

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

#### **A. Data from Observation**

Data of the research was taken from observation and the teachers' perceptions about CTL Teaching Learning. These observations carried out to know the English language learning process so explain teaching process in the class from apperception until assessing and analyze the tools of Teaching as Syllabus, Lesson plan, Teaching process, and Evaluation which used by English teachers. In this research, the writer observation in first grade until third grade of MTs Negeri 1 Kota Serang. In addition, the writer also conducted an interview to three English teachers to get the data more detail.

The writer conducted observation before Interview the Teachers. The writer conducted the observation at one meeting in the different teachers and classes. In doing observation, the writer observed some aspects related to the teachers and students' activities in CTL teaching- learning process. In this observation the

writer not only observed the teachers and students' activities in CTL Learning process.

## 1. The Implementation of CTL

### 1) The First Teachers (Astry Wulandari, S. Pd)

#### a. Syllabus

The content of syllabus teacher one are The Basic of Competence, the material of teaching, process teaching and learning, the goals of teaching, assessing of teaching and learning (Technic, types of instrument, and instrument), the time, and a source of learning. But, the first teacher used the technic of assessment only with writing test. While, according Kokom Komalasari in the syllabus of CTL technic of assessment not only used writing test also non test as a practice. The writer calculated percentage of the syllabus as follow:

$$\text{Score} = \frac{\text{Scored got} \times 100\%}{\text{Maximum score}} \Rightarrow \frac{90}{100} \times 100\% = 90\%$$

Thus, the syllabus can be used in the process of learning English in school. The Points was already

complete. Success or not of the learning process in the classroom, depending on teachers who teaching.

b. Lesson Plan

Lesson plan is a preparation for a teacher when will teaching the lesson in the classroom. If a teacher did not plan the lesson plan in preparation of teaching, teacher will not organized the situation of classroom. The first teacher made lesson plan in KTSP, the lesson plans CTL- able with the teacher in the classroom learning process. The material in this lesson plans about invitation card. The writer calculated percentage of the lesson plan as follow:

$$\text{Score} = \frac{\text{Scored got} \times 100\%}{\text{Maximum score}} \Rightarrow \frac{85 \times 100\%}{95} = 83\%$$

The content of lesson plan was made by first teacher almost complete. But, first teacher made the syllabus not used indicators and assessing is not complete. Indicator is formulation of accomplishment must be realized by students in learning. So the technic of assessment only used writing test.

c. Teaching process

Observations on the first teachers do in class IX<sup>I</sup>, this class is Science class, author observation on August 9, 2016. The first Teacher have apply CTL learning in class IX<sup>I</sup> with the theme "*Invitation Card*", the first teacher provides materials that can be practiced in everyday life by learners. The first teacher guiding learners to made a group whose members 4- 5 people. Then the students are given the task of carrying the equipment needed to make a product that is a greeting card. They are free creation of the shape, type and purpose. It is regulated by each group. The learning process performed by the first teacher was almost as planned in the lesson plan. The component of CTL applied in Teaching process by the first teachers is *Finding, Learning Community* and *authentic assessment*.



(Student activity in CTL Teaching process, Students make some product about “*Invitation Card*” with Learning Community).

Below is the teaching learning process the first teacher:

***Learning process the First Teacher:***

- a) Teachers saluted and greeted students with English sentences
  - b) Teachers check attendance of learners
  - c) Teacher revision last week
  - d) The teacher explains the material to learners
  - e) Learners watch a video related to the material by using infocus.
  - f) The teacher provides the opportunity for students to ask questions.
  - g) The teacher gives guiding learners to divide study groups 4- 5 people.
  - h) Learners make products related to the material a study group that has been shared.
- d. Evaluation

Evaluation is an assessment done by teachers to students, in the learning process or learning outcomes.

Evaluation used by the first teacher is Authentic Assessment. Authentic Assessment is an assessment that in fact, the first teachers assess pupils in the learning process, the attitude, and the students' work. Not only in writing test also in Non test (practice).

