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English Language Book Reading Based on Contextual Teaching and Learning (CTL) for Elementary School Students

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Abstract

This study aims to describe the use of English language book reading based on contextual teaching and learning for elementary school students. This research used a qualitative approach. This study collaboration with 25 students in 5th grade and 2 English teachers through interviewed for 40-45 minutes at 24 Muhammadiyah elementary school, Rawamangun, Jakarta, Indonesia. Data collection was also carried out by documentation of basic reading competency standards for 5th grade elementary school. The results of this study indicate that the existence of English language book reading based on contextual teaching and learning increases students 'interest in reading, motivates students to learn and read English, and increases students' interest in learning English. In addition, English language reading books make it easier for teachers to support students' reading competencies and introduce students to English language especially vocabulary material.

Keywords: book reading, English language, contextual teaching and learning, elementary school

Keywords: Writing, scientific publication, sustainable professional development, Lesson Study

Lectura de libros en idioma inglés basada en la enseñanza y el aprendizaje contextual (CTL) para estudiantes de primaria

Resumen

Este estudio tiene como objetivo describir el uso de la lectura de libros en inglés basada en la enseñanza y el aprendizaje contextual para estudiantes de primaria. Esta investigación utilizó un enfoque cualitativo. Este estudio colabora con 25 estudiantes de 5to grado y 2 profesores de inglés a través de entrevistas durante 40-45 minutos en 24 escuelas primarias de Muhammadiyah, Rawamangun, Yakarta, Indonesia. La recopilación de datos también se llevó a cabo mediante la documentación de los estándares básicos de competencia de lectura para la escuela primaria de quinto grado. Los resultados de este estudio indican que la existencia de lectura de libros en inglés basada en la enseñanza y el aprendizaje contextuales aumenta el interés de los estudiantes en la lectura, motiva a los estudiantes a aprender y leer inglés, y aumenta el interés de los estudiantes en aprender inglés. Además, los libros de lectura en inglés hacen que sea más fácil para los maestros apoyar las competencias de lectura de los estudiantes y presentarles el idioma inglés, especialmente el material de vocabulario.

Palabras clave: lectura de libros, idioma inglés, enseñanza y aprendizaje contextual, escuela primaria.

INTRODUCTION

The main purpose of learning English language in elementary schools as local content is to support understanding and increase the number of vocabularies building of students. It also can be facilitate students in understanding of four aspects of language skills, namely listening, speaking, reading, and writing (Dos Santos, 2019). Four aspects can be achieved well, if the learning process requires tools, namely teaching materials that can increase students' English vocabulary (Wasik, Hindman, & Snell, 2016). The existence of teaching materials has now become a necessity in the learning process, Because learning will be more effective if it utilizes teaching materials that are innovative and right on target and also based on the characteristics of students and learning objectives to be achieved

(Prawiradilaga, 2012). Therefore, elementary school students learning English often pay more attention to themselves compared to others in the learning process in class more likely to work in pairs or groups. [Herlina & Nidya, 2019]. The development of teaching materials is currently being intensified. In this technology era, the object used to be as teaching materials is also increasingly broad in scope, not only from the use of print media, but also utilizing electronic media, to web-based media (Kustandi, Ibrahim, & Muchtar, 2019). In this case, to developing teaching materials certainly requires high creativity from the developer. Researcher must be able to determine what teaching materials will be developed and must be able to know the characteristics of it needed by teachers and students (Lestari, Maksum, & Custandi, 2019).

Based on these problems, the researchers provide a solution that is through teaching materials with appropriate methods in learning English through reading books based on the Contextual Teaching and Learning approach (Suryawati, Osman, & Meerah, 2010). The notion of understanding according to level of capability that expects students were able to understand the meaning of a concept, situation, and the facts are known. In this case the students understand the concept or problem [Herlina & R. Rahmi 2017]. In elementary school, students' pictures can play an important role in the process of learning to read and write in English (Noble et al., 2019). When students reading books in which there are pictorial texts are more motivating for them to read because the descriptive texts in reading books are designed to be full of images and colorful so they were attractive (Danacı & Yükselen, 2014). In addition, with picture illustrations students can more easily understand the contents of the text. By developing an interesting and innovative reading book, it is hoped that it can help students in understanding the material and enrich the experience and vocabulary of descriptive stories (O'Sullivan, 2006). In this case, the reading books that will be developed are based on the Contextual Teaching and Learning (CTL) approach, which means the content of the readings and images are adjusted to the daily experiences that students have experienced. In addition, the vocabulary used is " here " and " now " which student often encounter in their daily lives (Maemunah, Mulyasa, & Yusuf, 2018). Thus, students can more easily understand its contents and also the vocabulary used because it is in accordance with the real life experienced (Suastika & Tri Wahyuningtyas, 2018).

