

DESIGNING CONTEXTUAL TEACHING LEARNING (CTL) BASED READING MATERIAL SAMPLE DESIGNS USING LOCAL LEGEND STORIES

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ABSTRAK

Fokus penelitian ini adalah merancang atau menyusun bahan ajar membaca bahasa Inggris dengan menggunakan cerita rakyat lokal. Cerita rakyat lokal dipakai sebagai bahan ajar dengan mempertimbangkan aspek kedekatan kultur atau budaya sehingga diharapkan walaupun sedang mempelajari bahasa asing, nilai yang dialihkan tetap merupakan nilai lokal yang dapat diaplikasi dan langsung diterapkan dalam kehidupan sehari-hari. Dengan asumsi bahwa belum ada kriteria standar yang diterapkan dalam penyusunan atau perancangan bahan ajar, maka kriteria CTL (pengajaran dan pembelajaran kontekstual) yaitu: konstruktifisme, pendekatan bertanya, pendekatan inquiry, membangun komunitas belajar, modeling, refleksi dan pengujian secara autentik lalu dipakai untuk menilai apakah bahan ajar ini sesuai dengan konsep pengajaran dan pembelajaran kontekstual (CTL) atau tidak. Dengan menerapkan metode penelitian deskriptif, data dikumpulkan melalui studi literatur dan dipaparkan dalam bentuk bahan ajar. Selanjutnya, bahan ajar diaplikasikan atau diterapkan melalui pembelajaran di kelas dan kuesioner disebar kepada peserta didik untuk mengukur sejauh mana bahan ajar telah memenuhi kriteria CTL. Dari hasil kuesioner tergambar bahwa terdapat opini positif dengan menyetujui (46%) dan bahkan sangat menyetujui (38%) bahwa contoh rancangan pengajaran membaca bahasa Inggris dengan menggunakan cerita rakyat lokal telah memenuhi kriteria pengajaran dan pembelajaran kontekstual (CTL).

Kata Kunci: *Contextual Teaching Learning (CTL)=Pengajaran dan Pembelajaran Kontekstual, Rancangan bahan ajar membaca, cerita rakyat lokal*

INTRODUCTION

The crucial of reading skill made a great demand of reading material for teaching. That's a reason why appropriate and exciting reading material designs have great influence and are strongly needed during teaching-learning process. Moreover, reading material based on contextual teaching learning (CTL) helps students connecting to learning content and the life context in which could be used. So, as students strive to achieve reading target, they draw upon their previous experiences and build up on existing knowledge.

Having reading materials based on contextual teaching learning (CTL) characteristics and have fun studying with, are not easy. With a con-

cept of the reading material should be based on the context of these students, the researcher chooses local legend stories or folklores for her reading materials. Reading material from stories provides opportunities to listen to language in context rather than in bits and pieces (Deacon and Murphey, 2003)¹. In addition, stories also introduce new vocabulary and can have a deep impact on a person's construction of knowledge and self.

The local legend stories come from the students' own society, the students would feel motivated and interested to learn English. It is because the students feel that they are already close to the setting of the culture in the stories. Even

though, the language is English, they will not think it as a foreign language, but they will feel it is their own because of the stories that they feel belong. To these students who are used to read or to listen the stories from their parents or society, the stories are rich and full of moral value that teach the students good or bad concept.

While conserving the local legend stories itself for youth generation, the designing of reading material sample designs is one of the ways to make the material contextual to the learner, motivate the learners, and stimulate them to comprehend the material well through the familiar culture and stories.

Moreover, there are plenty of stories which come from all provinces in Indonesia. For this reason, this material sample design in this research is originated from one Kalimantan Barat province's local legend story. Although the title of the story is attached at name of capital city of Kalimantan Barat Province that is Pontianak, unfortunately not all youth generation know how the plot of the stories going on exactly. This material sample was designed for the the first year level secondary school students. The questionnaires then administered after the material sample was tried out in the classroom activity.

