DEVELOPING THE EIGHTH GRADE STUDENTS’ WORKSHEET OF ENGLISH READING TEXT BASED ON CONTEXTUAL TEACHING AND LEARNING THEORY

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This Research and development study aimed at developing students’ worksheet as supplementary material for reading comprehension based on contextual teaching and learning theory to eighth grade students.

This development used ADDIE model which consists of Analysis, Design, Development, Implementation, and Evaluation. The researcher used close and open questionnaire, and also analysis to collect all data and information. The participants of this study were eighth grade students of SMP N 14 Jambi City. After the students’ worksheet was developed, it was validated by material and media experts as validators. The students’ worksheet provides texts and exercises which support students to learn recount, narrative, and descriptive texts. Aspects of reading skill that this students’ worksheet focus are main idea, detail information, checking reference words, and vocabulary item. The revision of students’ worksheet has been tested in small group testing to investigate students’ response when used the students’ worksheet.

The findings showed that the students’ worksheet is accepted as learning media for English lesson which is interesting, contextual and congruence to the core and basic competence of curriculum 2013.
Key words: Students’ Worksheet, Reading Comprehension, Contextual teaching and learning theory, Research and Development by using ADDIE Model.

INTRODUCTION

Background of the Research

In this research the researcher used CTL (contextual teaching and learning) theory as a basic theory in developing the worksheet. The researcher chose CTL as a basic theory because CTL involves the process of students, based on k-13 students involvement were need to be developed. Another reason is because CTL theory relate to the real situation so it will make the student easy to understand while the example are near from them.

The researcher developed reading worksheet for junior high school. Reading is assumed by several educational experts and studies to have many advantages. Harmer (2007) says that reading is useful for language acquisition. It means that reading is essentially used to get the important and meaningful information from written language. It is also commonly believed that reading is the window to the world. Much knowledge about the target language will be learned and gained from many sources that are read. Therefore, reading worksheet (LKS) become very important in the English teaching and learning process to help the teacher while teach the students. When the newest materials are presented, not only the newest information, but also the world in this era will be learned by the students. Moreover, the eighth graders students of Junior High School, they need to receive more inputs in order to explore their reading skills through good materials. Good materials are materials that meet the students’ needs and interests. However, it is difficult to find appropriate materials. Therefore, the English teachers need to facilitate the students by providing appropriate materials, so that the learning purposes can be reached.
From the explanation above, English reading worksheet for Grade VIII students of Junior High School had to be developed. It is very useful to make the reading worksheet, even the SMP 14 also has their own worksheet (LKS), but the worksheet is not appropriate or not contextual with students in Jambi. The researcher do interview with one of the teacher in junior high school 14. Based on the interview that researcher do, the worksheet in SMP 14 Jambi are not appropriate with the students in Jambi, because the example are not contextual with us.

For example the descriptive text is about monas, how they wanted to describe in order they never see the monas. That’s why the researcher developed worksheet to make the English reading worksheet (LKS) which appropriate and contextual with the students in Jambi. The advantage of using worksheets in the learning process is easier for teachers in implementing the learning, and for the students can be used independently to understand and execute a task (Majid, 2009: 177). For example the researchers make the example that near from their surroundings. Another reason is because the worksheet that the students get is not interesting. The color does not colorful, the picture is all black, so the students difficult to decide the right picture. The English worksheet from the school only have limited example for each text type, so that’s why the researcher want to make those worksheet which are have at least three examples in each text type. The researcher would develop the worksheet for 1 semester.

METHOD

Research Design

This research conducted use Research and Development (R & D). Research and Development model by Brunch 2009. The stage in this research they are analysis, design, development, implementation and evaluation. ADDIE is one of model research and development that applied for constructing performance-based learning. This research is the intentional
learning should be student centered, innovative, authentic, and inspirational. It makes this research different from other research approaches.

**Figure 1. ADDIE by Brunch (2009)**

<table>
<thead>
<tr>
<th>revision</th>
<th>Analyze</th>
<th>revision</th>
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<tbody>
<tr>
<td>Implement</td>
<td>Evaluation</td>
<td>Design</td>
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<tr>
<td>Development</td>
<td>revision</td>
<td>revision</td>
</tr>
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**The Procedure of The research**

**a. Analysis stage**

Analysis is the first step in this research. It was needed in order to develop material to create a good learning media. This analysis step in developing students’ worksheet for English lesson, especially reading skill, was conducted students’ needs and students’ interest analysis.

The need analysis covered curriculum, syllabus and available students’ worksheet which used by eighth graders in SMP N 14 Jambi City. First, the researcher found that the school implemented curriculum of 2013 that known as K13. Therefore, this students’ worksheet was designed based on curriculum of 2013 where programmed reading material in a syllabus, it contains of core and basic competence.