## 2) The second teacher (Akhmad Rope'i, S. Pd, M. Pd)

### a. Syllabus

Second Teacher used the syllabus in curriculum 13, the content of the syllabus is different. As are main competencies (1, 2, 3, 4, 5), the other are same as in KTSP. The writer calculated percentage of the syllabus as follow:

$$\text{Score} = \frac{\text{Scored got} \times 100\%}{\text{Maximum score}} \Rightarrow \frac{88 \times 100\%}{100} = 88\%$$

Thus, the syllabus can be used in the process of learning English in school. The Points was already complete. Success or not of the learning process in the classroom, depending on teachers who teaching.

## b. Lesson Plans

Lesson plan is a preparation for a teacher when will teaching the lesson in the classroom. If a teacher did not plan the lesson plan in preparation of teaching, teacher will not organized the situation of classroom. The second teacher made lesson plan in curriculum 13, the lesson plans CTL- able with the teacher in the classroom learning process. The material in this lesson plans about introduction self and response. The content of lesson plan was made by teacher one almost complete. The writer calculated percentage of the lesson plan as follow:

$$\text{Score} = \frac{\text{Scored got} \times 100\%}{\text{Maximum score}} \Rightarrow \frac{76 \times 100\%}{95} = 80$$

The second teacher wrote it, but the second teacher writing is incomplete, it can be scored 3. However, this lesson plans are good and can be used for learning in the classroom. Both teachers make curriculum-based lesson plans 13 learning plan is most appropriate when applied in teaching CTL. Because between them has a purpose and learning about the same. The second teacher can more

easily implement CTL learning in the learning process in the classroom.

c. Learning process

Observations on second teachers do in class VII<sup>C</sup>, this class is the class of languages, the author made some observations on August 10, 2016. The learning process at the second teacher in class VII<sup>C</sup>, students in this class is very active when studying in the classroom. The material taught by the second teacher discusses “*the introduction of self and response*”. At the beginning of the meeting the teacher explained beforehand, after they have understand it then the teacher gives the task by interviewing security or seller. They are taught directly in their daily lives, so that they gain knowledge of their own work.

Learners also become more familiar with the officer and the seller in the school. Then the teacher then assign tasks to students to make a group numbering 4- 5 people, they ask the name assigned to each other and about each other personally, but aims to know each other



personally, learners can practice their English in order language more developed. The learning process is already almost a second of teachers in accordance with what was planned when making lesson plans, only a second teacher to spend more time in class to present student work, until all explained by learners. But overall, a second teacher had applied CTL learning in learning English in class VII<sup>C</sup>. The second teacher applied CTL component in the form of *constructivism*, *learning community* and *authentic assessment*.



(Students activity in CTL Learning process, students explain the result of Interview in front of class, so discussion with Learning community)

***The lesson with a second teacher is as follows:***

- a) Teachers saluted and greeted students with English sentences.

- b) Teachers check attendance of learners
  - c) Teachers prepare students psychologically and physically for the learning process.
  - d) Teachers frequent the lesson last week
  - e) The teacher asks a task that has been given to students (asking and responding to self-introduction).
  - f) Learners present their work in front of the class in turns.
  - g) Teachers guide participants to create study groups numbering 4-5 people in one group.
  - h) Learners exchanged questions about the self-introduction to the study group friends
- d. Evaluation

Assessment by second teacher not only assessing the knowledge, but also active students in the classroom and the work they do as individuals or groups. The teacher assessed the result of Interview to Security and sellers which conducted by learners, so the learners telling in the front of their friend.