ASSUMPTION

There have not been a specific standard to measure the design of reading material sample based on local legend stories. That is the reason why the researcher applies Contextual Teaching Learning (CTL) criteria to measure it.

PROBLEM

“Have reading material sample designs which are based on local legend stories fulfilled the criteria of Contextual Teaching Learning (CTL)?”

HYPOTHESES

(Ho) Reading material sample designs which are based on local legend stories have fulfilled the criteria of Contextual Teaching Learning (CTL).

(Ha) Reading material sample designs which are based on local legend stories have not fulfilled the criteria of Contextual Teaching Learning (CTL).

PURPOSE

The purpose of this research generally aimed as follows: “To design reading material samples based on local legend stories that can fulfill the criteria of Contextual Teaching Learning (CTL).”

FRAME OF THEORY

1. The Nature of Reading

According to Mangieri², reading is one of the most important educational skills for students to learn because this skill can develop other skills such as vocabulary, listening, speaking, spelling, and writing.

2. The Use of Local legend as Reading Material

According to Steward³, stories are taken in and understood at the first attention level. For these reasons, local legend stories or folklore can be chosen as a source of teaching reading since it is one of the forms of native culture. It is related to Day⁴ who considers cultural suitability as one of the factors in selecting reading passage to be applied in class. Moreover, Johnson⁵ suggested that unfamiliar stories or folklore and literary can impede students' learning of language (Winfield and Barnes-Felfeli⁶). It is one of the reasons that local legend stories or folklore that comes from students' own culture should be applied in the English classroom.

Besides, it provides students with opportunities to listen to language in context rather than in bits and pieces. According to Pavlenko and Lantolf cited by Deacon and Murphey¹, story has a power to reach deep within the reason and into areas that regular teaching may not visit, thereby it is important to validate the language classroom for reasons that go beyond language learning. For example, the students tell and show that they have changed beliefs, attitude, and behaviors after reading the stories that have moral value teaching inside. Moreover, local legend stories or folklore also introduces new vocabulary and language forms within rich networks of associations. In short, considering to all of these factors, local legend stories or folklore can be great asset to teach reading.

3. The Contextual Teaching Learning (CTL) Theory

Contextual Teaching Learning (CTL) defines as a conception that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers (U.S. Department of Education and the National School-to-Work Office in Kasihani)⁷.

Moreover, C Star Group University of Washington stated in Kasihani⁷ that there are seven aspects of CTL, they are constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

4. Material Design

Cornell⁸ stated that design is the process of selecting and organizing elements or components in order to fulfill a specific purpose. In this view, design refers to material design especially reading material design. In this case, reading material design means process of selecting local legend stories and rewriting organizing elements or components in order to make it into printed material that is used to teach reading.

In addition, there are numbers of important step in designing the reading material. Adaptation from Nunan⁹, these are some procedures of developing a reading material that access to local legend stories based on contextual teaching learning.

- Step 1. Select topic - Local Legend Stories.
- Step 2. Collect data; recorded local legend stories, written local legend stories, pictures/illustrations of different types of local legend stories.
- Step 3. Determine what learners will need to do in relation to the texts.
For example: Read local legend stories, answer the questions based on the local legend stories, get basic information from the local legend stories.
- Step 4. Create pedagogical activities/procedures.
For example: Listening for sentences from the teacher.
- Step 5. Create activities focusing on learning skills/strategies.

For example: Discussion in pair, Discussion in group.

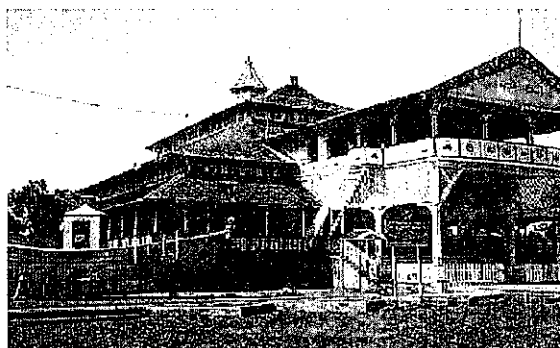
Step 8. Create application tasks.

