

# Development Of Context-Based Reading Materials

Winda Rahmi, Atmazaki, Ermanto  
Universitas Negeri Padang  
[winda14rahmi@yahoo.com](mailto:winda14rahmi@yahoo.com)

**Abstract**-This study aims to describe the development of teaching materials to read text-based report on the observation of Contextual Teaching and Learning (CTL) that are practical and effective. The development of these materials following the model of Plomp. Products produced in the form of teaching materials that associate the subject matter in the context of everyday life. In the phase of the data collected preliminary to get an idea of the needs of teachers and students for learning to read the results of which form the basis of teaching materials design (prototyping phase). Then, the results are validated by experts and teachers /students (evaluation). These results indicate that the materials read the text based on the observation reports CTL is already practical and effective. Teachers and students can use this material with ease, even can increase student interest (practicalities) study results also good (effectiveness). Accordingly, practical and effective teaching materials to support the activities and student learning outcomes in learning to read text on the observation report.

**Keywords**-Teaching materials to read; the text of the report on the observation; CTL

## I. INTRODUCTION

Learning to read is a very important part of the entire series of Indonesian curriculum subject in junior high. Almost every basic competencies that must be learned student begins by reading or listening. Especially for the SMP, each level there are 17—19 basic competencies that includes aspects of knowledge and skills aspects. All text-based language activities, so students have to read and eventually produce such a text (Curriculum 2013).

Learning to read at the middle school level not only to practice understand the contents of text and produce texts, but because reading itself is an effort to enrich the knowledge that will improve the quality of life (Whitten, Labby, and Sullivan, 2016, p.49). Reading activities also related to the students' thinking development factor (Pujiono, 2012, p.778). That is, by reading the students are able to think critically to understand the reading material. Therefore, the reading is what makes students smarter in solving the problems that it finds.

However, the facts on the ground show the students' reading habits are still very low. The result of the last triennial survey of BPS states that children's interest in reading Indonesia is still very low, ie 17.66% (Republika, 2015). Research conducted Creel (2015, p.2) and Suryaman (2015, p.174) also showed that the reading habits of students is still relatively low, this practice began to appear at the time students aged thirteen to eighteen. One cause of declining reading habits is the influence of the media and the rapid development of the entertainment industry (Kamalova and Koletvinova, 2016, p.474). This has an impact on students' academic decreasing (Achaew and Larson, 2014, p.2).

To overcome the problem of reading among students, it needs the support programs, such as literacy programs in schools. Literacy is defined as the ability to read and write, known as literacy (Permatasari, 2015). With literacy, students are able to take advantage of reading to enrich the information and improve himself. This program can be done by reading fifteen minutes before the lesson begins, organize a mini library in the classroom, and organize text-rich environment (Tantri and Dewantara, 2017, p.205).

Indonesian Education in Curriculum 2013 applied based on the text. The implementation of Curriculum 2013 based on the text in an effort to be focused on learning to read texts that engage students with a variety of reading materials. The learning process of reading done by dissecting the texts to find the structure and characteristics so that students understand the information and can compare it with another text (Nahotko, 2016). Therefore, learning to read is very important in the curriculum of 2013 as text aktualiasasi the functions as a source of learning.

One of the students studied texts class VII is the text of the report on the observation. Text report the observation of a text that provides information as is as a result of observation and analysis are carried out systematically (Priyatni, 2014, p.76; Wahono, 2013, p.7). By studying the text of the report on the observation, skilled students understand the observed object and get the data objectively. Students can report the observed object in accordance with the facts he encountered. Therefore, the text of the report on the observation of learning useful for students.

Learning to read the text on the observation report contained in the curriculum in 2013 for students of class VII SMP exposed in the core competencies (KI) 3, which is to understand the knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture-related phenomena and events looking eyes. Meanwhile, the Basic Competency (KD) for learning to read the text contained in the report on the observation of KD 3.7 of identifying information from the text of the report on the observation of books of knowledge are read or listened

to. In addition, there are also at KD 3.8, it examines the structure, language, and the text content in the form of a report on the observation that knowledge book read or listened to. The material is taught with the aim that students are able to understand the contents of text of the report on the observation. However,

Problems in the learning process in schools today is a learning resource that is only focused on the textbooks compiled by the Ministry of Education and Culture. That is, all the activities of the students in the learning process is directed to the textbook alone without using other instructional materials. If observed from the existing textbooks, to KD 3.7 not realize the students' understanding of reading materials. After being given two examples of text, then the student is required to understand the reading. Yet there must be questions that lead students to understand the content of reading so that students are not separated so only in understanding the text sample. Therefore, the quality of textbooks must be considered and improved so that students interested in reading (Suryaman, 2008, p.97).

