

DEVELOPING READING INSTRUCTIONAL USING CONTEXTUAL APPROACH FOR FIRST GRADES OF PRIMARY STUDENTS

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3 DEVELOPING READING INSTRUCTIONAL USING CONTEXTUAL APPROACH FOR FIRST GRADES OF PRIMARY STUDENTS

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ABSTRACT

The purpose of this research resulted in a model reading Instructional materials for first grades of Elementary students use contextual approach in the form of textbooks and worksheets. This book is very helpful teachers and students to achieve this goal, researchers used a model of development: (1) pre-development through literature studies, surveys, observation and interviews, assessment, requirements analysis, (2) the initial development: designing draft model, evaluation of draft (expert testing), limited testing, revision and initial validation, (3) the development of models, field trials, evaluation and revision of the design model, and (4) validation and application of models. The focus of the study (1) aspects of the design, (2) the content, and (3) the relevance. To test the feasibility of the product that is through small groups, readability test, and test feasibility. The experiment was conducted in Makassar. The research method using triangulation. The technique of collecting data through interviews, observations, questionnaires. The data analysis technique using instrument: (1) the data identifying the needs of teachers and students, (2) test data experts, (3) test data legibility, and (4) the effectiveness of the test data of materials. Instrument identification of needs using validity and test readability. Result of research shows that reading instructional materials that have been prepared tested on students who are new to the class I. In the experiments teaching materials to read of this show very high student enthusiasm for learning reading. This is reinforced by the class teacher found reading teaching materials developed students are very enthusiastic and motivated to learn to read.

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INTRODUCTION

Learning Language directed to improve students' ability to communicate. Through learning the language teachers should be able to make the children's area into Indonesian children who think, act, and behave as a good children. In addition, Indonesian indispensable to master other subjects are taught. Language learning materials, except for learning the local language, written and delivered in Indonesian. Therefore, if the children did not managed to master Indonesian adequate, it is difficult for them to achieve good learning in other subjects. Of course, in implementing the learning Language subject in Elementary Schools so many problems faced by teachers, which is caused by the child's first language. To overcome the teacher should have knowledge of classroom learning, social background of the child, patience, perseverance, and dedication that is based on compassion. In the countryside are many students of class II, III, IV class even not knowing how

to read in correct? Teachers should be able to create learning situations which can foster excitement excited to learn. Reading and writing skills in the Indonesian language is complex, especially in students early elementary classes, they are difficult to assemble letters into words, especially stringing letters diphthong being said, stringing syllables into words, and stringing words into sentences. Similarly, students in higher classes they find difficult when asked to recount or re-write what is read. Many students have the ability to read but difficult to express the content of reading back what they read. Difficulties like this occurs because students do not practice reading and revisits the content of reading. Instead students are easily disclose the content of reading back the due diligent reading, listening, speaking, and writing. Meanwhile, the delivery of the content of reading back in writing is different from speaking because of written language cannot be helped by body language. Therefore, it allows the writer expressed sentences incomplete, unclear, which in the spoken language can be clarified meaning through body language. Based on the results of preliminary observations found that there are many high-grade elementary school students in Makassar has not

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been able to read and write properly, even still many difficult stringing syllables into words. This happens because the beginning of the inability of students to read and write at grade I. Other factors are still many children who do not understand the language teacher, in their home language is not standard in a situation of free and relaxed. Moreover, in schools unavailability of teaching materials to read and write the beginning of loading local wisdom, attractive and easily and quickly understood by students. This problem needs to be given a solution, so that the capabilities and achievements of students reading increased. Reading and writing are essential for every human being as the capital base to achieve success in life, reading is a window to the world. Someone wants skilled at reading takes practice repeatedly. This is due to their reading skills is a process that requires a lot of practice. In order for this capability is achieved, language learning, especially learning to read should be designed properly and using appropriate methods and approaches. Learning the language skills ideally should not be taught to only emphasize on the theory and practice of rote but must be contextual. However, that is an obstacle for elementary school student's first grade, teachers teach reading and writing regardless of the suitability to the needs, age and environment of students, as well as textbooks Indonesian as a medium of learning in first grade of elementary school used by teachers remain less supportive raise interest, students' motivation to read and write. Hence the need for the development of teaching materials to read and write starters that includes local wisdom, easily and quickly understood by students.