As we know, students have connected with the book. It is a printed material that contains knowledge or ideas of the mind of the author. An author

can write a book with ideas from the results of research, observation, actualization of experience, or even from someone's imagination. According to Andriese et. al. (1993), books are information printed on paper bound into a single unit. Books continue to evolve with the times. Based on Arifin (2011) there are various kinds of books circulating in the community classifying books in two ways, namely from the perspective of the needs of the reading community and from the perspective of the development of science and learning. The reading books that are developed only contain descriptive reading texts that are equipped with picture illustrations, so when viewed from the form of presentation these reading books are included in reading books and picture stories (Atmajaya, 2018).

Reading books are used as a complement to the main teaching materials in learning and are useful for increasing student knowledge (Nurjamaludin, Sruyaningrat, & Marlina, 2019). In this case, reading books are included as supplementary textbooks. It is said so because reading books contain knowledge that serves as an enhancer of student knowledge or complementary textbooks (Muslich, 2010). In addition, reading books are books that contain a collection of readings, information, or descriptions that can broaden students' knowledge about a particular field (Toub et al., 2018). This book can support certain fields of study in providing insight to students (Sung, Hwang, Chen, & Liu, 2019). The difference between reading books and textbooks is seen in the language, form, and systematic presentation. Textbooks are presented in languages that are easily understood by children, with form and systematics that are not rigid as story books (Proctor, Silverman, Harring, & Montecillo, 2012), while textbooks are presented in standard language which is systematic and formal and looks stiff. Thus, reading books are contain information that is not directly related to the material demanded in the curriculum, which can be used by students in learning to add knowledge that is not yet contained in textbooks (Preece & Bularafa, 2015). Judging from its contents, this book is included in the books of fiction, nonfiction, or science fiction that are not only useful for language subjects, but also for other subjects delivered in the form of stories or readings (Mattarima & Rahim Hamdan, 2011).

According Izzan and Mahfuddin (2014) English including one foreign language is a second language after the child's mother tongue, the language used not only to connect with other countries, but also useful to deepen and develop science. English at the elementary school level is domiciled as a subject of local content. In English learning level, Scoot and Ytreberg in Suyanto (2014), describes divide elementary school students into two level

that students aged 5-8 years were included in the level one and children aged 9 - 12 years are included in the initial level two. In learning English there are four basic abilities that must be learned by all students, including: listening, speaking, writing, reading (Hiew, 2012). Reading is a very complicated activity because it depends on students' interest in reading and language skills. The purpose of someone reading is to understand or comprehend the contents of the message contained in a reading (Vaughn et al., 2006). Learning with the CTL approach means finding a relationship or the relationship between the content of the lesson with the context of real life. The content of the lesson is related to the physical, personal, social and cultural environment (Glynn & Winter, 2004). Understanding Contextual Teaching and Learning was also put forward by Elaine B. Johnson (2014) who said that Contextual Teaching and Learning is a different educational approach, doing more than just guiding students in combining academic subjects with context their own circumstances. Contextual Teaching and Learning also involves students in searching for the meaning of "context" itself.

According to Ambros, Davis and Ziegler (2013) in their research from research to practice a framework for Contextual Teaching and Learning said that the contextual approach is learning that links material and real-world situations of students and encourages students to make connections between knowledge possessed by its application in life as family members and community, which involves six main components of effective learning. The six components are; constructivism, questioning, inquiry, learning community, modeling, and authentic assessment (Perin, 2011). In contextual learning the task of the teacher as a facilitator is to facilitate student learning by providing adequate learning facilities and resources (Zaifaro, Muhari, & Jatmiko, 2017). The teacher also manages the environment and learning strategies that make students actively learn. Contextual Teaching and Learning includes eight components m arouses linkages meaningful linkages. The links that lead to meaning are at the heart of contextual learning (Rahmawati & Subali, 2018).