For example: Discussion and presentation about their beliefs and the moral values inferred from the local legend stories.

Reading Material Sample Design Using Local Legend Story

It has been known that there is leveling in English teaching and learning. In this sample design, the sample only focuses on the first level of secondary school students. The sample design is about the local legend of Kuntilanak story derived from Kalimantan Barat Province. For further details, these are the following sample of students' activity in reading material sample design in one of the chapters entitled *Kuntilanak Story*. For information, the samples arranged here based on the criteria of contextual teaching leaning theory.

1. Constructivism; here the researcher that also had acted as the writer tried to construct students' opinion and knowledge by asking them to describe the picture. As clues, the provide numbers of vocabularies would help students in describing. Sample of activity: Look and Guess.



What picture is about?

Can you guess what they are? Where is it?

You can use words in the box to help your guess.

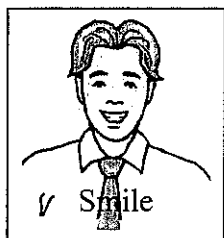
Palace	stairs	boat	fence	roof
Field	yellow	king	floor	beautiful

2. Modeling; here the writer with the teacher's help gave samples how to pronounce words

correctly. Besides, it gave chances for students to study numbers of vocabularies which stand independently or in sentences also. Sample of activity:

Look, listen, read, and study.

Look at the pictures, read the sentences after your teacher, and study them well.



Smile



Married



House.

=> When he **smiled** at others, they always smiled back.

=> They got **married** with bless of their parents and started a family.

=> She did not like to tidy up the **house**.



Wash the clothes

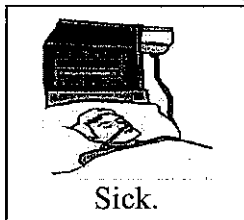


Gardening

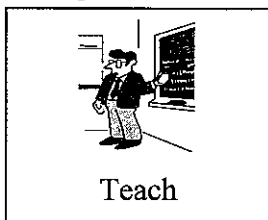
=> She likes to **cook**.

=> She likes to **wash the clothes**.

=> He likes to have **gardening**.



Sick.



Teach

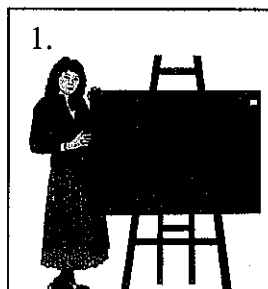
=> He became **sick**.

=> Anton **taught** Ayu to respect work and to behave better.

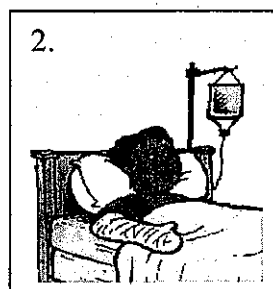
3. Questioning; the writer asked the students to answer some questions based on the vocabularies in modeling activity. Sample:

Guess and Complete

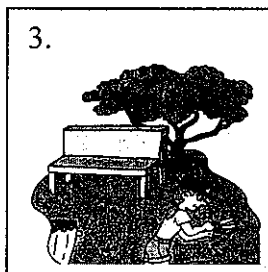
Guess the picture is about and complete the sentence in the right side with the word.



1.



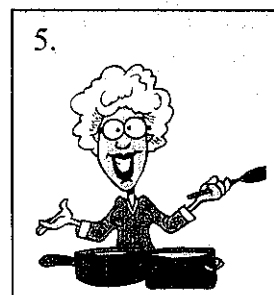
2.



3.



4.



5.

1) The teacher the students in the classroom.

2) Andi was because of the accidents.

3) She loves to have on her house's yard.

4) She when seeing us come to her.

5) Mother in the kitchen.

4. Inquiry; here the writer gave opportunities to students to discover the messages or main idea of the story by reading the local legend story or reading text by themselves. After reading it, they could make their own conclusion about

the plot of the stories.

Sample of activity: Reading Text

Read the story about Kuntilanak below.

