and truth. This is also in line with the theory of Redhana et al (2017) which states that having the enthusiasm to ask questions in class is one of the scales of truth-seeking. Meanwhile, according to insight assessment (2017) in Kurniati (2021) states that the search for truth is a habit that focuses on behavior to seek the truth, asking questions.

The second scale of critical thinking disposition is open-mindedness, based on the findings above, students tend to be tolerant of differences of opinion and are willing to change their views if proven wrong based on solid facts when discussing and exchanging ideas with other students during group assignments in English lessons. This is related to the theory of Kurniati & As'ari (2021) which states that Open-mindedness is a person's tendency to let other people convey opinions that others may not agree with. An open-minded person has an attitude of tolerance towards other people's opinions by not holding beliefs that make sense only from our own point of view. This is also similar to the theory from Sholihah et al., (2017) which states that Open-minded (an attitude of being willing to hear or accept other people's opinions). With the characteristics, namely: (a) understanding other people's opinions; (b) flexible in considering other people's opinions; (c) willing to take or change a position sufficiently if the reasons or evidence are strong to do so; and (d) sensitive to feelings, level of knowledge, level of difficulties faced by other people.

The third scale of critical thinking disposition is analyticity, based on the findings discussed, students tend to avoid risks that may occur during class. This is similar to the theory from Kurniati & As'ari (2021) which states that someone who has analytical tendencies always anticipates the good and bad consequences of every activity. Students who avoid bad risks in the classroom so that students can choose something according to the criteria for the right reasons and avoid the risk of making mistakes when doing assignments or answering questions. This is in accordance with

the theory of Sholihah and Shanti (2017) which states that students select and use criteria with appropriate reasons.

The fourth scale of critical thinking is systematicity, namely students tend to feel comfortable answering and completing assignments in a structured, orderly and systematic method. This is in accordance with what was said by Facione and Carroll (2013) in Radila et al., (2022), which states that systematically means the students be able to organize regularly and thoroughly (by inquiry). The second theory is from Kurniati (2021) who states that Systematicity is a person's tendency or habit to try to investigate problems in a disciplined, orderly and systematic manner even though they are not aware of the given approach, or may not be experts in using certain problem-solving strategies.

The fifth scale of critical thinking CT self-confidence, that students feel confident in expressing opinions and taking on leadership roles in their groups when the opportunity arises. For example, when there is a group English assignment in class, students discuss well and give each other opinions confidently. This can also be seen when they look confident in asking and expressing their opinions to the teacher regarding the material they are studying. This is in line with theory from Kurniati (2021) who explained that Confidence in reasoning is a person's habitual tendency to trust reflective thinking to solve problems and make decisions. Apart from that, the theory from Redhana et al., (2017) states that having confidence in his own opinion and decisions and Having confidence to lead other people to a rational problem solving

is included in the critical thinking disposition attitude found on the critical thinking self confidence scale.

The sixth scale of critical thinking maturity. This reflects the student's maturity with a tendency to understand the viewpoints and ways of thinking of classmates. This is related to the theory from Redhana et.al (2017) which states that understanding how other people think is an example of an attitude of cognitive maturity. Apart from that, cognitive maturity is also in line with the theory from Kurniati et al (2021) which states that cognitive maturity is the tendency to be open to other people's points of view and consider these factors objectively before making a decision.

2) The activities of teacher and students through contextual teaching and learning for students' critical thinking disposition in learning English

First activity is the teacher shows the learning material that be explained using the CTL method approach. This activity is similar to the theory from Haerazi et al., (2019) which states that the first activity step carried out by teachers in the classroom is the teacher shows the model text, an example of text, and/or realia media that can be seen by the learners.

In the second CTL activity, students followed attentively what was said by their teacher. This is in line with the theory from Toheri et al., (2020) which states that one of the student activities in the CTL approach in the classroom is listening to the

initial explanation from the teacher. Apart from just listening to what the teacher explains, students are also encouraged to think about the material the teacher is explaining, in accordance with the theory that also supports this activity, namely the theory from Haerazi et al., (2019) which states that the learners are encouraged to construct and build their knowledge dealing with the content of the model text presented.

The third task involves the teacher allowing the class to pose questions. This is in accordance with the theory of Toheri et al., (2020) who said that give students the chance to ask questions about material they don't understand and receive answers is one of the steps of CTL activities. Then, similar to the theory from Haerazi et al., (2019) says that one of the CTL activities is the teacher and the learners conduct the question-answer sessions to confirm the knowledge or information about the text that has been learnt. Holding question and answer sessions in class also strengthens good interaction between teachers and students. According to theory from Fadillah et al., (2022) Throughout the teaching and learning process, there are constantly interactions between the instructor and the students. Two-way communication, which finally results in an understanding between the instructor and the pupils, is what defines a good interaction. In this case, the understanding is the achievement of teacher goals in constructing students' understanding of new knowledge. Teacher and student interaction can be developed with question-and-answer sessions in the classroom.

In the fourth CTL activity, students ask questions to the teacher during the learning process, which is related to one of the activities in the theory of Toheri et al., (2020), namely ask questions to the teacher about material that is still not understood. This is also in line with the theory from Tambunan & Mahmudi (2024) which states that the Contextual Teaching and Learning (CTL) model has seven components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment (Andarini et al., 2013). Students who are active in asking questions are students who show high curiosity, which is one of the attitudes of a critical thinking disposition such as the indicators theory used by Yunarti (2011), Curiosity is an attitude that shows curiosity about something or a developing issue, with the characteristics, namely shows curiosity about something or a developing issue. This is also related to the theory from Azzahra and Ambarwati (2021) which state that the CTL approach is expected to help students be more active and creative. Students who ask questions in class are related to the theory of Azzahra and Ambarwati (2021) which said that the new question is not just that the teacher monopolizes it but also that the students ask it. The teacher leads the students to know something, suggests the students to learn, and evaluates the students' ability to think critically.

The fifth activity is for the teacher to divide students into several groups, in accordance with the theory of Haerazi et al., (2019) which states that the learners are divided into 3-4 students of each group to learn together and help each other

dealing with sharing ideas or information. The students are divided into several groups by the teacher in the class. This is also similar to the second theory from Toheri et al., (2020) that the teacher Give out the worksheets and instruct students to complete them in groups.

The sixth activity is for students to work on assignments in groups, according to the theory of Toheri et al., (2020) with one of the activities included in CTL, namely discuss in worksheets according to their respective groups. Students' activeness in working on assignments in groups also presents seven critical thinking disposition scales which are in accordance with the theory of Redhana et al., (2017), who concluded that the critical thinking disposition scales that students created included truth-seeking, open-mindedness, analyticity, systematicity, CT self confidence, inquisitiveness, and maturity.

The seventh activity is for the teacher to guide students in groups in class, similar to the theory of Toheri et al., (2020) which mentions assisting teams that are having trouble completing worksheets in teacher activity theory when using the CTL approach method in the classroom.

The eighth activity is that the teacher actively discusses with the students in class. This is related to the theory from Toheri et al., (2020) which states that teacher and student activities in CTL are teacher asking that a participant from each group complete and present the worksheet, and each group chooses its group representative to present the results of the worksheet in front of the class and answering worksheets

on the board. This active discussion is also very beneficial for good quality interactions between teachers and students, as is the theory from Fadillah et al., (2022) which states that when students are active in class, they will learn and understand the lesson well. So, it is obvious that interaction in the classroom is a critical factor for students' understanding.