

A SUPPLEMENTARY CONTEXTUAL READING MATERIALS FOR SEVENTH GRADE STUDENTS

Syf. Mastura, Ikhsanudin, Urai Salam

English Education Study Program of FKIP Untan

Email: masturafkip@yahoo.co.id

Abstract: This research was intended to design a model of reading teaching materials using procedure texts to facilitate the students learn the procedure texts materials in grade VII SMP Negeri 4 Ketapang West Kalimantan Province. The research method used in this research was development research, the procedures of designing material in this research included need analysis, gathering and selecting reading materials, evaluating the selected materials, designing and developing the material based on the contextual teaching and learning approach, applying the material design. The subjects in this research were 22 students, where 12 were female and 10 were male in trying out the model. The tools of data collecting in this research was interview guide and observation sheet. After three cycles of development-evaluation-revisions the researcher and two evaluators came to an agreement that the materials were usable.

Keywords: supplementary, and contextual reading materials

Abstrak: Penelitian ini bertujuan untuk mendesain sebuah model materi mengajar untuk kemampuan membaca menggunakan teks prosedur untuk memudahkan siswa untuk mempelajari teks di kelas VII SMP Negeri 4 Ketapang Provinsi Kalimantan Barat. Metode penelitian yang digunakan di dalam penelitian ini ada lab development research, prosedur-prosedur mendesain materi adalah need analysis, mengumpulkan dan memilih materi membaca, mengevaluasi bahan yang sudah terpilih, mendesain dan mengembangkan materi berdasarkan pendekatan contextual teaching and learning, dan mengaplikasikan materi. Subjek penelitiannya adalah siswa yang berjumlah 22 orang. Alat yang digunakan dalam pengumpulan data adalah pedoman wawancara dan lembar observasi. Setelah tiga siklus dari pengembangan-pengevaluasian-perbaikan peneliti dan dua penilai bersama-sama memutuskan bahwa materi tersebut dapat dipergunakan.

Kata kunci: tambahan, dan materi membaca kontekstual

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Students need new material about procedure text because the text provided in the book do not provide seven component of CTL those are really important for the students to give students chance to improve their skill in learning English and understand about procedure text clearly and to lead the students to build their own interpretation about the materials to motivate them to be more active in learning English.

The material can be something powerful to lead the students to develop their reading comprehension skill, the researcher compos it in contextual teaching and learning. In contextual teaching and learning, students thought to be active to share their knowledge with other students because in contextual teaching and learning there are seven element built this approach, they are a)constructivism, b) questioning, c) inquiry, d) learning community, e) modeling, f) reflection, and g) authentic assessment. These elements can lead the students to find much knowledge in learning and make the teaching learning process more meaningful.

Students in SMP Negeri 4 Ketapang needs a contextual model, something that relate in their daily life or something that they usually see in their daily activity or something that well-known in their place so that they feel confidence to speak in English with their friends because they have learnt it in the school or at least they know many vocabularies after that they always remember those vocabularies because thing that they have to remember always seen every time.

By providing the contextual material, provide some pictures and interactive text, it can appeals students' curiosity in learning and it can be more interactive for the students. Here, the researcher plans to give some kind of enjoyable materials that can appeals the students' interest in learning. The researcher gives the material model include something real and presents in students' daily life.

According to Gatzke (2003) a procedural text is a text which is intended to tell the reader how to do, operate, or make something. The information in a procedure text is usually written in the present tense and is arranged in a logical sequence of events which is broken up into several sequenced steps. There are two types of procedure text. First is text that instruct how to do a particular activity (e. g., recipes, rule for games, science experiments, road safety rules, how to it manuals). The second is text that instruct how to operate things (e. g., how to operate an appliance, a machine, the photocopier, the computer).