Kuntilanak

A long time ago, there was a beautiful woman named Intan Lemang. Her beauty was well known to many villagers as she had big round eyes, a pointed nose and long black hair past her shoulders. When she smiled at others, they always smiled back. Her laugh sounded like melodies that comfort every heart. She was adored by every body.

In another village, there was a handsome man named Anang Bayo. His good looks were adored by all people in the village. He was also very kind and diligent. He liked to work and help other people. His kind and understanding heart made him well known throughout the land.



One day, Intan Lemang met Anang Bayo and they both fell in love. They got married with blessing of their parents and started a family. They hoped to be happy in their marriage because they loved each other very much.

After their marriage, however, things were not always happy, especially for Intan Lemang. Anang Bayo found out that Intan Lemang, even though very beautiful, acted spoiled and childish. She did not like to tidy up the house. She did not like to cook. She did not like to wash the clothes. She would not even help Anang Bayo, her husband, with the gardening.

Anang Bayo felt unhappy because he had to do everything by himself. He had to cook. He had to wash the clothes. He had to tidy up the house. He had to do the gardening and also had to earn their living.

Anang Bayo taught Intan Lemang to respect work and to behave better. But Intan Lemang did not want to change. When she got pregnant,

she got even worse, lazier, more spoiled and more childish.

Intan Lemang's bad behavior led to health problem. She became sicker and sicker. Anang Bayo, her husband, was worried but could not help her because she did not want to be helped.

During her labor, she and the baby died, and she cursed her husband and everybody for her unhappy life. She became an angry ghost that haunted everybody in the village. Till now, she is well known as Kuntilanak or Pontianak ghost. That is an acronym of '*Perempuan mati beranak*' or a woman who died during the child birth.

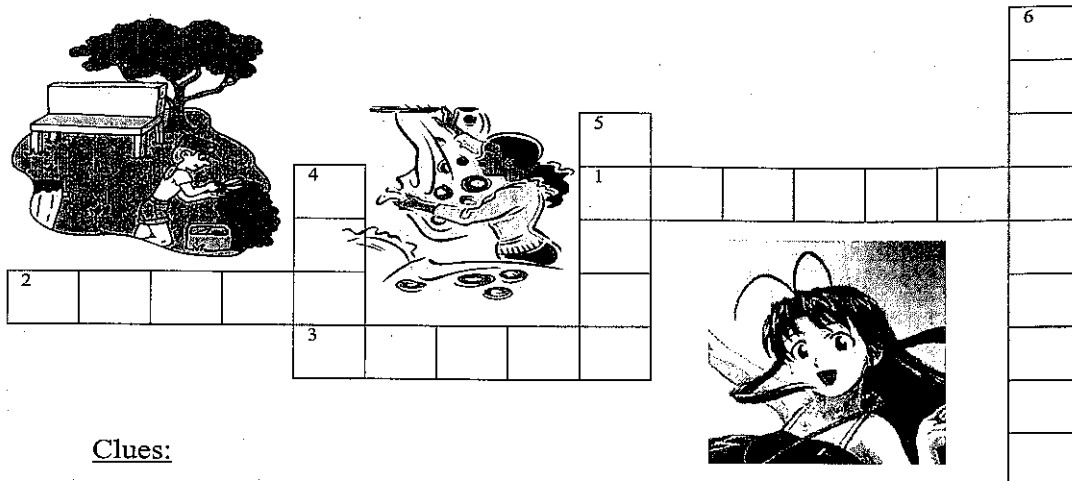
The end

5. Learning Community; while checking their understanding of the local legend stories, the writer gave opportunities to the students for working together and discussing their comprehension through answering comprehension questions. Here, the students could speak and share ideas each others. Sample of activity:

Answer the questions in pairs

1. Answer these questions based on the information from the story.
 - a. How did Intan Lemang look like?
 - b. Why did Intan Lemang and Anang Bayo get married?
 - c. When did Anang Bayo feel unhappy in his marriage?
 - d. What were the reasons of Anang Bayo felt unhappy?
 - e. What is the acronym of Pontianak?
2. Write T when the statement is true and F when it is false.
 - a. Intan Lemang was not adored by the villagers. (...)
 - b. Anang Bayo was a kind and diligent person. (...)
 - c. Anang Bayo and Intan Lemang lived happily till Intan Lemang died. (...)
 - d. Intan Lemang loved to cook, to wash the clothes, and to tidy up the house. (...)
 - e. Intan Lemang became Kuntilanak after she died (...)