Research Formulation

Learning to read and write at the beginning of first grade of elementary school has not produced satisfactory progress, it is influenced by several factors, among others, such as primary schools do not have textbooks to read that includes local knowledge, easy and quickly understood and in accordance with the needs of students. Beginning reading materials that exist in textbooks is too high, not in accordance with the student's character, difficult to follow by the students, the students are less able to complete the answers to the questions contained in the exercises correctly and precisely. The research problem is formulated as follows: "How to model reading instructional materials accordance with the needs of students in improving learning achievement of students' reading first grade elementary school in the city of Makassar?"

Research question

- How to identify a need for instructional reading materials for teachers and students at First grade elementary school?
- What are the perceptions of teachers and students towards reading instructional?
- How to model reading instructional materials developed?
- How the results of the evaluation model of instructional reading materials have been Developed?

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The Aims of the Research

The general objective of this research are: Identifying through the implementation of teaching materials to read and write the

beginning of the development can improve learning achievement Indonesian first grade elementary school students in the city of Makassar. The specific objectives to be achieved in this research is a model of the product produced teaching materials to read and write starters for Class I Elementary quality, communicative, innovative, productive. To achieve this indispensable empirical picture of the model teaching materials to read and write starters containing local wisdom, easily and quickly understood and in accordance with the needs of students. To achieve the goal of developing teaching materials to read of a quality necessary steps as follows:

- Know the identification of the needs of teaching reading materials needed of first grade of elementary school students.
- Knowing the perception of teachers and students on the model of teaching materials to Read in Class I of Elementary.
- Knowing the design development of teaching materials to read the appropriate first Grade elementary students' needs.
- Knowing the results of the evaluation model of teaching materials to read developed.

LITERATURE

Contextual Teaching and Learning

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Contextual Teaching and Learning (CTL) was developed through a national project which was funded through the U.S Department of Education's office of Vocational and Adult Education; and through the National School to Work Office (Leigh, 2006) in Leticia Cruz. (2015:1)The concept coined CTL was implemented to teaching and learning subject matter to relate real world situations to subject matter content; permitting a connection between knowledge and its application that may be applied by the learner of said subject matter to real world situation in their community, families, and as members of a work force as well as in business. What is the best way to convey the many concepts that are taught in a particular course so that all students can use and retain that information? How can the individual lessons be understood as interconnected pieces that build upon each other? How can a teacher communicate effectively with students who wonder about the reason for, the meaning of, and the relevance of what they study? How can we open the minds of a diverse student population so they can learn concepts and techniques that will open doors of opportunity for them throughout their lives? These are the challenges teachers' face every day, the challenges that a curriculum and an instructional approach based on contextual learning can help them face successfully. The majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time understanding academic concepts (such as math concepts) as they are commonly taught (that is, using an abstract, lecture method), but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, students have been expected to make these

2 connections on their own, outside the classroom. 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). This approach to learning and teaching assumes that the mind naturally seeks meaning in context—that is, in relation to the person's current environment—and that it does so by searching for relationships that make sense and appear useful. Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, a worksite, or a wheat field. It encourages educators to choose and/or design learning environments that incorporate as many different forms of experience as possible—social, cultural, physical, and psychological—in working toward the desired learning outcomes.

Characteristics of CTL

9 Contextual Teaching and Learning integrates such strategies into learning activities as: problem solving, self-directed learning, learning from peers, learning in real situations and authentic assessments; the six characteristics to its integration are as follows and can be incorporated into teaching activities, practicums, theoretical material, capstone projects, dissertations and to Online course material and Synchronous and Asynchronous Blackboard learning.

4 Contextual Teaching and Learning Strategies

- Connecting content to learner's experience
- Engaging students in active learning
- Enabling students to have some opportunities to direct their learning
- Encouraging the construction of personal meaning from individual and collective experience
- Assessing the attainment of outcomes within an authentic situation and allowing for the interpretation of multiple meanings from a single experience
- Identifying content that are appropriate developmentally to the learner

Integrating Social Responsibility into CTL as a Formative Measure

Social responsibility provides a basis for the quality of decision making and apprentice behavior and are important in teaching and learning outcomes measures (Duckworth and Leticia Cruz 2015,) these items may be incorporated into rubrics, scoring guides and to teaching material and practice activates in course material that are guided towards the production of diverse workforce and disciplines; such as Bossiness management, leadership, Social sciences, Health care professional, Political Science and many others; some of the indicators of social responsibility adoption and achievement and retention are (a) Accountability (b) Transparency (c) Respect for stakeholder interest (d) Ethical Behavior (e) Respect for the rule of law (f) Respect for human rights.

