

DEVELOPING SUPPLEMENTARY ENGLISH READING MATERIAL THROUGH CTL APPROACH FOR TOURISM

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ABSTARCT

The objectives of this study are (1) to develop the supplementary reading material based on the contextual teaching and learning approach for Tourism Department in second grade of SMK Negeri 1 Gorontalo, (2) to see students' perception towards this supplementary English material for Tourism Department. This study is a research and development project based on Sugiyono's (2016) ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model. The participants in this study were 40 second-grade students from SMK Negeri 1 Gorontalo's Tourism Department. Document analysis and questionnaires were used as research tools in this study. The percentages were used to examine the results of the need analysis questionnaires. The generated materials book was examined and analyzed by specialists to ensure that it was appropriate. The results of the need analysis revealed that the students lacked experience and had difficulty reading English, particularly in the field of tourism. Based on the tourist department's aim and learning needs, students required reading materials that were appealing and intriguing. This product's format is based on the Contextual Teaching and Learning approach. The book is divided into four units, each with an activity based on the CTL approach. The expert judgment validation results for the book were deemed to be very good. Furthermore, the responses of students to the book were rated as very good. As a result, the book is appropriate for use in the English reading activity of second-grade Tourism Department students at SMK Negeri 1 Gorontalo

Keywords: Supplementary materials, English Reading, Contextual Teaching and Learning approach

INTRODUCTION

English is one of the subjects that are taught in vocational high school from first till third grade year. Teaching English at a vocational high school is a procedure in the field of education that prepares students for employment that are based on manual or practical tasks, are typically nonacademic, and are completely tied to a certain vocation. The ultimate goal of English instruction in vocational high schools is to prepare students to master English language skills and knowledge bases that will support the achievement of program expertise and skills mastery of English language skills in oral and written communication at an advanced level.

In learning English, there are 4 skills that must be mastery for each student, one of them is reading skill. According to Tarigan (1990, p.7), reading is a process carried out and used by readers who desire to receive a message from the author through the medium of words or written language. In learning

process, reading skills must be mastered by students because of its functional nature, both for continuing the studies here and for communicating in larger community ones.

Oakhill, et al (2015, p.1) stated that at the very least, effective word reading is required for reading comprehension. If readers can't recognize (decode) a word in the text, they won't be able to comprehend the entire text. Similarly, good reading comprehension is dependent on a general understanding of language. This necessitates an understanding of individual words as well as the sentences that they compose.

People who like to read for gaining new knowledge and insights that will further increase their intelligence so that they are better able to face up their challenges in the future. In English learning at vocational high school, reading skills are the most one that be mastered by a student. So, the main thing in reading is to develop students who do read and also motivate them for reading.

To grow their motivation and interest in reading activities, reading materials that are related to their real life are needed, especially for vocational students who need to present learning materials that are relevant to their major. For the examples, the tourism students who have prepared their career in tourist industry in terms of being a tour guide, tour planning, airline ticketing staff, and or as an event organizer. Reading materials that are relevant to their major are expected to enrich their vocabulary and to grow up their self-confidence in practical major subjects.

This is connected to English for Specific Purpose (ESP), which is defined as preparing students to utilize English for academic, professional, or work-related purposes, as well as program design based on needs analysis. According to Bastrukmen (2010, p.13), school textbooks must be designed using ESP to meet the demands of students. It is obvious that the English taught in vocational schools must be specific to their field, not generalized English. ESP should also use techniques and be focused on language that is appropriate for the students' activities. As a result, in order to encourage and engage students, a teacher must construct teaching materials by looking for connections between English and their specialties. Students' motivation to learn English will rise as a result of seeing that the English they learn is not in vain and has a connection to their major.

Many text books in teaching learning process have been compiled based on the 2013 curriculum, but the contents are still general in nature, there is no textbook whose specifications lead to activities to foster learning experiences related to activities in the tourism industry as a basis for motivating tourism vocational students to be more competent in their Major. Based on the fact, it is necessary to develop supplementary reading materials for Tourism vocational students so that they can gain a deep understanding of English language skills which can then be applied in real life, more specifically in the work field of the tourism industry.

A textbook must also be produced using certain learning methodologies or strategies. In order to comprehend the subject, students require an approach. Reading comprehension, in particular, necessitates the ability to comprehend the key ideas, important details, and overall grasp of the reading. As a result, we must learn the vocabulary of textual structure. In the last fifty years, many approaches for improving reading skills have been created, one of which is the Contextual Teaching and Learning (CTL) method.