*6. Reflection, here the writer gave exercise to students to further understand the given materials.

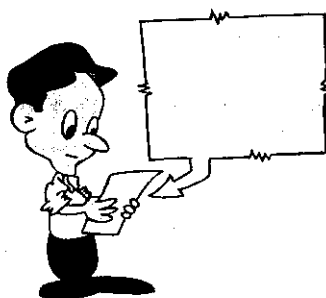


Clues:

Answer the questions in pairs.

Do the following puzzle. Complete the sentence by writing the words on the puzzle.

- 1) Intan Lemang and Anang Bayo got _____ because they loved each other.
- 2) Mother _____ in the kitchen everyday.
- 3) My _____ is on *Jalan Pemda* number 16.
- 4) I _____ my clothes by myself to help my mother.
- 5) Ratna is friendly. She loves to _____ to others.
- 6) Anne likes to have _____. She likes planting and watering the flowers.
- 7) Authentic Assessment; here the writer created some activities to describe the students' achievement toward the reading material. Sample of activity:
Discussions and Presentation
In a group of six persons, discuss your opinion to answer this question. Then, present to other friends your discussion's results.
Do you believe with the presence of Kuntilanak?



Why yes or Why not?

What do you think about Intan Lemang?
Is she right or wrong? Why?

Moreover, the teaching learning activities in the classroom also followed these reading material sample designs activities, started from constructivism and ended by authentic assessment activity.

METHODOLOGY

1. Form

This form of research is descriptive method since it was aimed to describe systematically the reading material design sample that is derived from local legend story and the students' opinion towards those materials whether it is fulfilled the criteria of CTL or not. Besides, when one of the reading material sample designs was tried out in a classroom, the researcher observed the class' situation as well.

2. Population and Sample

The population of this research is reading material sample designs that are local legend stories from all provinces in Indonesia that are based on contextual teaching learning theory. For the experiment, the population of the research was all of the first year level of secondary school students in all provinces in Indonesia.

Moreover, unit sample of these reading material designs were local legend stories selected based on their plot, length, diction and origin, and also based on contextual teaching learning theory entitled "Kuntilanak" coming from Kalimantan

Barat Province. For the experiment, the sample of the research was forty students sitting in *ID* class of public secondary school number 8 (SLTPN 8 Pontianak, Kalimantan Barat province) in academic year 2004/2005.

3. Technique and Instrument of Data Collection

The research adopts documentation and indirect communication, and observation techniques. Using documentation technique, the writer collected local legend stories from written folklore, storybooks, and articles. Then, she designs the reading material samples using these stories based on contextual teaching learning theory.

Indirect communication was applied to discover whether the design of reading material sample used local legend stories have fulfilled the criteria of the contextual teaching learning or not. And observation was conducted to describe the class' situation when the teaching learning process (reading material sample designs' tried out) took place.

In addition, instrument data collecting in this research are worksheet, questionnaire, and field note. Worksheet was applied when the writer collected various sources in form of local legend stories then choose four of them using the criteria that was stated in the former chapter.

Questionnaire was applied after the teaching learning process which used the reading material sample design occurred. It was given then answered by the students to measure whether

the reading material samples have fulfilled the criteria of contextual teaching learning or not.

Field note was taken by the researcher during her reading material sample designs' tried out as a note of class' situation when teaching learning process.

4. Research Procedures

As a research is a scientific work, in carrying it out, there should be systematic steps. The following list is the procedures that the researcher had when the research was carried out.