There are three components of features in procedure text, they are goal or aim, materials, and method. Goal or aim is the way the person states what is to be done, material usually listed in order of use, includes items needed to complete the task, and method is a series of steps. Language features of procedure text are usually written in the simple present tense (do this, do that), focuses on generalized people rather than individuals (first you take, rather than first I take), the reader is often referred to in a general way, i.e. pronouns (you or one), action verbs (cut, fold, twist, hold etc), linking words to do with time (first, when, then) are used to connect the text, detailed information on how (carefully, with the scissors); where (from the top); when (after it has set) detailed factual description (shape, size, colour, amount).

Contextual Teaching and Learning is an approach which is developed from constructivism theory. In this teaching and learning theory, students construct their own knowledge by applying ideas based on prior knowledge and experience to a new situation and integrating the new knowledge gained with their prior knowledge.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). (Texas Collaborative: 2013)

There are seven components of CTL that have to be applied in order to achieve the goals of CTL. According to Johnson (2006), they are a) constructivism, b) questioning, c) inquiry, d) learning community, e) modeling, f) reflection, and g) authentic assessment.

The first component is constructivism. Constructivism is the base of CTL. Constructivism emphasizes on constructing knowledge. Students' knowledge is developed from their own prior knowledge and experiences. Students do not receive knowledge from teacher, but they construct their own knowledge. The material design provide some illustrates or pictures to build and activate the students' own thought about the pictures. Then, the questions about the pictures would guide the students to construct their own meaning about the pictures. According to McGriff (2001), the learning process must be concerned with the experiences and contexts that make the student willing and enable to learn. This is one of the things that new model uses in instructional activities. Students become active participants, reflect their own thought and become autonomous. During the instructional activities, students try to get their own experience things. Their personal experience motivates students to involve in the process actively. By the help of experience, they will relate their own personal meanings to the learned information and it might be easier to keep in mind, because it will be much more meaningful. Therefore, teachers should pay more attention to the learning process rather than to the outcome of the learning process. The constructivist view is that people learn best, not by assimilating what they are told, but rather by a knowledge-construction process. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with their environment. Four epistemological assumptions are at the heart of what we refer to as "constructivist learning."

- a) Knowledge is physically constructed by learners who are involved in active learning.
- b) Knowledge is symbolically constructed by learners who are making their own representations of action;
- c) Knowledge is socially constructed by learners who convey their meaning making to others;
- d) Knowledge is theoretically constructed by learners who try to explain things they don't completely understand. Constructivism help the students to activate their own memory or construct their own idea about something. When the

students can construct their own knowledge, they can remember the knowledge they got in the class for a long time.

The second component is questioning. Teachers use questioning for prompting, guiding and assessing students' thinking. Based on the scope of questioning, the researcher constructed some questions such as open-minded questions, true or false, and jumbled to make the students have a large idea about the lesson, and to stimulate the students curiosity in learning English. In a productive teaching learning, questioning is useful for checking students comprehension, solving problems faced by the students, stimulating responses from the students, measuring student's curiosity, focusing student attention, and refreshing students prior knowledge.

The third component is inquiry. Inquiry is the core of CTL. Inquiry involves activities in which students observe a phenomenon and analyze the data gained from the observation to produce students' own discovery of information or knowledge. In other words, students discover their own knowledge and skills. The cycle of inquiry is observing, questioning, formulating hypothesis, collecting data, and concluding. As an example, the material design provided the explanation and the example about the procedure text and completed with the explanation about the language features of the procedure text. Then, the students have to analyze what kind of activity or things that can be included as procedure text. Then, the students given the two texts (how to make a lemon tea and how to make a personal letter) and they have to found the structure of the text and the language features of the text. Teacher can use this way to make the students work in the class. The steps of inquiry are formulating problem, collecting data through observation, analyzing and presenting data in written form, picture, report and table, and finally, communicating and presenting the result data analysis to readers, classmates, and other audience. Inquiry is the way that students find out their own idea about the lesson. The students look for the meaning of the material they got from the teacher or book. Sanjaya (2006: 265) stated that "inquiry can be done in several steps, they are: formulating the problems, present the hypothesis, gathering the data, trying the hypothesis according to the gathering data, and making the conclusion."

