Contextual Teaching and Learning Using Local Content Material on Students' Reading Comprehension at a Junior High School in Indonesia

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Abstract

One of the important skills in learning English is reading. There should be an effective strategy to teach this skill. This research is combining the form of contextual teaching and learning with local content material. By combining these two terms, there must be an increasing result from the students mastering reading skills. This research aims to examine the impact of contextual teaching and learning using the local content material on students' reading comprehension at a junior high school in Indonesia. The population of its research is eighth-grade students, and two classes were selected as samples experimental class (treatment) and controlled class. This experimental study used reading tests as instruments to get the data. The test was formatted into multiple-choice items, consisting of pre-test and post-test. The researchers used the pre-test, treatment, and post-test techniques to collect the data. But in the control class, no treatment was applied to mastering reading skills. There was a significant effect in the treatment class than in the control class. It was proven by the effect size's score of medium effect showed .5 deviation. It indicated that the treatment of using contextual teaching and learning with local content was successful.

Keywords: CTL, Local Content, and Reading

1. Introduction

The issue of CTL, or contextual teaching and learning, is popular in the education process. Berns and Erickson (2001) state that contextual teaching and learning (henceforth CTL) is a teaching and learning concept that can help teacher relates subject content material to the real view or world situations. CTL also motivates learners to connect their knowledge, and those applications to their real lives as members of the family, citizens, and workers for engaging the hard work for learning requires. CTL helped students connect the content they have learned to their life contexts in which that content might be used. Students can find meaning in the process of learning.

The usefulness of CTL is needed for students learning English in Junior High School. Some studies (Chantop & Lornklang, 2016; Kadir, 2011; Nurliana, 2019) suggested better learning reading skills using CTL. Their studies showed that a CTL method in developing material related to the students' environment was better than the conventional learning process.

From the personal experience of one of the researchers as an English teacher in Jambi, one province in Indonesia, many problems appear in learning English, especially when students read the text. Based on the observation from the researcher showed that students can not understand all of the reading text. It caused the text to be not familiar with them. Almost all students in the class are always asking the teacher about the text. They are not interested in unfamiliar texts to them. Because of the content from books they used, the government developed "When English Rings a Bell," which must be used in all provinces. There is no consideration of choosing an excellent textbook to facilitate and help the students learn from the school. Second, when the students read the reading text, they feel bored with the text which is not familiar to them. For instance, students are asked to read and understand the zoo's text with the zoo's animation in the book. How can the students imagine and relate the real zoo with the animation zoo? It needs to support the real zoo and be closed to them. Supported with the authentic picture and closed to them are better for them. Third, another demand of the 2013 curriculum is the relation of local content in teaching and learning. The Ministry of Education and Culture, in regulation No. 79 the Year 2014, stated that the consideration of local content in the process of teaching and learning could make students (1) know and love natural, spiritual environment (religion), social, and cultural; and (2) preserve and develop the excellence and sapience of their area which have benefits for themselves and their area for supporting national development.

Considering the statement of Crawford (2012), without any authenticity, providing culturally rich inputs or developing coping strategies that enable students to use accessible extracurricular inputs is challenging. By having this strategy, students could have comprehensive knowledge in transferring material on their input. As having experience as an

eighth-grader English teacher, the researcher, at that time used a supplementary book as the authentic material written by Permana (2017) to support the students in mastering reading skills. Reading activity is not easy for the students in Junior High School in Jambi City. Some particular sub-skills are needed to master reading skills comprehensively. According to Zuhra (2015), reading is the process of reconstructing an author's ideas and drawing meaning from printed pages through printed words, language skills, and the ability to recognize previous reading and life experiences.

Schoenbach et al. (1999), in their studies, found that readers will face some difficulties in reading when the readers are not familiar with the reading text. Their ability will break down when the text's particular language structure and features and then their language-processing are not connecting to their background knowledge. In other words, the more knowledge the reader has, the easier it is for the reader to produce inferences. The authors believe that applying contextual teaching and learning related to local content could solve a problem gained from the researchers' observation. They were supported with several research that had already been finished and solved in reading activities.

Local content and contextual teaching are inevitable. Teaching by using local content is an absolutely contextual learning process. Having local content as the language materials makes the learning process familiar for the students. Combining the local content subject and the teaching method of contextual learning makes a difference in the previous research. Previous studies mainly examined the effectiveness of one of them. For instance, research conducted by Kadir (2011) only focused on contextual teaching and learning method. Another study from Chantop & Lornklang (2016) dealt with only local wisdom lessons. Their studies only focus on variables that correlate with local wisdom and contextual teaching and learning. Unlike the previous studies, the current research combines two things which are used methods of contextual teaching and learning by using local content material of Jambi city. The local content material has a relationship with context. It brings environmental knowledge to the process of learning to read English.