### 3) The third Teacher (Hj. Umi Kulsum, S. Pd. M. Pd)

#### a. Syllabus

The content of syllabus third teacher are The Basic of Competence, the material of teaching, process teaching and learning, the goals of teaching, assessing of teaching and learning (Technic, types of instrument, and instrument), the time, and a source of learning. But, teacher one used the technic of assessment only with writing test. While, according Kokom Komalasari in the syllabus of CTL technic of assessment not only used writing test also non test as a practice. The writer calculated percentage of the syllabus as follow:

$$\text{Score} = \frac{\text{Scored got} \times 100\%}{\text{Maximum score}} \Rightarrow \frac{85 \times 100\%}{100} = 85$$

Thus, the syllabus can be used in the process of learning English in school. The Points was already complete. Success or not of the learning process in the classroom, depending on teachers who teaching.

#### b. Lesson Plan

The third teacher make the lesson plan in curriculum 13 and made lesson plan almost complete, the

third teacher use media of learning only with white board and marker, without other media. Source of learning is worksheet English lesson for junior high school. The writer calculated percentage of the lesson plan as follow:

$$\text{Score} = \frac{\text{Scored got} \times 100\%}{\text{Maximum score}} \Rightarrow \frac{76 \times 100\%}{95} = 80\%$$

c. Teaching process

Observations on third teacher do in class VIII<sup>B</sup>, writers make observations on August 22, 2016. In the process of learning in the classroom a third teacher to explain the material to be studied and destination of the material, the material it discusses about “*asking and expressing ability*”. If students do not understand, the students are given time to ask questions. After the students understand the material, students were given individual tasks. CTL component in learning process third teacher is only applied one point, namely *questioning*.



(Students activity in CTL Learning process, students asking to the teacher what they do not understand).

Measures third teacher learning process is as follows:

***The learning process of the third teachers:***

- a) The teacher walked into the classroom and immediately greeted with English sentences
- b) The teacher briefly review the previous week's lessons
- c) The teacher explains the material to students
- d) The teacher asks learners or students to read the dialogue provided by the teacher
- e) Teacher and learners interpret the dialogue together.
- f) The teacher provides the opportunity for students to ask questions about what they have read.

- g) Learners and teachers reflect on learning activities and benefits.
- h) Teachers and students said “goodbye”.
- i) Evaluation

Assessment is carried out in a third grade teacher is in getting the votes of the task that was done when the students in class or at home, in the form of multiple choice or essay.

## **2. The Development of CTL**

### **1) The First Teacher**

To Developing CTL Process of teaching and learning the first teacher use the methodology of teaching is *Three Phase Technique*, and the material in this class about *Invitation Card*. This method is technique of learning there are three step, (pre activities, main activities, and post activities). In this learning students are more active, because teachers' only facilitate in the classroom. So, teachers' give the test performance in this learning which relating to the material studied. Thus, beside students understood with the

material in the study, students can apply and practice it in every life. As made the Invitation Card for Birthday.

## 2) The Second Teacher

The material taught by the second teacher discusses the *introduction of self and response*. The method which used in this learning is *Scientific Approach*, this method is complement from the curriculum 13. In this learning students' get the information from interview the subject. Then the teacher then assign tasks to students to make a group numbering 4- 5 people, they ask the name assigned to each other and about each other personally, but aims to know each other personally, learners can practice their English in order language more developed. The learning process is already almost the second teachers in accordance with what was planned when making lesson plans, only the second teacher to spend more time in class to present student work, until all explained by learners. But overall, the second teacher had applied CTL learning in learning English in class VII<sup>C</sup>. The second teacher applied CTL

component in the form of *constructivism*, *learning community* and *authentic assessment*.

### 3) The Third Teacher

The material of third teacher is about *Inquire and express the ability*, in this learning teacher used the community language teaching method in this classroom. So, teacher give the time to students to asking the material do not understand. The aspect of CTL in this learning is *questioning*, with the questioning, students' more interesting in the material which teacher explain.

## B. Data from Interview

From the result of English teacher's interview, the writer could describe and identify the opinion of teachers on the implementation of CTL (*Contextual Teaching and Learning*) in teaching English. The writer conducted an interview after Observation in class. The writer interviewed three English teachers. The writer conducted the interview by using an Indonesian language.