Johnson (2002, p.34) said that contextual learning and teaching is a method of a rooted system based on the notion that meaning will emerge from the relationship between content and context. Context will give meaning to the content. According to him, the more relationship that students find in a broad context, the more meaningful the content is to them. A teacher's responsibility in this scenario is to provide context.

John Dewey in 1916 proposed that the curriculum and learning process should be related to student interests and experiences, and he coined the term "Contextual Teaching and Learning." Students try to understand concepts as well as apply and relate them to the real world in this contextual learning, which aims to make students active in increasing their own capacities without sacrificing benefits.

CTL as a learning approach in its implementation requires lesson planning that reflects the concepts and principles of CTL itself. Each learning models have certain differences and unique characteristics, which have implications for being adapted to the model to be applied. Contextual teaching and learning is a notion that allows teachers to connect the subject they teach to real-life situations. This encourages students to connect their existing knowledge to its application in their lives and or majors.

There are seven elements of contextual learning that must be developed by the instructor, according to Johnson (2002, p.24): Constructivism, Inquiry, Questioning, Learning Community, Modelling, Reflection, and Authentic Assessment. First, constructivism is the foundation of thought which students are directed to build their understanding from new experiences based on prior knowledge. Second, inquiry is the core activity of CTL which students use their skills for critical thinking by transferring observing to understanding. Third, questioning is the principle that teachers or students must use questions as a tool to investigate knowledge or learning materials that are relevant to real-life situations.

Forth, learning community is the principle accustoms students for collaborating and utilizing learning resources from their peers. When students are accustomed to provide broad experiences to others, they will get more experience from other communities. Fifth, modelling is principle states that there is a model that can be emulated when learning various talents or knowledges. Sixth, reflection is the principle to consider what happened or what students have learned that they are given the time to consume, weigh, compare, enjoy, and discuss themselves during reflection (learning to be). The last, authentic assessment is the principle to conduct an evaluation is the final stage of contextual learning. In this way, the teacher will actually know the actual level of ability of students and will be easy for making improvements and perfecting the next learning process.

According to the background above, it has motivated researcher to conduct research on the development supplementary English reading material for second grade students in the Tourism Department at SMK Negeri 1 Gorontalo using an integrated Contextual Teaching and Learning (CTL) approach. It is expected to provide students with a meaningful English reading learning experience.

METHOD

The research method used in this study is R&D. This research was conducted to 40 Tourism Department students at the second grade of SMK Negeri 1 Gorontalo in academic year 2021/2022. The process employed in this study is the ADDIE model, which comprises of five basic stages, including (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation.

In data collecting, the researcher used some document such as student's textbook and syllabus as a basic data to develop English reading material as document analysis. They were used to facilitate the determination of the topics of materials to be developed. Besides that, the questionnaires were utilized multiple times to collect data. The questionnaire was first distributed to collect data from the study of students' target and learning needs.

In order to validate the materials, the questionnaire was also given to the materials expert. The students were also given the questionnaire during the product demonstration. At the end of the lecture, the

students were asked to complete a questionnaire. This task was designed to find out what students thought after they had learned how to use the generated product.

A qualitative descriptive analysis technique and descriptive quantitative analysis were employed to analyze the data. The information from qualitative data in the form of input, criticism, and suggestions for improvement contained in the questionnaire was grouped for qualitative descriptive analysis. Quantitative descriptive analysis, on the other hand, involves evaluating numerical data. The data from the questionnaires were analyzed using quantitative descriptive analysis.

A descriptive statistic was used to describe it. Suharto in Jayanti (2005, p.55) represents students' real condition with the highest percentage of the result by this formula:

$$P (\%) = \frac{F}{N} \times 100$$

- P = Percentage
- N = Total Responses
- F = Frequency of responses
- 100 = Fixed Number

The Likert-Scale approach was used in the following questionnaires. The responders are asked to rate the strength of their agreement and disagreement with the statements presented. The categories of expert judgment and student replies are listed in the table below:

Table 1. Questionnaire Organization for Expert Judgement and Students' responses

No	Categories	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The average score can be calculated using the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

- \bar{x} = Average score of validation
- $\sum x$ = Total score obtained from validation
- n = Number of items of questionnaire

The result of validation percentage can be calculated using the following formula:

$$P \% = \frac{\text{Total score gotten}}{\text{Ideal score}} \times 100\%$$

Then the result will be interpreted using criteria by Arikunto (2004) as in table below:

Table 2 Criteria of Supplementary Reading Material for Second Grade Students of Tourism
 Department

Scale	Percentage	Descriptive Categories
1	0% - 20%	Very Poor
2	21% - 40%	Poor
3	41% - 60%	Fair
4	61% - 80%	Good
5	81% - 100%	Very Good

FINDING AND DISCUSSION

The researcher's Supplementary English Reading material for the Tourism Department is a contextual-based textbook that was created utilizing the ADDIE development process, which consists of five stages: analysis, design, development, implementation, and evaluation. The purpose of this research is to determine the validity, usefulness, and efficacy of the generated textbooks.