- a. Collected and analyzed data/documents:
 - Collected all possibly local legend materials came from West Kalimantan.
 - Analyzed them based on the appropriateness to be taken as teaching reading material based on criteria of chosen.
- b. Developed reading material samples from West Kalimantan's local legend stories based on contextual teaching learning for secondary school students.
- c. The final result was tried out in State Secondary School (*SMP Negeri 8 Pontianak*) through teaching learning process at 13th, 15th, and 20th of April 2005.
- d. During the tried out process, the researcher observed and described the class' situation by making field note.
- e. After this tried out process, questionnaire as data collection was given to the students. In the next day, distribution of answer was compiled.

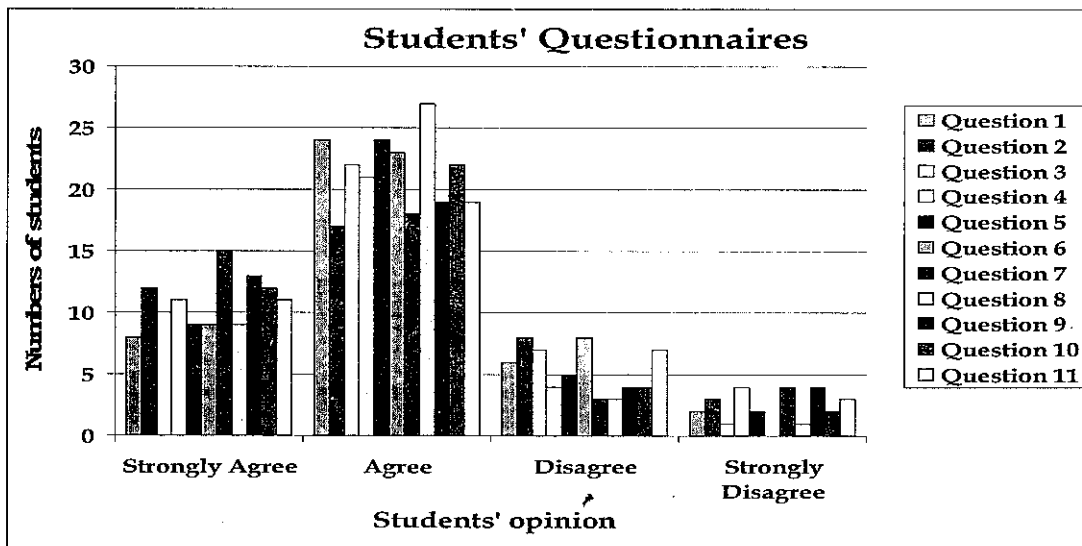


Chart 1. Details of Students Questionnaires Result

- f. Using quantitative analysis, all answers of students' questionnaire were analyzed.
- g. The final report of the percentage was written for this report.

DATA ANALYSIS

After trying out in the classroom, the students' questionnaires have raised the students' opinion toward the reading material sample design. There are eleven questions that attached seven criteria of Contextual Teaching Learning (CTL) as shown in the chart below. Here are the compiled students' answer results on the questions.

For further detail, the analysis on each criterion of CTL has also done by the researcher as described below.

1. Analyzing students' opinion through questionnaire result.

a. *Constructivism: Questionnaire Item Number 1 and 2*

The first and the second questions on the questionnaire refer to the first criteria of Contextual Teaching Learning that is constructivism. Moreover, the students' opinion about this criterion on the reading material sample designs can be observed from Table 1 and clearly shown on Chart 1.