In addition to observation of the learning process CTL applied to students in the classroom on the subjects of English by



researchers, interviews to the teacher concerned is also done. This would support the credibility of the data were made by investigators when the process of observing progress. Interviews were conducted regarding CTL learning, starting with the preparation of teaching, learning process, and assessing process conducted by the English teacher. Below are the results of interviews conducted by researchers the English teachers in MTs Negeri 1 Kota Serang after observing in the classroom completed:

**1) Astri Wulandari, S. Pd. (English Teacher in class IX)**

At the beginning of the interview conducted on the first teacher on 08 August 2016, the author asks about CTL learning and training resources. The first teacher explained that the training is held by Usaid institutions and training centers. This training aims to develop teachers' creativity in learning, so that students do not feel the saturation when the learning process in the classroom. All teachers of English in MTs Negeri 1 Kota Serang have done the training, including the first teacher (Astry Wulandari, S. Pd).

According to the first teacher contextual learning is learning where students play an active role in the classroom. As mentioned:

*"I think contextual learning in which students are more active role in the classroom, and the teacher only directs and facilitated".*

(August 9, 2016)

To support good learning process every teacher must have set up a learning tool at the beginning of the semester, such as the Syllabus, Lesson plan, the semester program and an annual program. As Mrs. Astri Wulandari:

*"Yes I made at the beginning of the semester of learning devices, which I made at the half of the program, the annual program, lesson plan (RPP), and evaluation. The tools of teaching that I made, Insha Allah already covers all the components of contextual teaching learning ".*

(The interview on August 9, 2016).

Each learning model certainly has a particular component, as well as learning models CTL. Of the seven components, the first teacher more stressed components

Finding, Learning Community, and the Authentic Assessment. The first teacher used two textbooks to support the learning process CTL, which is published by Platinum and literature.

In CTL learning a lot of advantages the educations got by learners not only by the teachers. Students in the class became more interested in the subject matter to be submitted by teachers, also they can distinguish between the opinions they put forward the opinion of the teacher. But sometimes learning CTL requires quite a long time, because in the learning process CTL learners become more active in the classroom in the appeal of teachers and learners in the learning CTL taught to learning community with the friends in the group. Like a made a group, the media used by a first teacher is audiovisual devices such as laptops, in focus, and video or images to be displayed.

## **2) Akhmad Rope'i, S. Pd. M. Pd**

According to the second teacher contextual learning is a real learning, and learners can immediately practice to gain knowledge, as in katakana by Mr. Akhmad Rope'i. S. Pd. M. Pd:

*" It's contextual linking existing, so real, is not rich before, so children go directly to the place where they can obtain data that can accomplish their tasks".*

At the beginning of the second teacher was the same learning made learning device, because the activity is very important for creating effective learning in the classroom. For teacher learning resources both get learning materials not only from the textbooks but from the magazines or Internet. Because, the learners are more extensive to information and lessons more interested. And contextual learning can Demanding learners to be creative, so they are not silent and glued, so they are more nimble in the classroom, they are not just listening to the teacher explain it. But it can also be creative. Each must have a goal of learning the mastery of learning, both teachers also have goals, but if there are students who do not achieve mastery learning, then both teachers have to handle more serious, as he stated:

Yes, if they have a grasp on the material I give means they have passed the standard of completeness, and for which has not been reached, I will call first, then they have group of

study, so each group was required to share or teach the knowledge that it is understandable to students who do not understand. If they could no new I will give time out of learning for the students ".

**3) Hj. Umi Kulsum. S, Pd. M. Pd.**

According to the third teacher contextual learning is a real learn, and students contribute directly and more active, as in katakana by Hj. Umi Kulsum. S. Pd. M. Pd:

*"If it's not text contextual, but the practice or simulation performed learners with the guidance of teachers".*

The third teacher was used tools for teaching and learning, because the learning activity very important for creating effective learning in the classroom. The materials for CTL teaching learning process resources from the textbooks.

But sometimes if in the class using contextual learning, not enough time. So I explain it in persons, and if there are students who do not understand I give it time to ask.