Based on the background aforementioned, the writer wants to put into question: is there any significant effect of contextual teaching and learning using the local content material on students' reading comprehension at a junior high school in Jambi city?

2. Methods

This study employed experimental research as the research design. The researcher manipulated a controlled class from some treatment to another whether to see the score or result in the final test. The process of manipulation is supported in Cohen et. al (2007) which experiment research is the investigators deliberately control and manipulate the conditions to measure the difference that they made. In this experiment research, the researcher will involve two groups, which are an experimental and control class. The control class will be

given some treatment to test if it is effective or not. It is suggested by Fraenkel and Wallen (2009:265) that it is also possible to experiment with only one group or with three or more groups to compare the result from one to another by manipulating the condition. Because of experiment method is used to see the effect of doing something to another in a controlled situation so the researcher used two groups to have the comparison.

As the part of experiment research, this research used the type of Quasi-experiment design. Researchers preferred to conduct quasi-experimental studies because they do not have complete control over potential confounding variables that could threaten the internal validity of the study. The researcher cannot achieve the random assignments to take the experiment and control classes. It is possible to be done because Phakiti (2014) said that when the Researchers do not have complete control over potential confounding variables that can threaten the internal validity of the study, researchers cannot make random assignments in quasi-experimental studies and language learning.

The researcher made it into three steps of doing this experiment. First, the researcher observed one group of Eighth Graders. After the researcher got the sample, the researcher gave the pre-test to students at the beginning of the experiment. The pre-test is given to both experiment and control classes. Second, is the process of giving the treatment. In this progress, the researcher gave the treatment to the experiment class. The treatment is using contextual teaching and learning based on the local content material on students' reading comprehension. This step spends about 6 meetings. After the researcher gave the treatment, the last step is to test the result by having a post-test for both sample of classes to know the students' achievements after treatment. The previous three steps spend about 8 meetings including pre-test, treatment, and post-test. After the post-test is given to students, the result of the pre-test and post-test are compared. The comparison of pre-test and post-test is aimed to know whether the treatment showed the criteria of success or not.

The test will be in the form of multiple-choice items which consist of pre-test and post-test. Each test contains five reading texts. The questions represented reading comprehension; finding a topic, finding the main idea, finding factual information, finding reference words, and finding vocabulary items.

The total number of questions for pre-test and post-test is 50 items. The additional. A pre-test is given at the beginning of the test or before doing the treatment. Post-tests are given after the researcher gave the treatment to the students.

To measure the ability of the students, the first step in this research is a pre-test. The researcher gave the pre-test in order to know the student's ability in reading tests before having the experiment. It is very useful to compare the result at the beginning and the last of the experiment. This pre-test contained 25 questions in the form of multiple choices.

The treatment is the second step when the researcher collected the data. The treatment which the researchers give to the students is only for the experiment class. The treatment is the use of contextual teaching and learning using the local content material on students' reading comprehension. Students in the experiment class learned English through reading some texts related to local content material. For example, the descriptive text entitled traditional clothes Tekuluk and Batik Jambi. The students in Jambi city must know about tekuluk and batik Jambi. Whenever province celebrate Jambi's day, the teacher should used tekuluk. And every Thursday, students wear batik Jambi when coming to school. They already know and are familiar with the content. Another recount text is entitled Taman Rimba Zoo. this zoo is famous in Jambi city. They have background knowledge about it. Better than the zoo in the conventional book that they have learned in the class. At this stage, the control class was not given the treatment.

In the last process of doing this experiment, the students get the test in the form of a Posttest. This test is given to the students which are aimed to know the result after they got the treatment. The post-test is a kind of reading text which contained 25 questions in the form of multiple choices

Figure 1. Learning process

3. Results and Discussion

3.1. Result

3.1.1. Reliability and Validity

Before experimenting, the researcher tried the test by doing a try-out for the pre-test. This Try-out was a very important way to do because the test was tested for pre-test which tested the students' reading skills in control and experiment class. This try-out was aimed at seeing the reliability of the test. If it showed a reliable test, it became the test for control and

experiment class. This try-out was administered to one class who was not taken as the sample of this research. It was given to class VIII F from one of the Junior High schools in Jambi city. This class consisted of 31 students who as the participants of the try-out group. According to Crasswell (2012), Cronbach's alpha is a tool for measuring of reliability and more specifically internal consistency. The score of coefficients of 0.93 is a high coefficient; 0.6 is an acceptable level for determining whether the range of scale has internal consistency. With a 0.72 reliability coefficient, the reliability is satisfactory for the scores. Because the table of reliability calculations showed the Cronbach's alpha .902 meant that it is the high coefficient for reliability.