From the chart above, it is clear that 8 students strongly agree and 24 students agree. Other 6 students disagree and the rest that is 2 students strongly disagree. While, for the second question, there are 12 students strongly agree, 17 students agree, 8 students disagree, and 3 students strongly disagree. From these numbers, the researcher can conclude that the material has fulfilled the criteria of constructivism element because 51% of the students had agreed (41 students) even though 25% of them had strongly agreed (20 students). It means that more than 75% of the students had felt the impact of the activities that refer to this element.

b. *Questioning: Questionnaire Item Number 3 and 4*

The third and the fourth questions on the questionnaire refer to the second criteria of Contextual Teaching Learning that is questioning. Considering to the students' answers on the ques-

tionnaire, the reading material sample designs have fulfilled the criteria of inquiry of contextual teaching learning. It is because from 40 students, there are 10 students strongly agree, 22 students agree, 7 students disagree, and 1 student strongly disagrees on third question. For the fourth question, there are 11 students strongly agree, 21 students agree, and each 4 students disagree and strongly disagree. Totally, there are 43 students agreed (54%) and 21 students had strongly agreed (26% from the total numbers of student).

c. *Inquiry: Questionnaire Item Number 5 and 6*

The fifth and the sixth questions on the questionnaire refer to the third criteria of Contextual Teaching Learning that is inquired. From chart and table, we can observe that there are 9 students each strongly agree in answering question 5 and 6. Next, still with same question, 5 and 6, there are 23 and 24 students agree, 5 and 8 who disagree, and the rest is 2 and 0 strongly disagree. From their answers on questionnaires, the researcher concludes that since most of the students strongly agree (18 students or 23% of students) and agree (47 students or 58% of students) with the question, it means that the reading material design sample has fulfilled the criteria of questioning.

d. *Learning Community: Questionnaire Item Number 7*

The seventh question on the questionnaire refers to the fourth criteria of Contextual Teaching Learning that is learning community. Moreover, refer to the chart and table, there are 15 students (38%) strongly agree, 18 students (44%) agree, 3 students (8%) disagree, and the rest, that is 4 students (10%) strongly disagree. More than a half and a quarter amount of the students in the class felt agree and even strongly agree with the reading material sample designs that fulfilled the criteria of learning community as one of the elements or aspects in contextual teaching learning.

e. *Modeling: Questionnaire Item Number 8 and 9*

The eighth and the ninth questions on the questionnaire refer to the fifth criteria of Contextual Teaching Learning that is modeling. In this table and chart given, there are 9 students strongly

agree, 27 students agree, 3 students disagree and 1 student strongly disagree in answering question 8. For question 9, 13 students strongly agree, 19 students agree, and each 4 students answer disagrees, and strongly disagree. From their total answers, it is clear that the reading material sample design has fulfilled the modeling aspect of contextual teaching learning because there are 46 students agreed (57%) and 22 students (48%) strongly agreed.

f. Reflection: Questionnaire Item Number 10

The tenth question on the questionnaire refers to the fourth criteria of Contextual Teaching Learning that is learning community. There are 12 students (30%) strongly agree, 22 students (55%) agree, 4 students (10%) disagree, and 2

students (5%) strongly disagree in giving their opinion in answering the question on the questionnaire. Based on their positive response, it means the reading material sample design has fulfilled the reflection aspect on contextual teaching learning.

g. Authentic Assessment: Questionnaire Item Number 11

The last but not least aspect in contextual teaching learning theory is authentic assessment. From the students' answer on questionnaire above, the researcher can conclude that the reading material sample designs have fulfilled this aspect since there are 11 students (27%) strongly agree, 19 students (47%) agree, 7 students (18%) disagree, 3 students (8%) strongly disagree.

Table 1. Constructivism

Questions	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Total Answers
1. I have felt that I ever heard and close to the story that was learning so I could relate what I had been studying to my daily life in the society.	8	24	6	2	40
2. I could find or learn this reading material so I didn't just receive it from the teacher.	12	17	8	3	40

Table 2. Questioning

Questions	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Total Answers
1. Teacher asked some questions that made me more remember and understand the lessons.	10	22	7	1	40
2. I could gather the stories' information to remember the information about the stories that I had known.	11	21	4	4	40

Table 3. Inquiry

Questions	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Total Answers
1. I was given a chance to learn by myself to further understand the lessons.	9	24	5	2	40
2. I could learn by my self through asking and answering with friends and made my own conclusion based on my own experience.	9	23	8	0	40