Second, the syllabus conducted by focusing on reading skill. Based on the syllabus, the eighth grade students should learn three kinds of texts; recount, narrative and descriptive text. Besides, the students are expected to apply structure of texts and substance of language to implement the social function of the texts. Structure in the students’ worksheet is appropriate with the basic competence and standard competence which were presented

**b. Design stage**
In design the researcher made the sequence of material like organization, content, and layout. In organization the researcher designed the cover, acknowledgement, preface, table of content, review, unit test, references, answer keys and appendix. The researcher designed material in worksheet based on data analysis from learners need about reading. This worksheet was prepared with three text types based on the data analysis and for one semester. Content in this worksheet is prepared with particular exercises and familiar topic discussions.

c. Development stage

In this stage, researcher develop the material and then results of develop the material need to be revised and validate by experts. The expert team consists of two experts; they are material experts and media experts. The material expert has background knowledge in English language learning and having experience in taught paragraph writing. Second, the media is experts that has experience in language teaching and have knowledge about the criteria of good media in teaching and learning.

d. Implementation stage

In this stage to implement the product, researcher need the participants. The participants are six students from eighth grade students at junior high school 14 Jambi. In this stage the researcher implement the product to the participants and analyze with descriptive qualitative.

FINDING AND DISCUSSION

a. Analysis Stage

In analysis steps the researcher used need analysis questionnaire to get data from the students. There are 24 questions that related to the opinion of the students about their own worksheet and the next worksheet that I was develop. The data showed that there are 84% students said the worksheet is not clear. “Teks nya tidak berwarna “ tulisan tidak jelas “and “ isi nya tidak ada di sekitar kami” So that’s why the researcher used CTL theory to developed this worksheet to make it them understand. Sanjaya (2008:256) told that five Important characteristics in learning process by using CTL approach, one of them is “In CTL, learning is a
process to activate the knowledge; it means that what are going to learn is related to what has been learned”. Therefore, it is going to be a whole that related each other.

**b. Design stage**

In designing the worksheet researcher consider some aspects there were content, cover, table of content, glossary and review of curriculum. The structure of the content should be design based on syllabus. The research relate the material to the real life, such as descriptive text were about gentala arasy and candi Muaro Jambi and for narrative text was story about Putri Tangguk and recount was about PERSAMI. All of the material students known, so they can easier to understand it. Bern and Erickson (2001) argued, contextual teaching as an innovative instructional process that helps students relate the contents of learning to the real context in which content will use. This concept should use in the classroom to make the students catch the material easier and make the material useful for the students directly.

**c. Development stage**

In developing the worksheet was step where everything that had been made in the design step became real. In this step, the students’ worksheet considered components of learning media performance such as stylistic, selecting words, pictures, shapes and colours. Then, the researcher arranged the students’ worksheet which consisted of cover, table of contents, competence page, materials, and exercises.

**D. Implementation stage**

The last step was implementation. In this steps the students was implement the product to the validator to give comment and suggestion. There were two validators.
material/content validator design. The data showed Both of material and design validator was revise twice. And it was done (see appendix 3 and 4) The next implement to the small group testing of eight grade students of SMP N 14 Jambi, it was select based on the ability. There were 3 components, high, middle and low ability of the students. There were 6 students. In each level consist of two students. Questionnaire used to show the data. The data showed that 99% of the students like with the new worksheet that researcher developed. There were some comments also and suggestion from the students (see appendix 10). Sanjaya (2008:256) told that five Important characteristics in learning process by using CTL approach, one of them is: “Applying knowledge, this means that the acquired experience and knowledge should be implemented in the students’ real life, so there is improvement in the students’ behavior”. The finding of these step were consistent with the finding of previous study by Hanifa (2017) showed that the factor of students like to read one of them is the appropriate material.

Furthermore, this research showed that English reading material was not difficult if the material was familiar with the students. Researcher known it by developing this worksheet.

**CONCLUSION**

This research has produced supplementary material in form of students’ worksheet for ninth grade students which focus on reading skill. This students’ worksheet could help students and teacher easier in learning and teaching reading. Based on the findings and discussions, it is concluded as follows:

1. Students’ worksheet was developed based on the lack of learning media especially the available students’ worksheet which used of students in Jambi for reading to increase
students’ skill in reading comprehension. The procedure of this development was using ADDIE model; analysis, design, development, implementation, and evaluation. All of the procedures were done step by step. First, analysis step was conducting to analyse students’ needs and the lack of available students’ worksheet. Second, in designing the students’ worksheet, it was designing the sketch of students’ worksheet which consisted of cover and content. Third, development step was developing the framework of students’ worksheet and finishing all components to real product. Before implement the product, there are material expert and media expert as validator of the product to assess the students’ worksheet to get revision. Fourth, implementation was conducting to 6 students who divided into small group testing. Finally, evaluation step was evaluating all data from experts and users through questionnaires to revise product to be a good students’ worksheet.

2. The product of this research is a students’ worksheet which focus on reading skill for eighth grade students. It is supplementary material as the additional learning media in learning reading comprehension. The contents of this students’ worksheet covered three main materials; Recount text, narrative text, and descriptive text.

SUGGESTIONS

1. It is better for the students to support them in learning reading comprehension because it provides an interesting reading worksheet which appropriate with curriculum 2013.

2. The material of this worksheet is only for one semester, for next researcher is suggested to create students’ worksheet which used for one year (two semester).
3. This research was only conducted in small group tested. Hopefully the next researcher can conduct in Big group tested related to the effectiveness of the product as a supplementary material.

REFERENCES


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