In the contextual learning process, students associate the contents of the subjects with their experiences in daily life to find meaning from the learning gained (Hutagol, 2018) . Doing meaningful work Contextual Teaching and Learning does not separate between theory and practice. In understanding of Contextual Teaching and Learning lesson not only through ka t a word or lectures, but also by doing hands-meaning for students (Nurhayati, 2019). Conducting self-arranged learning, Contextual Teach-

ing and Learning facilitates students to find their abilities and interests in each other (Nugroho, Mustaji, & Suhanadji, 2018). The material given by each student is the same, but how students work with the material must be different for each student. Teachers are only as facilitators of students in working to achieve learning indicators (Nashon & Madera, 2013). Worked together, Contextual Teaching and Learning requires students to work in groups to complete their work. Students who are gathered in a group will enrich their own experiences (Burwell, 2013). In a group student will find a variety of relationships, both between group members and between individual understanding of each student. Creative and critical thinking, in group learning, each student is required to think critically and creatively in order to achieve learning outcomes. Critical thinking can be done by asking questions to answer their curiosity. It will help individuals to grow and develop (Sulistyowati, 2017). Individual growth and development can be seen and development of skills in a broad sense, involving many dimensions of personality, not only the cognitive dimension, but also the emotional, social, and even spiritual dimensions (Astuti & Hapsari, 2019). All must be facilitated by a teacher.

Reaching high standards, through Contextual Teaching and Learning students will achieve maximum learning outcomes because learning is done through student work related to teaching materials (Uz Bilgin & Tokel, 2019). Using authentic assessment in the learning process by using Contextual Teaching and Learning students learn gradually and are trained to solve problems faced in a particular situation and problems that exist in students' real lives (Edi, 2015). So that student progress is measured by the progress of the learning process and student performance, according to the principle of authentic assessment (Sunaryo, 2018). According to the observation of Hurlock (2003) the language development of 5th grade students who are in the final phase of childhood that is the addition of vocabulary, obtained from vocabulary derived from various school lessons, reading books, and conversations with others. Then determine the sentence. Students of 5th grade in elementary school have been able to master almost all types of sentence structures and the length of sentences is increasing. Based on the results of Bera research (2016) the effect of contextual learning strategy because it is able to provide more language exposure and motivation students. In the other side, Munir and Nur (2018) explained that learning tools based on Contextual Teaching and Learning gave the opportunity to speak and think critically to discuss the real problem in Junior High School. The two studies have not included innovations

in Contextual Teaching and Learning to increase students’ reading interest and provide assistance to teachers to make it easier to implement student reading competencies. For this reason, this research focuses on English language reading books based on Contextual Teaching and Learning for elementary school students.

METHOD

This qualitative research was conducted at 24 Muhammadiyah elementary school, Rawamangun, Jakarta, Indonesia. In the study of Marhamah, et.al. (2018) regarding integrated thematic context on contextual learning based on English learning process using a qualitative approach by collecting interview data from teachers related to the utilization of contextual learning. In addition, Satrian, Emilia and Gunawan used observation, interviews with students to find success in improving Contextual Teaching and Learning to teaching writing. According to John Creswell (2014) qualitative researchers collect their own data through documentation, behavioral observation and interviews with participants. For this reason, this research carries out the following processes: Need analysis is conducted through interviews with 2 English teachers and 25 of 5th grade students, observing English learning. After conducting the analysis, the researchers then made a grid related to interviews for students and teachers.

Table 1. The Interview Instrument Grid for 5th Grade Students of 24 Muhammadiyah Elementary School

No.	Aspect	Indicator	No. Indicator
1	Material	The most difficult English material of 5th grade in semester 2	1
2	Teaching materials	The learning material used in 5th grade of elementary school	2, 3
		Learning material physic of quality	4, 5
3	Method	Teaching materials desired by 5th grade of elementary school students in English learning	6
		How did teacher in teaching English language	7, 8, 9
		English language in learning activity	10
amount			10

Next is a table of needs analysis interview instrument lattice aimed at the English teacher at 24 Muhammadiyah Elementary School, Rawamangun, to find out the need for effective teaching materials, which the teacher wants to be in accordance with the research and development undertaken.

Table 2. The Interview Instrument Grid for an English teacher at 24 Muhammadiyah Elementary School

No.	Aspect	Indicator	No. Indicator
1	Competence	Competencies that must be achieved by students in English learning in 5th grade of elementary school	1
		Suitability of competence with BSNP (National Education Standards Agency)	2
		English competencies are the most difficult for students to achieve in 5th grade of elementary school	3
		The level of reading achievement of 5th grade of elementary school students	4
2	Teaching materials	The learning material used in 5th grade of elementary school	5
		The effectiveness of the learning material used	6
		The teaching materials need for use in 5th grade of elementary school	10
		Lack of teaching materials used in 5th grade of elementary school	9
		Subjects / themes in English in 5th grade of elementary school	11
		Achievement of teaching materials to develop reading competence in 5th grade of elementary school	7
		Other learning resources owned by students	8
3	Method	Methods of learning English	12
		Student characteristics in 5th grade of elementary school	13
		amount	13

The following is a table of instructional goals in learning English in 5th grade of elementary school:

Table 3 General Instructional Objectives

Instructional Objectives
1. Through examples of illustrated descriptive texts, students can read English descriptive texts correctly.
2. Through reading descriptive text activities, students can answer the practice questions correctly.