1. *Class' situation of teaching learning process.*

Besides analyzing students' response, the researcher also describes the class situation when the reading material sample design was tried out in the teaching learning process. At first, the students were quite and calm. They spoke only when they were asked to answer the teacher's questions or imitate the teacher's pronunciation in modeling activity. However, it did not happened in next activities. When they were asked to discover the messages of the stories by themselves, the students became more active when some of them realized that they ever heard the stories before. This situation was supported in learning community activity, when they might learn in group or in pairs. In discussions and presentations, that was authentic assessment activity the teacher and the researcher surprised the positive

and active respond from the students when all of the students sharing their experience in group about their believes and experience. They told their experience rapidly and fluently using English mixed with their native language because of their limited proficiency in English. Besides, the provided colorful pictures help the students to understand the sentences more, while making the reading material sample designs more attractive.

Conclusion

To answer the problem on this research that is "have reading material sample designs which are based on local legend stories fulfilled the criteria of contextual teaching learning (CTL)?" We can see the charts below as the compilation of all of the student answers on questionnaire.

Table 4. Learning Community

Questions	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Total Answers
1. I could learn with my desk pair or group pairs, so we could help, discuss, and share experience each others.	15	18	3	4	40

Table 5. Modeling

Questions	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Total Answers
1. Teacher made example in pronouncing vocabularies.	9	27	3	1	40
2. Teacher made example about how to do the exercises.	13	19	4	4	40

Table 6. Reflection

Questions	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Total Answers
1. Teacher gave many exercises to me so I could more understand the given reading material.	12	22	4	2	40

Table 7. Aithentic Assessment

Questions	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Total Answers
1. My exercises are given in form of discussion, homework, and presentation.	11	19	7	3	40

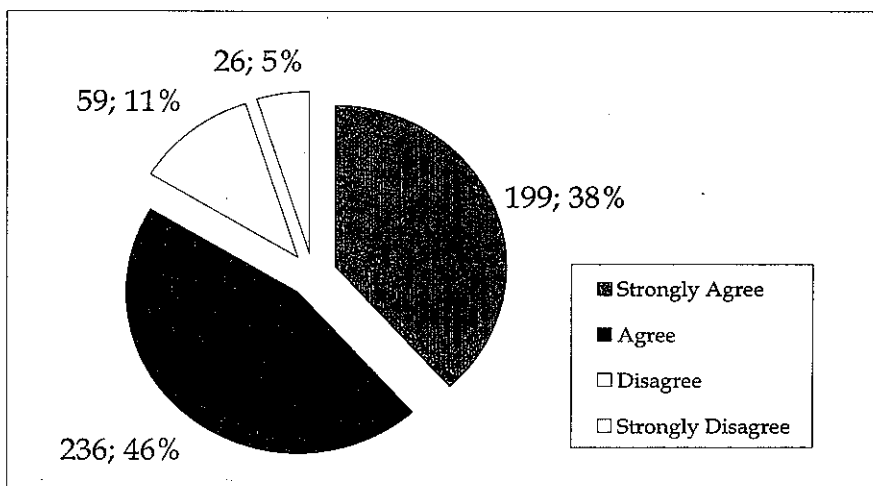


Chart 2. Total of Students Questionnaires Result

It is shown clearly on the charts that most of students agreed (236 students or 46%), even strongly agreed (199 students or 38%) that the reading material sample designs which are based on local legend stories have fulfilled the aspect on contextual teaching learning because they have experienced and practiced all of the activities required by the aspects of contextual teaching learning in the reading activity that they were learning.

In addition, beside most of the students agreed and strongly agreed that the reading material sample designs have fulfilled the aspects of contextual teaching learning, the researcher observed the class situation when reading material sample design's tried out. Since the reading material based on the local legend which custom to be heard by them, the students' response was also active. In discussion of the reading material sample design entitled *Kuntilanak* story for instance, they raised their opinion actively about whether they believe or not about *Kuntilanak* existence. Because they live in the same society where *Kuntilanak* came from, other stories of their own experience or other people's experiences (for example their relatives or neighbor) that they know, are told fluently to support their opinion in the classroom.

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