The next component is learning community. Learning community suggests that the outcome of learning is better gained from cooperating with others. It can be gained from sharing with friends or other groups and form sharing knowledge or information from the students who know it to the others who do not. Learning community occurs when each person involved in it is aware that his/her knowledge, experiences, and skills are useful for others. The material design provided two kind of working for students, they are pair work and group work. By doing pair work, students can share their knowledge with their closest friend. When they were in the group work, the students have learnt about how to share their opinion to the others when they have done the pair work.

In learning communities the goal is to foster a culture of learning, where both individuals and the community as a whole are learning how to learn. Further,

members of the community share their individual efforts. Bielaczyc and Collins p.4 towards a deeper understanding of the subject matter under study. Students learn to synthesize multiple perspectives, to solve problems in a variety of ways, and to use each other's diverse knowledge and skills as resources to collaboratively solve problems and advance their understanding. The intent is for members to come to respect and value differences within the community. In contrast, most classrooms tend to foster a culture in which students are expected to acquire the same body of knowledge at the same time. Rather than an emphasis on diverse expertise and problem solving, there tends to be an emphasis on conformity and on learning particular subjects. In order for individuals to learn how to construct knowledge, it is necessary that the process be modeled and supported in the surrounding community. This is what occurs in a learning community. So given that we want people who know how to learn, it follows from Smith's argument that children will learn to be learners by joining a "learning club." In summary, the learning-communities approach addresses the needs for students to deal with complex issues, figure things out for themselves, communicate and work with people from diverse backgrounds and views, and share what they learn with others.

The fifth component is modeling. Modeling suggests that learning certain skills and knowledge is followed by models that can be imitated by students the models can be giving examples such as how to operate something, showing the result of the work, and giving performance. Students can understand more in this way of learning rather than teachers just explain without giving examples or models. Gage & Berliner (1992:314) stated that the use of models as learning aides have two primary benefits. First, models provide "accurate and useful representations of knowledge that is needed when solving problems in some particular domain." Second, a model makes the process of understanding a domain of knowledge easier because it is a visual expression of the topic. In the material design, the researcher put two texts. It were the simple texts, the teacher and the students can demonstrate it in the class. A teacher begins with objectives and ends with an evaluation. Instruction connects objectives and evaluations and is based on the teacher's knowledge of the students' characteristics and how best to motivate them. If the evaluations do not demonstrate that the desired results have been achieved, the teacher re-teaches the material and starts the process all over again.

The sixth component is reflection. Reflection is thinking about what students have learned. By thinking about what have been learned, analyzing, and responding to all activities or experiences which occur in learning, students are able to realize that the knowledge they just obtained is enrichment or revision to their prior knowledge. This awareness is important for students so that they can be opening minded towards new knowledge or understanding.

Reflection is an important part of any learning process. Without reflection, learning becomes only an activity — like viewing a reality TV show — which was never meant to have meaning, but was only meant to occupy time. Critical reflection is not meditation, rather it is mediation — an active, converse, dialectical exercise

that requires as much intellectual work as does every other aspect of the learning process, from analysis to synthesis to evaluation. In the end of the lesson, there are a box that the students have to fill. This is about what kind of things the students have known about the lesson, and what kind of things the students still have any problems about the lesson. By providing the reflection box, the teacher can solve the problems faced by the students. But in reflection, all the learned material can be gathered about, sorted and resorted, and searched through for greater understanding and inspiration

The last component of CTL is authentic assessment. Authentic assessment is not to judge students, but to find out students' learning development. Teachers assess not only the outcome of the learning process, but also the learning process. Authentic assessment is the opposite of the standardized examination. Riyanto (2009: 177) stated that authentic assessment is the process of gathering the data that can give the explanation about the students' development in teaching and learning process. In the material design, there are several questions which of the students must answer, the questions were related to the texts. This is to measure the students understanding about the lesson. The assessment is taken continually, as long as the students still in the process of teaching and learning.