In this research, firstly the researcher collected data. It started from analysis the use of document such as students' textbook and syllabus as the basic data to develop English reading materials. It started from analysis of 2013 curriculum refers to regulation of Peraturan Direktorat Jenderal number 27 which has been applied at this school in English Lesson for the second grade student consist of seven basic competencies in an academic year, but in this study just take four basic competencies that is taught at first semester, they are Asking and Giving Opinion, Taking Telephone Message, Making Formal Invitation, and Procedure Text. Students' book based on curriculum 2013 is used to analyze the English reading materials. Syllabus is used to analyze the competencies related to English reading skill. After had analysis the documents, the researcher gathering information by using questionnaire.

The questionnaire was crucial since it provided significant information about the students' needs and interests. It included various questions about the students' profiles, their opinions and interests in classroom learning activities, and their preferences in gaining reading skills. In other words, it is made up of both target and learning demands. The terms "goal," "needs," "lacks," and "wants" are all used to describe a target need. Input, process, setting, learner roles, and instructor roles are all part of the learning requirement. In this occasion, 40 second-grade Tourism Department students from SMK Negeri 1 Gorontalo were given questionnaires.

The first aspect is students' background. From 40 respondents, most of them are in age 17 years old (47%), but just 45% of them have been learning English since Elementary school and 35% can learn English from regular course. The second aspect is students' target needs which consist of goal, necessity, lacks, and wants. Most of them have goals in learning English for communicating fluently both of spoken and written. They need reading skill for communicating actively in all tourist industry competencies, such as understanding the instructions in the Computerized and interpreting information in tourism industry. Because most of them have current English proficiency is at the level of beginner (62%) and most of the lacks is in understanding vocabulary in text (41.1%), so they want that reading learning can improve their ability to understand a text (32.4%).

The third aspect is students' learning needs which consist of input, procedure, setting, students' and teacher's roles. Most of them like for reading a simple texts which consist of < 250 words that related with their major such as guiding, tour planning, reservation and airline ticketing, and MICE. Most of them want the reading text, answering questions, matching words and its meaning based on the text,

doing tasks about grammar, and thought that pictures in English materials are not really helpful. They like mostly to do 10 -12 tasks in each unit both of individually and in a small group. In the event of a student role, the majority of them desire to actively participate in a classroom discussion and express their thoughts with all of their peers as well as the teacher. They also want the teacher to demonstrate or explain how to complete the activities before asking them to complete them. The results of the survey suggest that the majority of students prefer an English reading that is related to their profession in the tourism industry work field.

After analysis the documents and questionnaire of students' needs, the researcher had designed the textbook framework. In this stage, it is necessary to prepare some references book and or articles about English for tourism and various updating information about tourism. Besides that, the researcher design both of the validation forms for expert judgment to validate the product before it had been implemented; and students' response questionnaire to know the practicality of using the product after it had implemented.

In the next stage, the supplementary English reading material was developed based on four basic competencies in syllabus that consist of Asking and Giving Opinion, Taking Telephone Message, Making Formal Invitation, and Procedure Text. The four units were developed using the steps of Contextual Teaching and Learning approach. Each unit consists of activities namely: Let's start, Let's Read, Grammar in Focus, Let's Discuss, Let's Practice, Let's Review, and Formative Assessment.

The next phase was measuring the validity of the developed textbook by asking validators to validate it. The expert judgement in this research was conducted by giving questionnaire that was designed in design stage to the two experts. They are the lecturer of English Department at Universitas Negeri Gorontalo and the other expert is an education English supervisor of vocational school. At this stage, a questionnaire consisting of appropriate content, language, presentation, and graphic was used and the result was Very Good with an average of 99.3% with several suggestions used to revise the product. The result of expert judgement validation can be present in following diagram:

