

Implementation of Contextual Teaching and Learning in Academic Writing Material for Foreign Speakers

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Abstract—Many scholarship programs are directly offered in learning Indonesian, for example, the Partnership for Developing Country scholarship program. This program is aimed at students who study in Indonesia. Bahasa learning activities can be done based on Contextual Teaching and Learning. The materials on the instructional material provided, can be improvised with the condition of the students because the existing teaching materials are intended not to accommodate the diversity of student conditions. The method used is descriptive qualitative. The result is a description of the implementation of Indonesian learning for foreign speakers in academic writing material, in particular (1) thesis-arguments and (2) textual procedures based on Contextual Teaching and Learning. The result is that students understand more about thesis-argument material and procedure texts because they are directly related to their lives, fields that students are engaged in. In addition, learning activities are very enjoyable. This certainly makes it easier to achieve learning goals.

Keywords—Indonesian for foreign speakers; contextual teaching and learning; academic writing

I. INTRODUCTION

Bahasa has developed rapidly since it was declared as the language of unity through the Youth Pledge on October 28, 1928. Especially since it was declared as the official language of the country through the 1945 Constitution, Indonesian became the language of instruction from kindergarten to college. Even since 2009 through the Law of the Republic of Indonesia Number 24/2009, Indonesian is expected to become an international language.

The Indonesian government is increasing its role in achieving constructive socio-economic goals [1]. The Indonesian government provides scholarships to foreign students. Developing Country Partnership Scholarship is a real government effort for foreign students studying at various campuses in Indonesia.

Universitas Negeri Malang has received eleven foreign students through the Partnership for Developing Country scholarship program in 2018. However, based on personal observations as instructors in the program, at least eight foreign students will study Economics, Economic Education, Arabic Language Education, Accounting, Informatics Engineering, and Visual Communication Design who joined in two classes,

namely Arjuno class (middle level) and Bromo class (beginner level).

The approach used in learning for foreign speakers is student-centered [2]. This is the difference between learning for native speakers and foreign speakers [3].

Foreign students can be oriented to learning academic writing. However, they were previously provided with material from the discussion of Bahasa for foreign speakers in the form of "Sahabat" in six levels A1, A2, B1, B2, C1, and C2 published by Language Development and Development Agency, Ministry of Education and Culture, Republic of Indonesia. All of units of the book discuss reading, listening and writing on various themes.

Academic writing learning activities for foreign speakers receiving scholarships, can be done contextually, known as Contextual Teaching and Learning (CTL). This means that there is a material connection that is taught with the real world of students so that it can encourage students to connect the knowledge they have with their lives [4].

According to Johnson, CTL provides meaningful learning through academic material that connects academic subjects with the context of life, including their socio-culture [5]. Paris and Winograd state that CTL connects many life perspectives to increase student awareness [6]. CTL motivates students to increase knowledge and relate it to their life [7]. Thus, the learning of academic writing for foreign speakers must be meaningful and related to their academic life as students in college.

Bateson's learning theory shows three levels of learning. When students learn conditions and acquire responses in the context of a particular material (level 1), students also learn the rules and behavior of the context (level 2) [8]. Furthermore, students will act with their own typical tools (level 3). Referring to this theory, foreign students experience three levels of learning in academic writing.

The characteristics of contextual learning are expressed by many experts. Johnson proposes eight characteristics: meaningful relationships, doing important work, learning to organize themselves, working together, thinking critically-creatively, achieving high standards, true assessment, and conducting authentic assessments [5]. Sounders presents the

following principles: linkages, direct experience, application, collaboration, and knowledge transfer [9]. Ateec.org [10] presents six characteristics: problem-based, using various contexts, describing diversity, self-regulation, interdependent learning groups, and utilizing genuine assessment.

Basically, the philosophical foundation of contextual learning rests on constructivism. Glasersfeld argues that constructivism is a philosophy of knowledge that emphasizes construction, forms itself [11]. In practice, the learning materials in the “Sahabat” book can be presented in a contextual manner in accordance with the knowledge of foreign students with their real life.

The concept is in line with Abrams's argument in learning to write as a second language [12]. Abrams argues that the principle of learning to write as a second language must reflect logical communication in accordance with real life [12]. Specifically, Hyland argues that writing learning activities as a second language must be emphasized on content knowledge, system knowledge, process knowledge, genre knowledge, and context knowledge [13]. In other words, Hyland focused writing learning activities focused on language structure, text function, writing expression, writing process, content, and genre [13].

In order to be effective for learning activities, the ability of foreign students to use Indonesian must be measured by certain rating references. These references usually use American Council in the Teaching of Foreign Language (ACTFL) guidelines [14], the Common European Framework of Reference (CEFR) [15], and Indonesian Language Proficiency Test [16].

Based on this description, foreign students who have skills at the intermediate level can be given academic writing material in special classes, namely Arjuno classes.

II. METHODS

This study uses a qualitative descriptive method. This research was conducted to explore phenomena that describe the steps as a result of engineering. The study was conducted in the Arjuno Class (middle level) in the Partnership for Developing Country scholarship program, in University in Malang on September-October 2018. This research participant are 3 students from Thailand majoring Arabic Language Education, Tajikistan majoring in Education Financial Accounting, and Afghanistan majoring in Technical Information.