Possible solutions to these problems are teachers create learning resources that can support the learning process. As educators, teachers should be able to create instructional materials needed by the students. This is because teachers know the needs and character of students. Kurniati and Agus (2016, p.49) states that the materials used to assist teachers in implementing the learning process so that the learning process run more optimally and varied. In addition, teaching materials are an essential part of an overall learning process (Ramdani, 2012, p.46).

Presentation of material in teaching materials should be easily understood by students, the use of communicative language, and the linkage between the subject matter to the learning objectives. To that end, the necessary teaching materials based on the specific model or approach that can involve students actively in learning activities in schools (Sumardi, 2000). One approach that can be used in teaching materials to read the text of this report is the result of observation using the approach Contextual Teaching and Learning (CTL).

Selection of CTL as a resource base motivated by research conducted by Rahmawati (2016) and Sukmawati (2015). Rahmawati (2016, p.22) revealed that the CTL approach in mathematics in grade VII effective in terms of the creative. The effectiveness of the views of the average student's ability to think creatively at 41.70. This indicates that the average ability of creative thinking into the category of creative enough. Thus, the CTL approach can enhance students' creativity in mathematics.

Sumiyati (2012) conducted research on Module Development Based Contextual Teaching and Learning Approach to Teaching Writing Text Reports Observations in Class VII SMP Negeri 7 Pariaman. The study aims to look valid, practical, and effective application modules developed with CTL. From the research conducted, it was concluded that the modules developed by the CTL can be used as teaching material in the process of learning to write text LHO.

Learning Contextual Teaching and Learning (CTL) views the learning process actually takes place when the student is able to process or construct their own information or knowledge in a way that knowledge became significant in accordance with their frame (Gafur, 2003, p.275; Sukmawati, 2015, p.146), Students are more geared towards making the relationship between studied with real life (Rahmawati, 2016, p.15). Therefore, the presentation of teaching materials to read text of the report on the observation adjusted for the structure-based materials development Contextual Teaching and Learning (CTL).

Based on the description of the problems of the teaching materials, it is important to develop teaching materials based Contextual Teaching and Learning (CTL). This approach linking the subject matter in the context of everyday life (Madjid, Emzir, and Akhadiyah, 2017, p.269). Development of teaching materials to read text-based report on the observation Contextual Teaching and Learning is very appropriate for the reading requires a material that close to the environment and everyday life of students. Thus, development of teaching materials will be more interesting for students. In addition, these materials as an alternative to an innovative teaching materials and can provide solutions for difficult students understand the text of the report on the observation.

Referring to the background of the problem, the problem in this research is how the process of development of teaching materials read the text of the report on the observation-based Contextual Teaching and Learning (CTL) practical (as seen from the presentation, ease of use, readability, and time) and effective (see of student activity and learning outcomes, and affective student) for class VII student? The purpose of this study is to describe the process of development of teaching materials read the text of the report on the observation-based Contextual Teaching and Learning (CTL) practical (as seen from the presentation, ease of use, readability, and time) and effective (as seen from the activity of students, learning outcomes, and affective students) for students class VII.

## II. METHODS

Model development of teaching materials used are models Plomp. The development process is done in three stages, namely (a) the initial stage (preliminary research), (b) the stage of development (prototyping phase), and (c) the assessment phase (assessment phase). In this study, limited to penialaian stage (assessment phase) which consists of testing the practicalities and effectiveness. Products developed in this study a text reading instructional materials based on the observation report Contextual Teaching and Learning (CTL) is beneficial for the learning process in schools. The subjects were VII.4 grade students numbering 32 in 2017/2018.

The data analysis technique used is descriptive data analysis techniques, using descriptive statistics. Analysis of survey data was conducted to determine the practicalities and effectiveness of teaching materials that have been designed. Practicalities test is performed to determine the practicality of teaching materials designed with four assessment indicators, namely the presentation, ease of use, readability, and time used. Meanwhile, the test was conducted to determine the effectiveness of teaching materials designed to support the activities and student learning outcomes.