From try-out test that was given to the learners before doing the research. The result from the try-out test for reliability in the pre-test also used to count the validity of the post-test. The researcher compared the r-calculation (corrected item-total correlation) to the r-table. The score of comparison for 25 questions with 31 participants is 0.344. From the comparison from r-calculation to the r-table, all of the corrected item-total correlation scores are above 0.344. It means that all of the questions which are given to the students are valid.

3.1.2 Analysis

The experimental class was followed by 32 students and there were three types of scores which were gained from either pre-test or post-test. The mean score of pre-tests for the Experiment class was 49.68. The lowest and the highest score, moreover of pre-test are 12 and 84. And the last is the post-test for the experiment class. The mean score of post-tests is 70.00. The lowest and the highest score, moreover of post-tests are 48 and 88.

Similar to control class was followed also by 32 students and there were three types of scores which were gained from either pre-test and also post-test. The mean score in pre-tests was 52.25. The lowest and the highest score, moreover of pre-test are 12 and 88. And the last is the post-test for the control class. The mean score of post-tests is 64.12. The lowest and the highest score, moreover of post-tests are 48 and 88.

The results of the Pre-test for Experiment Class were as follows: 9 % (reached by 3 students) got "Very good", 9% (reached by 3 students) got "Good", 13% (reached by 4 students) got average and 69% (reached by 22 students) got poor. Then, the result of the Post-test for the experiment were as follows: 19 % (reached by 6 students) got "Very good", 25% (reached by 8 students) got "Good", 44% (reached by 14 students) got average and 13% (reached by 4 students) got poor.

The results of the Pre-test for Control Class were as follows: 3 % (reached by 1 student) got "Very good", 13% (reached by 4 students) got "Good", 28% (reached by 9 students) got average and 56% (reached by 18 students) got poor. The result of post-test for Control class was as follows: 13 % (reached by 4 students) got "Very good", 22% (reached by 7 students)

got "Good", 34% (reached by 11 students) got average and 31% (reached by 10 students) got poor.

Based on the analysis, it was founded that the Experiment class get a higher score than the control class. It meant that the experiment class which was given a treatment using Contextual teaching and learning based on Local Content to learn reading skill was better than the control class which was not include the treatment. It could be proved from the pre-test and post-test results that were given to both classes.

In the learning process of experimental class, the using of CTL based on local content to learn reading skill could bring a new experience when they were learning in that time. They were very interested in contextual learning based on local content to learn reading skill that are given in each meeting. When the first day, they were not interesting to the lesson the material that is given in that day. They thought that they learn the material in uncomfortable, they felt boring, and the class become noisy and not conducive. They were not attention to the material and they were lost the concentration. After the teacher feel this condition, the teacher told to the students to give some different method related to the topic that day, the students got their attention back to material. After they got the contextual teaching and learning based on local content to learn reading skill, they could follow the material and became focus again.   They enjoyed the lesson while they got some information from those local content. The material was about reading by local content using contextual teaching and learning method, so the material consists of the reading text that present the activity or the event that happen in our environment. The result of the first meeting was good enough. It also ran well until the last meeting. The using of CTL based on local content in each meeting could increase the students' reading skill. After the treatment were given, the students became more interesting in following the material. So, it concluded that the using of contextual teaching and learning based on local content has a significance effect in students' reading skill.

Students who were in the control class still had problems as usual when they learn in the class. The researcher just taught the students with some usual conventional ways with local content instead of reading to normal text. The class became noisy, boring and not conducive. They were the reason why the students did not take attention to much from the reading material.

In experiment class, the results of Pre-test were as follows: 9 % (reached by 3 students) got "Very good", 9% (reached by 3 students) got "Good", 13% (reached by 4 students) got average and 69% (reached by 22 students) got poor. Then, the result of Post-test for experiment were as follows: 19 % (reached by 6 students) got "Very good", 25% (reached by 8 students) got "Good", 44% (reached by 14 students) got average and 13% (reached by 4 students) got poor. By comparing the mean experiment class, there is a significant

comparison of pre-test and post-test. The mean pre-test experiment class showed 52.00 while the post-test for the class showed 70.00.