Impact and Rational

Because weight loss occurs during the learning process; particularly when new learning material are introduced to a student we can measure apprentice achievement through both physical and psychological changes in pre and post course induction as well as finalization A lowered BMI occurs during the process of active learning (Luc,2010) in Leticia Cruz. 2015 because student activity level are enhanced and physical resources such as convection, respiration, and adjustments in sleeping pattern these physical adjustment are all physically modified to meet the demands of learning new material, learning complex material; as well as engaging in active learning; this modification in physical appearance can be observed and measured physiologically, moreover psychological maturity and capacity are measured through psych morphology.

Psych morphology are structural facial changes resulting from bilateral facial misalignment which results from restlessness, squinting, frowning, grimacing and guarding; they are a manifestation of neuropsychological byproduct resulting from role discomfort (Resnik,2015) and relate directly to personal meaning and individual and collective learning experience. Evaluation and measure of apprenticeship can be performed through observation of social responsibility and are observed qualitatively prior to course completion and post course performance; these traits acquired are demonstrated by the apprentice dominion of the above mentioned traits and relate directly the apprentice interpretation of multiple meanings from one single learning experience.

MATERIALS AND METHODS

The purpose of this study in a model reading instructional materials with contextual approach to first grade elementary school students. It's very helpful for teachers and students are presented with a method that excites students such as contextual learning.To achieve these objectives, the researchers used a model of the development of Borg and Gall, namely (1) pre-development through literature studies, surveys, observation and interviews, assessment, requirements analysis,(2) early development: the design of the model draft, draft evaluations (expert testing), limited testing, revision and validation early, (3) the development of models, field trials, evaluation and revision of the design model, and (4) validation and application models.

The focus of the study (1) aspects of the design, (2) the content, and (3) the relevance. For the feasibility of the product through small group test, readability test, test feasibility. The experiment was conducted in Makassar. Populations throughout elementary school in the city of Makassar, the sample three Elementary .The research method using triangulation. The technique of collecting data through interviews, observations, questionnaires. Data were analyzed using the instrument: (1) the data identifying the needs of teachers and students, (2) test data expert, (3) test data legibility, and (4) evaluating the effectiveness of the data material. The instrument need identification using validity and reliability test.

RESULTS AND DISCUSSION

Needs Analysis for Students and Teachers to the instructional reading materials of Grades I

a. The analysis needs of students toward reading instructional materials of first grade Student based on observations showed that:

- Students who require reading materials Indonesian language is easy to learn.
- Students need reading instructional materials in contextual approach.
- Students need materials that are familiar with themselves and their natural Environment.
- Students need instructional reading materials who uses communicative language and easy to understand.
- Students need is interesting instructional reading material
- Students need instructional reading materials are varied and integrated
- Students need instructional reading materials are varied in large letters and colored
- Students need a material that easily arranged artistically
- Develop the material is based on students' needs.
- Instructional materials developed according to the characteristics of the students.

b. The observation of the needs analysis of teachers to the reading material for first Grades showed that:

- Teacher's need of teaching materials to read are easy to learn its own students.
- Teacher's need of teaching materials to read is contextual approach.
- Teachers need of teaching materials to read are familiar with the students themselves and the environment.
- Teachers need of teaching materials to read easy to understand for the students.
- Teachers find teaching materials to read of the many outstanding need teachers Tutorials.
- The teacher requires teaching materials to read varies according to the
- Characteristics of students and integrated.
- The teacher said teaching materials to read developed easily learned by the Students.
- The teacher said teaching materials to read were developed according to the needs of teachers and students.
- Teachers need material that is designed to attract order to increase students Motivation
- Teachers needed material easy to learn and easy to remember by students

c. 'Perception of Teachers and the students toward to the Reading Instructional Material Developed

1. Perception of teachers to the teaching materials developed

Perception of teachers to the teaching materials to read were developed that: (1) teaching materials can help to learn

effectively, (2) literacy skills Indonesian designed in an integrated manner, (3) the use of color on syllables and words are spelled correctly in teaching students, (4) for the layout, font, and font size appropriate for students, (5) teaching materials to read for students and teachers is quite easy to read, (6) the draft materials in accordance with development of students, (7) teaching materials to read are developed in accordance with the needs of teachers and students, (8) the use of the color of each syllable and word suits the characteristics of students in grade I, (9) the design of teaching materials to read of increasing interest, student motivation, (10) the material read improve student achievement, (11) teaching materials to read consider the convenience of the students in learning to read, (12) teaching materials to read can help teach students self-learning and (13) instructional materials increasing student interest for the pleasure of learning to read. With the availability of teaching materials read of the development, facilitated teachers to communicate and improve the professionalism of teachers, as well as increase the interest, motivation, creativity, student achievement in reading.