### III. FINDING AND DISCUSSION

Based on the model development undertaken by Plomp, it can be concluded that the teaching materials to read text-based report on the observation of Contextual Teaching and Learning (CTL) is practical and effective.

*First*, The practicalities of teaching materials to read text on the observation report. To obtain the value practicality of teaching materials, do questionnaire practicalities of teaching materials to teachers and students after learning to read text on the observation report. To the practicalities of teaching materials to students, given three treatments, namely one to one evaluation, small group, and a field test (the students). Phase one to one and small group evaluation is tested first. Phase one to one evaluation tested on three students, while small group stage was tested on a group of students consisting of five students. The results of the analysis of the practicalities of teaching materials on stage one to one evaluation can be seen in Table 1.

Table 1  
Analysis Questionnaire One To One Evaluation

| No.   | Rated aspect | Practicality value (%) | Category       |
|---|--------------|------------------------|----------------|
| 1.  | Presentation | 88.89                  | very practical |
| 2.  | Ease of use  | 91.67                  | very practical |
| 3.  | Legibility   | 100                    | very practical |
| 4.  | Time         | 88.89                  | very practical |
| Entire practicalities Instructional Materials |              | 92.36                  | very Practical |

The results of the analysis of the practicalities of teaching materials at the stage of a small group can be seen in Table 2.

Table 2  
Analysis Questionnaire Small Group Discussion

| No.   | Rated aspect | Practicality value (%) | Category       |
|---|--------------|------------------------|----------------|
| 1.  | Presentation | 100                    | very practical |
| 2.  | Ease of use  | 90                     | very practical |
| 3.  | Legibility   | 100                    | very practical |
| 4.  | Time         | 93.3                   | very practical |
| Entire practicalities Instructional Materials |              | 95.83                  | very Practical |

Furthermore, an analysis of the practicalities of teaching materials by teachers and students. The results of the analysis of the practicalities of teaching materials by teachers can be seen in Table 3.

Table 3  
Analysis Questionnaire practicalities of Subjects by Guru

| No.   | Rated aspect | Practicality value (%) | Category       |
|---|--------------|------------------------|----------------|
| 1.  | Presentation | 100                    | very Practical |
| 2.  | Ease of use  | 91.67                  | very Practical |
| 3.  | Legibility   | 87.5                   | very Practical |
| 4.  | Time         | 83.33                  | very Practical |
| Entire practicalities Instructional Materials |              | 90.63                  | very Practical |

Furthermore, the results of the analysis of the practicalities of teaching materials by the students can be seen in Table 4.

Table 4  
Analysis Questionnaire practicalities of Subjects by Students

| No.   | Rated aspect | Practicality value (%) | Category       |
|---|--------------|------------------------|----------------|
| 1.  | Presentation | 96.87                  | very practical |
| 2.  | Ease of use  | 91.43                  | very practical |
| 3.  | Legibility   | 93.55                  | very practical |
| 4.  | Time         | 84.38                  | very practical |
| Entire practicalities Instructional Materials |              | 90.88                  | very Practical |

Based on the results of the analysis, it can be argued that the value of the practicalities of teaching materials at the stage of one to one and small group evaluation obtained by percentage of each of 92.36% and 90.63% categorized as very practical. Meanwhile, the value of the practicalities of teaching materials by teachers obtained a percentage of 90.63% with a very practical category. Value practicalities of teaching materials by the students obtained a percentage of 90.88% with a very practical category. Overall, the percentage of questionnaires practicalities very practical category. This refers to the interval obtained 81-100 (Riduwan, 2012, p.15). According Sukardi (2011), considered the practicalities can be seen from the aspects of ease of use, time spent, and the attractiveness of teaching materials to student interests. Therefore,

*Second*, The effectiveness of teaching materials to read text on the observation report. To obtain the effectiveness of teaching materials designed, it can be seen from the activity and student learning outcomes. Student activity is the activities students experienced both physical and non-physical during the learning process in the classroom. Student activity observation sheets filled out by teachers and researchers. The results of the analysis of student learning activities, can be seen in Table 5.