On the contrary, the result of pre-test in control class showed the mean pre-test experiment class showed 52.25 while the post-test for the class showed 64.12. Followed by the results of pre-test for control class were as follows: 3 % (reached by 1 students) got "Very good", 13% (reached by 4 students) got "Good", 28% (reached by 9 students) got average and 56% (reached by 18 students) got poor. Then, the result of Post-test for Control class was as follows: 13 % (reached by 4 students) got "Very good", 22% (reached by 7 students) got "Good", 34% (reached by 11 students) got average and 31% (reached by 10 students) got poor.

By looking at the result of calculation above, it was proven that the theory of CTL by Berns and Erickson (2001) could help students to connect the material which they are learning to the real contexts in which those contents could be proven. It could be seen in the effect size showed that the score of medium effect size. Which is the score of deviation showed .5 indicated that the students in Experiment class scored .5 standard deviations higher than students in control class. By looking the standard deviation is higher, means that the treatment of using contextual teaching and learning is successful. By relating the students learning process with their life context, could increase the result of students score. It provides a conceptual framework for integrating a set of educational theories and practices and represents an approach to improving teacher education (Sears, 2003). In short, CTL approach can create a more enjoyable learning.

Not only using CTL method, local content material also help the students in mastering reading skill. The local content material which is integrated with curriculum 2013 is very usefull media in this learning reading process. It was supported by Woodward (2001) and Crawford (2012) there are so many the advantaged of using material especially written by teachers itself. In this case, the materials are not written by the teacher but using the material which already developed from the researcher which contain the authentic material related to the students' environment especially in Jambi city. Supported by Tomlison (2012), the advantaged of using material especially written by teachers itself could integrate the local content in teaching and learning process. It makes students learn and love the natural, social, cultural and spiritual environment of their area. It also preserves and develops the excellence and wisdom of themselves and their regions that serve their environment to support the development of the country as stated in Permendikbud, 2014.

In short, it was proven that the students' reading score by using CTL based on local content to learn reading skill was better. It meant that the use of treatment in teaching reading skill to the eighth-grade students of one junior high school in Jambi city was significantly effective. In the process of learning for experiment class, the using contextual teaching and

learning based on local content to learn reading skill could bring a new experience when they were learning in that time. They were very interested in contextual learning based on local content to learn reading skill that are given in each meeting. First day, they were not interesting to the lesson of material that is given in that moment. They thought that they learn the material in uncomfortable, they felt boring, and the class become noisy and not conducive. They were not attention to the material and they were lost the concentration. After the teacher feel this condition, the teacher told to the students to give some different method related to the topic that day, the students got their attention back to material. After they experienced CTL in learning to read, they could follow the material and became focus again. They enjoyed the lesson while they got some information from those local content. The material was about reading by local content using contextual teaching and learning method, so the material consists of the reading text that present the activity or the event that happen in our environment. The result of the first meeting was good enough. It also ran well until the last meeting. The using of contextual teaching and learning based on local content in each meeting could increase the students' reading skill. After the treatment were given, the students became more interesting in following the material. So, it concluded that the using of contextual teaching and learning based on local content has a significance effect in students' reading skill.

4. Conclusions

From the result in this research shows the score of effect size .5 indicated that the students in Experiment class scored .5 standard deviations higher than students in control class. It has the meaning that the treatment of using CTL by using local content is successful. It is supported by Berns (2001), CTL facilitates instructors relate situation remember content material to actual global conditions and motivates college students to make connections among understanding and its packages to their lives as own circle of relative's members, citizens, and employees and have interaction withinside the tough paintings that studying requires. And supported by Sears, (2003) state that The CTL provides a conceptual framework for integrating a set of educational theories and practices and represents an approach for improving teacher education. All the theories showed the learning by using CTL make the learning process become easier and more enjoyable in the learning process. It is already approved by the differences of score of effect size between experiment class and control class.

Some suggestions could be written namely: the first was the use of contextual teaching and learning using Local Content could increase the score of students who have learn the reading skill. The second, the use of contextual teaching and learning using local content could be as an interesting method and media which can be applied in the process of learning reading skill. The last was the English teacher should be creative in explaining the material

in order to get the students' attention to the process of learning. For the next researcher who wants to use contextual teaching and learning using local content in learning reading skill should develop the media become more interesting. It could be in the form of local comic or animation of local content. Finally, this research could be a good consideration for teacher to use the contextual teaching and learning using local content in English reading.

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