2. Model Instructional Materials Reading Developed

Model teaching materials developed to read consists of 5 Courant, namely: (1) consists of a syllable (2) noun, verb, adjective, adverb (3) short sentences. (4) Pictures (4) evaluation read, in evaluation of reading students are expected to read fluently words and short sentences, students can read with proper intonation.

3. Evaluation Model Instructional Materials Reading Developed

a. Trial in small scale

Reading teaching materials have been prepared starters tested on students to the class I. In the test results of teaching materials to read show very high enthusiasm of students to learn to read and write. This is reinforced by the class teacher found reading students are very enthusiastic and motivated to learn to read. This limited test results or in small scale were analyzed and discussed with other teachers what teaching materials to read can improve the performance of reading compared to other textbooks. The results of the analysis and discussions with other teachers they say that reading teaching materials are developed to motivate students to read and write.

b. Trial in the classes

The result of the wider student needs big letters and written with a lighter color. Make a way to write the letter in the letter is good and right. The material in the tested more widely analyzed and discussed by teams of experts then revised, the revised validated again by a team of experts, and the result triangulations of a team of experts showed that 75% said strongly agree and 25% agree and agree that teaching materials of English decent used in class I in Elementary students.

c. Eligibility Test Results

Test the feasibility of English language teaching materials triangulation by expert teams. The expert team concluded that,

teaching materials appropriate, and in accordance with the needs and characteristics of first grade elementary school students. By providing recommendations to be developed according to the needs of students to the material that is contextual and communicative order to be understood by students. Teaching material products are tested for effectiveness based on input from experts and classroom teachers the book according to the needs and characteristics of students in grade I. Model reading materials developed in this study is a model of procedural model is a model that is descriptive, which describes the planning steps that must be followed to produce a product. As for the planning and development of models of teaching materials to read in this study collated as following:

Conclusion

- Perception of teachers and students towards reading materials for the first grade elementary school students there are: the teacher and the students needed developed reading Instructional materials are easy to learn themselves, contextual, familiar with themselves and their natural environment, communicative and easy to understand, interesting, varied and integrated with the letter and color images, the material is arranged artistically, materials are created based on the needs of students and developed according to The characteristics of the students. The results of the analysis of the needs of teachers to the teaching materials to read first grade of primary school show that: Teachers need of teaching materials to read of English language is easy to learn its own students, are contextual, familiar, easy to understand students, varies according to the characteristics of students and integrated, easy to learn independently, needs of teachers and students. Designed with artistic interest in order to increase students' motivation easy to learn and easy to remember by students
- Perception of teachers to the teaching materials developed Perception of teachers to the teaching materials to read were developed, as follows (a) teaching materials can help learn effectively, (b) designed in an integrated manner, (c) the use of color in syllables and words are appropriate in teaching students, (d) the design layout, typeface, and the font size is appropriate for students, readability, (e) design materials in accordance with the development of students, (f) developed in accordance with the needs of teachers and students, (g) the use of color each syllable and word suits the characteristics of first-class students, the increased interest, student motivation, improve student achievement, consider the convenience of the students in learning to read, (h) students' independent learning, and (i) motivate students to enjoy learning to read.
- Model Instructional reading Materials Developed consists of 5 Courant, namely: (1) consists of a syllable (2) words, noun, verb, adjective, adverb (3) short sentences. (4) Pictures and (5) evaluation read, in evaluation reading students are expected to read fluently words and short sentences, students can read with proper intonation.
- Evaluation Model Instructional Materials Reading Developed. Reading instructional materials have been prepared starters tested on students the class I. In the test results of teaching materials to read show that it is very high enthusiasm of students to learn to read. This is

reinforced by the class teacher found reading instructional materials developed students are very enthusiastic and motivated to learn to read. This limited test results were analyzed and discussed with other teachers what teaching materials to read can improve the performance of reading and writing compared to other textbooks. The results of the analysis and discussions with other teachers they say that reading instructional materials are developed and to motivate students to read.

Suggestion

- Expected advisable for researchers to conduct further studies in order to improve the ability to read first-class students and student achievement.
- For the teacher that this research into a reference and apply it in order achievement reading skill for first-class students increased.
- For college in order to develop more research related to the development of reading skills with other language skills.

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