METHOD

In this research, the researcher use development research to design reading materials for the second semester of seventh grade students of SMP Negeri 4 Ketapang. The researcher will design the reading material based on the Contextual Teaching and Learning. The researcher planned to contribute a kind of interesting material that makes students feel the material can support them, because they know a few things about the materials and they can relate the materials they learnt to the real life situations. By using contextual teaching and learning, the writer can provide something attractive to the students. "This is a pragmatic type of research that offers a way to test theory and to validate practice that has been perpetuated essentially through unchallenged tradition" (Richey and Klein, 2007).

Before designing and developing the material, we should know the meaning of material development as stated here "Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As an undertaking it involves the production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution. Ideally these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials." (Tomlinson, 2001:66)

The procedures of designing material are as follows.

1. Need Analysis: The researcher obtained the data using observation, interview, and need description. In observation technique the researcher observed the book, the source, and other facilities the teacher used.

2. Gathering and Selecting Reading Materials: The writer gathered all possible teaching materials which were taken from various sources (internet, article, and textbook) related to the syllabus. Based on the syllabus, the materials which were needed were procedure text. After gathering the teaching materials, the writer selected materials based on the Contextual Teaching and Learning Approach.
3. Evaluating the Selected Materials: The selected materials were evaluated based on Tomlinson and Masuhara's theory. There were three points of their theory. They were pre-use, whilst-use and post-use evaluation.
4. Designing Reading Materials based on Contextual Teaching and Learning Approach: Based on the need analysis, interview, and observation to the teacher, book, and the students, the researcher designed the reading comprehension materials to cover the weaknesses of the textbook the teacher used.
5. Applying the Material design

The techniques that would be applied in this research are:

a) Interview

The teacher and students respond orally to a list of questions designed to obtain the information about the students' interest in learning English, and what materials students need, the writer will prepare some questions to interview the teacher about the books, tools and media the teacher uses, their understanding of the reading process and they knowledge of the reading strategies.

b) Observation

The researcher applies the materials to the students, and then it needs an observation to check the usability of the teaching materials.

The tool of data collecting would be applied in this research are:

a) Interview guide

Interview guide is applied for deciding the need descriptions. The researcher interviewed the teacher before designing the materials. Interviewed was done in the school, before the researcher have to worked in the class.

b) Observation sheet.

Observation sheet is applied for obtaining the data from students and evaluating whether the materials usable for the students of SMP 4 Ketapang class VII F or not. The tools of data collection were written test, field note and observation checklist. Field notes used to describe the activities in every meeting. The notes particularly covered the activities. Observation checklist was a form of table that consisted the action applied by the writer to watch the object carefully in order to notice the atmosphere of the class. Checklist table collected the data in students' action when they did the activity in every meeting or cycle. The writer then concluded whether they were well motivated or not.

FINDING AND DISCUSSION

Finding

The research findings are discussed based on the result of research. The descriptions were as follow:

1. The researcher found 81, 81% of the students said that the materials were too difficult for them to understand, and 72, 72% students said they couldn't understand the text even though they have read it moreover, the book cannot appeal the students' interest in learning English 81, 81%, the students haven't known and read the text before 81, 81%, the material is not interesting for the students 86, 36 %, the students didn't feel interested in material 77, 27 %, the students couldn't catch another information by reading the material because they didn't understand it 72, 72 %, the students given the chance to work together with their friends 68, 18 % (see table 4.1). The book "English in Focus" has three texts, and they are Ways to Keep Healthy, Keeping Fit and Germinating Petunia Seeds.
2. The book only provides an exercise for text 1 (Ways to Keep Healthy), and don't mention specific terms for procedure text such as why some procedure texts have materials, and why other kind of procedure text don't have materials.
3. The book provides some components of CTL in text keeping fit, they are: questioning and learning community.
4. The book didn't provide all the components of CTL that must be prepare in every part of the materials.