Needs analysis is carried out to determine the results of the use of reading book of teaching materials in English learning activities in class. The analysis conducted by the researchers consisted of several steps which included: (1) interviewed 5th Grade English teacher of 24 Muhammadiyah elementary school; (2) interviews with the fifth grade students of 24 Muhammadiyah elementary school; (3) examine competency documents; (4) study teaching materials used by 5th Grade students of 24 Muhammadiyah elementary school; and (5) observation of learning English in 5th grade of 24 Muhammadiyah elementary school.

RESULTS AND DISCUSSION

In this study, the English teacher showed data obtained from the observation sheet and the teacher's field notes, which were conducted in 3 meetings, namely the use of Contextual Teaching and Learning in reading ac-

introducing the 5th grade students. Then explain the purpose of using the reading book and the steps for how to use it. Then students are given the opportunity to ask questions that are still not understood in connection with this reading book. This book is used after students are given the main materials in teaching materials, after that students are asked to read the descriptive text contained in this reading book, then students are asked to interpret in Indonesian with the help of a mini dictionary contained in this product. After that students work on exercises.

Attract students' interest and motivation in reading activities

Most students feel enthusiastic to follow the teacher's instructions and are willing to participate in learning activities. Based on teacher observation and field notes, it is understood that at the beginning of the lesson, students can review the previous lesson before class begin. Such as one of the students (in C2) said: "I learned about the transportation such as train, MRT and bus." Students involvement also demonstrated by the ability of students to share expression at the beginning of the lesson. Contextual Teaching and Learning approaches can involve students in writing activities. In carrying out these activities, students are motivated to follow the teacher's instructions. The results of this observation are supported by Bera (2016) which states that Contextual Teaching and Learning is a system that stimulates the brain to arrange patterns that embody meaning by connecting academic content with the context of everyday life. In addition, learning with the Contextual Teaching and Learning approach emphasizes the use of high-level thinking, knowledge transfer, modeling, information and data from various sources.

Also, during the interview, the researcher asked "What do you think is the most difficult competency? How do you feel after reading a book entitled *Enjoying English Joyful Reading*?" Students (in C5) say that "reading is one of the difficult things because it is quite long. But the presence of the book *Enjoying English joyful reading* makes it very easy for me to understand the vocabulary available." Students (in C8) said "at first I was not happy with English lessons because I did not understand the meaning. After reading this reading book,

I am very interested in understanding every word in English.” The student’s statement was supported by Durodola, et.al. (2016) In this process, the teacher asks openly questions, extends children’s verbal responses, and encourages children to use sophisticated language. This reading approach to books has been found to improve children’s oral language skills and literacy knowledge. Besides Toub, et.al. (2018) related to reading activities using Contextual Teaching and Learning can trigger discussion regarding understanding included in the script for each reading of the book more and more challenging questions as the story arises.

Related to student motivation, the results of the interview conducted “What is the physical quality of reading books?” Does the reading book *Enjoying English Joyful Reading* motivate to read?” Students (C8) said “Previously using ordinary textbooks were not interesting. But after using a reading book, the picture is interesting and then many colors so that it motivates in learning English.” Students (in C10) “books that schools provide have not been enough to increase understanding related to vocabulary but with reading books learning becomes not boring especially reading.” Students (in C13) “Before reading books, I prefer chatting with friends because books are too much text and not color but after using reading books for 3 meetings, I become happy reading”. These results are supported by Noble, et.al. (2019) that reading shared books is considered to have a positive impact on children’s language development, with joint reading interventions often carried out in an effort to improve children’s language skills.

Moreover, in line with Danacı and Yükselen (2014), preferabilities personal and social of the literature can be mentioned as such; recognize human nature, thus useful life of students, develop the ability to realize and feel the beauty, expressing a sample of living to the people. So that motivation grows because descriptive text in reading books is designed with full images and colors so that it is attractive to students.