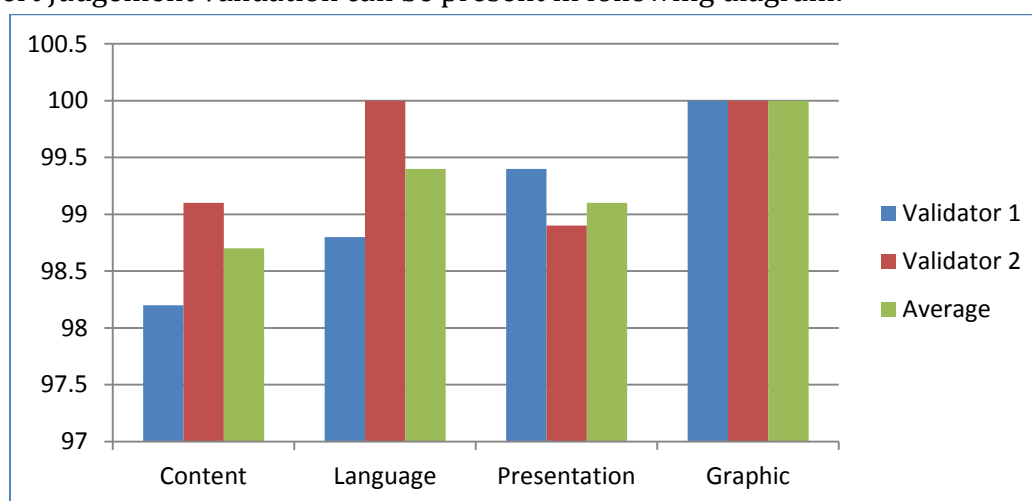


Figure 1. Validation Result of Experts

By the suggestions of both of the experts, the researcher improves the book before it implemented in the learning and teaching activities in the classroom.

After that, to find out the responses of students and teachers as users of this textbook, the questionnaire was given to them after a limited trial was carried out to 21 students of class XI.UPW.2, an English teacher, and a productive teacher at the Tourism Department. Based on the data that has been collected

and analyzed, the average students responses is 93.2% and the average teachers responses is 92.7%. So their responses are Very Good because the average of them is 92.9% which is in the range of 81% - 100%. The results of student and teacher responses can be presented in the following diagram:

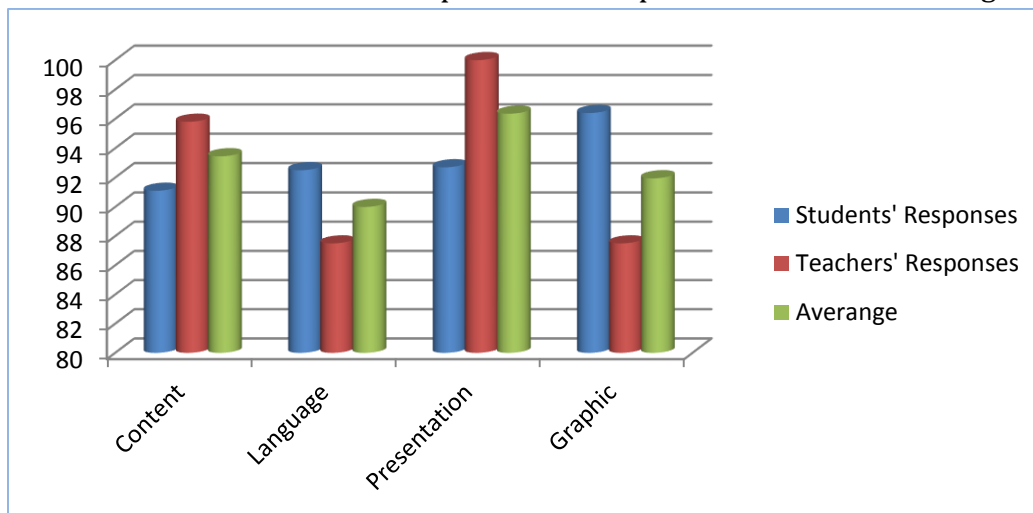


Figure 2. Result of Students' and Teachers' Responses

The students are more active and motivated in reading skills because the content is contextual with the tourist industry work field. They are motivated from warming up activities that are in accordance with their experience of learning related to tourism so that after that they wanted to get more information in further activities.

Evaluation is the final phase which revisions are made after receiving suggestions, comments, and input from students, teachers, and validators. The evaluation carried out in this study is formative evaluation in each development phase wherein subsequent revisions are carried out to test the validity of the developed product. In addition, data clarification was also carried out to find out which revisions needed to be made and to analyze whether the products developed were valid, practical, and effective.

CONCLUSION AND SUGGESTION

Based on the findings of research into the feasibility, practicality, and effectiveness of textbooks, it can be concluded that the developed supplementary English reading material for second grade Tourism Department students based on the Contextual Teaching and Learning approach is feasible to use.

This text book is expected to be a reading learning material that motivates students to have fun learning. Students must be communicative for developing their reading skills by working diligently on all of the tasks. Besides that, English teachers in vocational schools should always collaborate with productive subject teachers to develop teaching materials that are suitable for students' major.

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