The teacher only has a book that recommended by the school, the title is "English in Focus". The teacher has some problems in teaching the materials such as the students don't listen carefully about what the teacher explain them. There are several causes about why the students sometimes don't listens successfully, such as the materials are quite difficult for them and they have limitation in their vocabularies.

Based on try out the researcher done and evaluations from the teachers, these are the special aspects from the materials a) the researcher provided new materials for students where the students need the new materials that are simple and they can understand about procedure text clearly, b) the materials are interesting for the students, students enjoy the class and like the materials, c) the materials provided some contextual things that are students familiar with them.

Table 1. Teacher's analysis for the aspects of material designed by the researcher

No.	Statements	Yes	No
1.	Are the instructions for the tasks clear enough to be understood by the students?	✓	
2.	Are the illustrations connected to the content of the reading materials?	✓	
3.	Are the illustrations interesting?	✓	
4.	Is the appearance of the reading materials interesting?	✓	

Based on the table above, it has been clearly shown that the instructions for the task of the reading comprehension materials were clear enough to be understood by the students. The illustrations given were connected to the content of the listening materials. The illustration and appearance of the listening materials were interesting. The evaluation by the teacher show that the materials were better from cycle to cycle. Teacher 1:It's impossible to make everything perfect, but your materials are good and it's suitable for my class and others class in SMP 4 Ketapang. Especially for the classes that are have any problems to solve the students' laziness. I heard you were success when you taught in VII A class, some of them tell me you give them some attractive way in conveying the lesson. Teacher 2: 1) What do you think about the materials I have design?I have read it, and it's better from week to week. 2) What part do you think should be deleted? Nothing, it's enough. 3) What part should be added?It's enough.

Table 2. Teacher's analysis of the CTL components in the material design

No.	Statements	Yes	No
1.	Can the students construct their own understanding and knowledge in learning the reading materials?	✓	
2.	Do the reading materials provide questioning activities?	✓	
3.	Do the reading materials provide inquiry activities in	✓	
4.	Do the reading materials help to provide opportunities	✓	
5.	for the students to cooperate with other students?		
	Do the reading materials provide opportunities for modeling activities in which the students are given	✓	
6.	model to do?		
	Do the reading materials provide opportunities for reflection activities so that the students can reflect on	✓	
7.	their own learning?		
	Do the tasks in the reading materials assess the students' learning process (for authentic assessment)?	✓	

The material designed by the researcher had fulfilled the seven component of CTL. The material contained constructivism and it has some activity showing the clear task to help the students construct their own knowledge about the material. The material contained questioning because it has many activities conveyed in questioning way. The material contained inquiry activities and the material gave the students opportunities to work together with friends. The materials also completed with model. The material provided by reflection, the students can reflect their knowledge after studied. The last, the tasks in the listening materials assessed the students' learning process in reading.

Discussion

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). Based on the result of the textbook observation, there were not completely provide the seven components of CTL such as in text 1, text 2, and text 3 were only provided several components of CTL. It is not enough to build the students' motivation and interest to learn English. Then after trying out the materials the researcher ask the teacher and the students to complete the questionnaires. The teacher and students had the same perceptions about the material design, it showed that the material designed by the researcher had followed the seven components of CTL, principles of material design and reading material development and the aspects of material design.

The reading materials motivated the students to learn. It contained some interesting texts and the materials also give opportunities for the students to use their existing knowledge and helped to organize the teaching and learning process so the teacher knew that he have to provide what kind of materials for his students. The reading materials provided the real language use in real life. The instructions of the materials were clear enough to be understood by the students. The illustrations used in the materials were connected to the content of the materials and interesting. Beside, the reading materials designed by the researcher were relevant to the students and learning objectives. And the material designed could be used in other classes and out-of-school situations.

From the students' activity in the class, there were some students who raised their hand when the researcher asked them some questions. The material was suitable for the students of class VII. There are many activity in the class when the teacher used the material such as students answer the questions orally or in written, students understand the text because they can make answer the questions by following the order of the directions, students can demonstrate their work in front of the class. Some students laugh when the researcher showed the text "How to Make a Personal Letter" they said "is it like a love letter?" some of them argued that.