Table 5  
Description of Student Learning Activity Data

| No.  | number of Indicators | percentage Activity | The number of students | Category    |
|--|----------------------|---------------------|------------------------|-------------|
| 1.   | 3                    | 100.00              | 27                     | Very active |
| 2.   | 2                    | 96.9                | 2                      | Very active |
| 3.   | 2                    | 81.3                | 2                      | Very active |
| 4.   | 1                    | 78.1                | 1                      | Active      |
| Entire effectiveness Instructional Materials |                      | 91.30               | 32                     | Very active |

Furthermore, the effectiveness of the students can be judged from the result of learning. Student learning outcomes obtained through tests of knowledge (cognitive) in the form of a multiple choice test. The results of the analysis of student learning outcomes, can be seen in Table 6.

Table 6  
Data Description Student Results

| No. | Learning outcomes | The average scores | Value | value Changes |
|-----|-------------------|--------------------|-------|---------------|
| 1.  | cognitive         | 41.63              | 83.25 | B             |
| 2.  | Attitude          | 8.34               | 92.71 | A             |

Based on this analysis, it can be argued that the learning activities of students using teaching materials classified as very active, ie 91.8%. Meanwhile, the results of student learning using teaching materials to read text-based report on the observation of contextual teaching and learning can help students understand the material so as to obtain a good result. This is evident from the average value obtained by the students is 83.25 which is above the KKM school of 80. According to Diani (2015), when activity increased student learning, student learning outcomes also increased. Overall, it can be said that learning to use the materials read text-based report on the observation of contextual teaching and learning to be effective to increase the activity and student learning outcomes.

#### IV. CONCLUSION AND RECOMMENDATION

Based on the results of the development that has been done, it can be concluded that the teaching materials to read text-based report on the observation of contextual teaching and learning developed category is very practical and very effective. First, the practicalities of teaching materials made by teachers and students respectively obtained values of 90.63% and 90.88% categorized as very practical. Second, the effectiveness of teaching materials include activity and student learning outcomes. The percentage of students learning activities when learning to use teaching materials in

the amount of 91.8%. Cognitive test results in the form of multiple choice objective students of the text of the report the results of observations obtained with the notation B value of 83.25, while the attitude aspect diperoleh a value of 92.71 by the predicate A.

The suggestions can be submitted relevant materials, addressed to teachers, students, and researchers later. Teachers can utilize the teaching materials to read text-based report on the observation of contextual teaching and learning as a model of development of teaching materials on the material identifying information and study reports on the observation text. Teaching materials to read text-based report on the observation of contextual teaching and learning can help students master the competencies of attitudes, knowledge, and skills in learning to read text on the observation report. For further research, it can make the results of this development as a comparison or reference to consider and carry out research and development, both with regard to materials read, the text of the report on the observation,