Help solve problems and provide a way to discuss

From the results of interviews with teachers related “Does the read-

ing book already meet the needs of teaching materials?” Then the teacher (in T2) said “ The teaching materials in which there are descriptive texts accompanied by interesting illustrations, can improve the four English language skills of students, increase student vocabulary according student environment, and can help students to practice the TOEFL test. A reading book with four main themes: My House , Food and Drink , Parts of Body , and Public Places in accordance with daily life and helping students solve problems.” Teacher (in T1) “in speaking competency standards, that is, students are able to express instructions and information very simply in the context of the school in accordance with the reading book on food and drink themes. For example, on the supermarket image page on page 7 there is an opportunity to discuss students after understanding vocabulary.” In line with Sulistyowati (2017) in group learning students are required to think critically by asking questions to answer their curiosity. So, through reading books, students are given the opportunity to ask questions and explain their understanding related to the results of translation and the purpose of the theme. Then students (in C3) say “ when reading a reading book “ enjoying “because the text is simple accompanied by interesting and colorful illustrations.” Students (in C20) said “it is easy to understand the contents of the text because it uses simple vocabulary and sentence structure, the contents of the text are in accordance with the experience and environment of life.” Furthermore, students (in C11) said “text can be read clearly because it uses the appropriate font size and type of font can also be read clearly.” Students (in C14) said “reading books “ enjoying “ makes them happy and motivated to learn and read English books.” After that the students (in C16) said “the picture on the cover of the book is nice and attractive, according to the title and content of the book as well as the bright colors.” Students (in C7) said “reading books can increase students ‘enthusiasm in learning, make students happy to read, and increase students ‘ knowledge and vocabulary.” The teacher (in T1) add “a good book, pictures and colors are good, the text is easy to understand, there is a new list vocabulary and there is a mini dictionary in the form of a flip flap .”

Based on the results of the interview, it was found that there are

several advantages of applying contextual teaching and learning approaches to teaching writing: (1) attracting students' interest in reading English books ; (2) increase students' motivation to read in English ; (3) make it easy to add vocabulary; (4) helping students to solve their problems; (5) provides a way for students to discuss or interact with their friends; (6) helps students to summarize and reflect lessons (Burwell (2013); Ambrose, et.al. (2013); Johnson (2014); Bera (2016)). Connecting is the most powerful element in contextual teaching strategies. In relating strategies, the teacher connects new concepts to something totally unknown to students and students learning in the context of one's life experience or pre-existing knowledge. Based on observation, students can relate their new knowledge and easily understand what they have to do in the lesson.

From the results of interviews and observations conducted, the use of media images in learning so that the learning and teaching process is more enjoyable. Image media used in this study relates to the material of telling idol figures, animals, places, or objects according to descriptive text. Media education through image media is expected to increase student interest in subject matter and can improve student learning outcomes. This is in line with the concept of Arifin (2011) which states that the book follows the times. Thus, students need innovation in learning, especially in English. Most students in the study feel less confident and can ask questions without feeling ashamed when they work with the group in discussion Because seen from the data findings, when working in groups students are required to work in order to complete their work. Students who are gathered in a group will enrich their own experiences according to the concept (Burwell, 2013). And through reading books can be seen in accordance with Glynn and Winter (2004) related to the Contextual Teaching and Learning approach means finding a relationship or the relationship of the contents of the lesson with the context of real life. The content of the lesson is related to the physical, personal, social and cultural environment. In the theme described My House, Food and Drink , Parts of Body , and Public Places . My house is related to the personal environment, then food and drink related to social, parts of body related to physical and cultural related to pub-

lic places. For this reason, the results of this study assist students in linking the content of subjects with their experiences in everyday life to find meaning from the learning gained (Hutagol, 2018). That way reading books become one of the teaching materials that can facilitate teachers in achieving learning

CONCLUSION

This research resulted in a reading book entitled “ENJOYING, English Joyful Reading for Elementary School 5th Grade”. This reading book is a complementary teaching material that can be used to supplement teaching materials used in elementary schools in English subjects. The development of this reading book was carried out, because previously there had never been complementary teaching material available in English subjects in elementary Schools. The teaching materials used also cannot support students’ reading competencies, so the lack of development of students’ knowledge in learning English especially in vocabulary. This reading book product is intended for 5th grade elementary school students which is packed with easy language and simple sentence structure so students easily understand it.

The implication of the product developed in this case is the reading book, which can be used as a complementary teaching material to supplement teaching materials that have been used in English language learning in 5th grade of elementary schools, especially for reading and vocabulary competencies. Besides that, it can help teachers and students in the activities of learning English in the 5th grade of elementary school semester 2, especially in reading and vocabulary competencies, in which there are various descriptive English texts divided into four themes that fit the curriculum, namely: (1) My House ; (2) Food and Drink ; (3) Parts of Body ; and (4) Public Places . With this reading book, students become more motivated to read texts in English. In addition, with the reading book teaching material products that are accompanied by interesting illustrations, students more easily understand the contents of the text and can add

to the students' English vocabulary. In the reading book there are also several texts that contain local content, so that when this product is used in learning it will increase students' knowledge about Indonesian local culture.

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