When the students worked in group, the researcher asked a students to be a chairman in the group and told them the chairman has a responsibility to control their member. If they cannot control the member of their group, they will get punishment. The strategy was good enough, the students didn't make too much noise. The researcher found some students still have the question about the meaning of some words although their friends in group brought their dictionary. The researcher found, the teacher has to make a list about some difficult words and announce the meaning to the students.

CONCLUSION AND SUGGESTION

Conclusion

The problem happened in SMPN 4 Ketapang class VII is because the materials provided in the book are quite difficult for them. Unfortunately, the teacher didn't try to make any other material to appeal the students' curiosity to learn English.

Based on the data obtained from the need analysis, it can be concluded as, the students need a new contextual material, material that they are familiar with the students, students understand about the procedure text after the researcher composed new material for them.

Before the researcher designing the model of contextual teaching reading materials, the researcher listed the need analysis. The researcher interviewed the teacher about the problems that the teacher faced every time he teaches and observed the book the teacher used. Then, the researcher obtained some data and analyzed the data.

The researcher found that the students have low motivation in learning English, and about the book the researcher has found the strengths and the weaknesses of the reading material unit provided in the book. The weaknesses of the book were that the unit of procedure text didn't have the seven components of Contextual Teaching and Learning, and the book only provided minimum activities to activate the students' brain to know more about procedure text. After that, the researcher discussed with the teacher what kind of material should be given to the students. After having discussion with the teacher, the researcher designed the materials using the authentic materials. The materials given are simple, and cheap. Students don't have to spend too much money if the teacher asked them to demonstrate it in front of the class. The students could learn much about procedure texts, they could answer every question and they were enthusiastic when they learn about procedure texts.

Suggestion

Teacher should design a set of materials and activities that can engage student motivation to learn. Not only that, the materials should be more varieties and related to the students' daily life. By that's way, students will have high motivation to learn English. The materials usable when the students have high motivation to learn it and the students can create good atmosphere in the class such as doing the task, read the text, and do not feel a strong hesitate to demonstrate the task in front of the class.

Research finding of this writing may suggest something to improve the teaching learning activity especially in teaching reading in learning procedure text. The suggestion of this writing are defined as follows: 1) Prepare concrete media in order to let the students interested and be active to think about the main focus of the teaching and learning and to avoid them from getting bored during the activity conducted, 2) using authentic materials is helpful for students because related to their

daily life, 3) it is important for the teacher to pay attention to the students' background knowledge in teaching reading because when the reading materials can activate students' background knowledge and be related to students' daily lives, the reading comprehension is facilitated, 4) it is important for the teacher to motivate the students in reading in order to motivate them to use English more actively.

REFERENCES

- Associates, Learning Point. (2004). *A Review of Scientifically Based Reading Research for Teachers*. U.S.: Department of Education.
- Bielaczyc, Katerine & Collins, Allan. (1997). *Learning Communities in Classrooms: A Reconceptualization of Educational Practice*. Boston College OISE, University of Toronto.
- Gatzke, Ms. 2003. *Procedural Text*. Retrieved 01-02-2012 from: <http://activemindsactivebodies.wikispaces.com>
- Johnson, Elaine B. (2006). *Contextual Teaching and Learning: Menjadikan Kegiatan Belajar-Mengajar mengasyikkan dan bermakna*. Bandung: Penerbit MLC.
- McIlrath, D., & Huitt, W. (1995, December). The teaching-learning process: A discussion of models. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Available in: <http://www.edpsycinteractive.org/papers/modeltch.html>
- Richey, R.C. & Klein, J.D. (2007). *Design and Developmental Research*. New Jersey: Lawrence Erlbaum Associated
- Tomlinson, Brian & Masuhara, Hitomi. (2004). *Developing Language Course Materials*. Singapore: SEAMEO Regional Language Center