## References

- Acheaw M.O., & Larson, A.G. (2014). Reading habits among students and its effect on academic performance: a study of students of Koforidua Polytechnic. *Library Philosophy and Practice (e-journal)*, 1130. Retrieved from <http://digitalcommons.unl.edu/libphilprac/1130>.
- Creel, S. (2015). The impact of assigned reading on reading in young adults. *Journal of Research on Libraries and Young Adults*. Retrieved from <http://www.yalsa.ala.org/jrly/2015/02/the-impact-of-assigned-reading-on-reading-pleasure-in-young-adults/>.
- Diani, R. (2015). Pengembangan perangkat pembelajaran fisika berbasis pendidikan karakter dengan model problem based instruction. *Jurnal Ilmiah Pendidikan Fisika*, 4(2), 241—253.
- Gafur, A. (2003). Penerapan konsep dan prinsip konseptual (*Contextual Teaching and Learning*) dan desain pesan dalam pengembangan dan pembelajaran bahan ajar. *Jurnal Cakrawala Pendidikan*, 22(3), 273—289.
- Kamalova, L.A., & Koletvinova, N.D. (2016). The problem of reading and reading culture improvement of students bachelors of elementary education in modern high institution. *International Journal of Environmental & Science Education*, 11(4), 473—484.
- Kurniati, N.E. & Agus N. (2016). Pengembangan bahan ajar membaca teks novel berbahasa Jawa melalui simplikasi. *SELOKA*, 5(1), 48—54.
- Madjid, S., Emzir, & Akhadijah, S. (2017). Improving academic writing skills through Contextual Teaching and Learning for students of Bosawa University Makasar. *Journal of Education, Teaching and Learning*, 2(2), 268—272.
- Nahotko, M. (2016). Text genres in information organization. *Information Research*, 21(4), paper 732. Retrieved from <http://InformationR.net/ir/21-4/paper732.html> (Archived by WebCite® at <http://www.webcitation.org/6m5HSCbu6>).
- Permatasari, A. (2015). “Membangun kualitas bangsa.” Makalah disajikan dalam Seminar Nasional Bulan Bahasa UNIB 2015.
- Plomp. Tj. (1997). Educational design: introduction. from Tjeerd Plomp (eds). *Educational and training system design: Introduction. Design of education and training (in Dutch)*. Utrecht (the Netherlands): Lemma, Netherland. Faculty of Educational Science and Technology, University of Twente.
- Pujioni, S. (2012). Berpikir kritis dalam literasi membaca dan menulis untuk memperkuat jati diri bangsa. *Prosiding, PIBSI* (24), 778—783.
- Priyatni, E. T. (2014). *Desain Pembelajaran Bahasa Indonesia dalam Kurikulum 2013*. Jakarta: Bumi Aksara.
- Rahmawati, Y. (2016). Efektivitas pendekatan Open-Ended dan CTL ditinjau dari berpikir kreatif siswa kelas VII. *Jurnal Pendidikan*, 5(01), 13—24.
- Ramdani, Y. (2012). Pengembangan instrumen dan bahan ajar untuk meningkatkan kemampuan komunikasi, penalaran, dan koneksi matematis dalam konsep integral. *Jurnal Penelitian Pendidikan*, 13(01), 44—52.
- Republika. (2015). “Literasi Masyarakat Indonesia Sangat Rendah”, (Online) (<http://www.republika.co.id/berita/koran/didaktika/14/12/15/ngm3g840-literasi-indonesia-sangat-rendah>, diakses tanggal 19 April 2017).
- Riduwan. (2012). *Skala Pengukuran Variabel-variabel Penelitian*. Bandung: Alfabeta.
- Sukardi. (2011). *Evaluasi Pendidikan, Prinsip, dan Operasionalnya*. Yogyakarta: Bumi Aksara.
- Sukmawati, F. (2015). Pengembangan bahan ajar biologi berbasis *Contextual Teaching and Learning* untuk mengefektifkan pembelajaran bagi siswa SMA. *FENOMENA*, 7(2), 145—154.
- Sumardi. (2000). *Buku Pelajaran Bahasa Indonesia SD sebagai Sarana Pengembangan Kepribadian, Penalaran, Kreativitas, dan Keterampilan Berkomunikasi Anak*. Jakarta: Grasindo.
- Sumiyati. (2016). Pengembangan modul berbasis pendekatan *Contextual Teaching and Learning* untuk pembelajaran menulis teks laporan hasil observasi di kelas VII SMP Negeri 7 Pariaman. *Tesis*. Prodi Pendidikan Bahasa dan Sastra Indonesia Pascasarjana Universitas negeri Padang.

- Suryaman, M. (2008). Pengembangan model buku pelajaran Bahasa Indonesia berbasis pembelajaran kontekstual. *Diksi*, 15(01), 96—110.
- Suryaman, M. (2015). Analisis hasil belajar peserta didik dalam literasi membaca melalui studi internasional (PIRLS) 2011. *LITERA*, 14(1), 170—186.
- Tantri, A.A.S., & Dewantara, I.P. S. (2017). Keefektifan budaya literasi di SD N 3 Banjar Jawa untuk meningkatkan minat baca. *Journal of Education Research and Evaluation*, 1(4), 204—209.
- Wahono, M.S. (2013). *Mahir Berbahasa Indonesia*. Jakarta: Erlangga.
- Wahyudi. (2014). Pengembangan bahan ajar berbasis model *Problem Based Learning* pada pokok bahasan pencemaran lingkungan untuk meningkatkan hasil belajar siswa kelas x SMA Negeri Grjugan Bondowoso. *Jurnal Pancaran*, 3(03), 83—92.
- Whitten, C., Labby, S., & Sullivan, S.M. (2016). The impact of pleasure reading on academic succes. *The Journal of Multidisciplinary Graduate Research*, 2(4), 48—64.