Data was collected using instruments: (1) observations to obtain information on student identity, (2) interviews to get more information from observations, (3) documentation to get the instructional material that was set, improvised, and photos of learning activities. The data collected was reduced, displayed, and concluded. The validity of the data is reviewed through credibility, transferability, dependability, and conformability.

III. RESULT AND DISCUSSION

Here is the implementation of contextual academic writing learning that refers to teaching materials published by the Indonesian government.

A. Thesis and Argument

Fig.1 consists of the thesis material and the arguments listed in the teaching material.

Perhatikan teks berjudul “Hutan” di bawah ini!

Elemen		ciri Kebahasaan
Tesis	Hutan sangat penting bagi kehidupan manusia. Hutan memiliki banyak fungsi bagi kelangsungan hidup manusia di bumi ini. Misalnya, hutan penting untuk mencegah bencana alam, mengurangi polusi, dan menjaga kesuburan tanah.	Kata yang menunjukkan tujuan
Argumen 1	Keberadaan hutan di bumi ini bertujuan untuk mencegah terjadinya bencana alam seperti tanah longsor dan banjir. Dengan adanya hutan, penyerapan air menjadi lebih teratur. Selain itu, akar-akar pohon yang ada di hutan juga dimaksudkan untuk mengikat butiran-butiran tanah.	
Argumen 2	Hutan juga berfungsi untuk mengurangi polusi. Dalam hal ini, bisa dipastikan bahwa tidak ada seorang pun yang ingin menghirup polusi udara. Daun-daun dari pohon yang ada di hutan menyerap racun. Maka dari itu, keberadaan hutan sangat penting supaya bumi tetap segar.	
Argumen 3	Selain itu, hutan juga berfungsi untuk menjaga kesuburan tanah, daun-daun yang berguguran akan terurai menjadi humus. Humus tersebut berfungsi untuk menyuburkan tanah di sekitarnya.	
Simpulan	Penjelasan tentang fungsi dan kegunaan hutan bagi manusia sangat bermanfaat. Betapa pentingnya menjaga keberadaan dan kelestarian hutan untuk kelangsungan hidup manusia.	

Ceritakan kembali teks yang berjudul “Hutan” kepada teman Anda dengan elemen dan ciri kebahasaan yang tepat!

Fig. 1. Thesis and argument teaching materials [16].

Based on Fig. 1, the context of teaching materials can be improved according to the contextual conditions of students. Many of students in the Arjuno class come from desert areas: Afghanistan, Tajikistan, and Egypt. In addition, their goal is to study. Therefore, it is considered relevant if the context of the material above is changed according to the needs and knowledge of students.

TABLE I. IMPROVEMENT OF TEACHING MATERIALS FOR ARGUMENTS

Name	Element	text
Example	Thesis	I chose to study Bahasa.
	Argument 1	I like Bahasa.
	Argument 2	I like to teach.
	Argument 3	I want to be an Indonesian lecturer or teacher.
	Conclusion	Because I like teaching Indonesian, I want to be a teacher/lecturer.
Mr. Ibrohem Jeh-Ubong	Thesis	I chose to study Arabic Language Education
	Argument 1	.....
	Argument 2	.....
	Argument 3	.....
	Conclusion	.....

Table 1. Cont.

Mamurdzhon Klalimov	Thesis	I chose to study Financial Accounting.
	Argument 1	.....
	Argument 2	.....
	Argument 3	.....
	Conclusion	.....
Sayed Rahman Hamdi	Thesis	I chose to study Informatics Engineering
	Argument 1	.....
	Argument 2	.....
	Argument 3	.....
	Conclusion	.....



Fig. 2. Thesis-argument lecture activity.

Based on the improvisation of the teaching material as seen in Table 1, students are asked to write various arguments by turns on the board. After that, the results of their work were discussed by the lecturer. The lecturer gives advice related to the logic built between the thesis and the argument (see Fig. 2).

As the result, students are able to understand the more thesis-argument material with the right logic. Lecture activities run very pleasantly. Therefore, coercion of teaching materials with outside contexts of students has an impact on learning goals that are not achieved.

Adjustment of the above context in accordance with the opinion of Berns-Erickson which states that the material associated with the real world of students can connect knowledge with their lives [4]. In addition, the learning activities above are in accordance with the characteristics of contextual teaching and learning delivered by Ateec.org [10] on the use of various contexts.

B. Procedure Text

The following is the teaching material for the procedure text contained in the book.

Teks Prosedur

Teks prosedur adalah sebuah teks yang memuat cara-cara menggunakan satu alat atau membuat sesuatu melalui serangkaian langkah-langkah. Tujuan dari teks prosedur untuk menjelaskan langkah-langkah atau cara-cara melakukan sesuatu kepada pembaca.

Struktur umum dari teks prosedur adalah sebagai berikut:

- 1. Tujuan:** memberikan informasi tentang maksud dan tujuan prosedur dan memberikan kesimpulan.
- 2. Bahan-bahan:** mencantumkan bahan-bahan yang dibutuhkan untuk melakukan atau membuat sesuatu.
- 3. Langkah-langkah:** kegiatan untuk mencapai tujuan dalam urutan langkah yang benar. Penjelasan ini harus dibuat dengan urutan dan benar. Apabila urutan ini tertukar, hasil yang didapat mungkin berbeda. Anda akan menggunakan banyak kalimat imperatif (yang dimulai dengan kata kerja).
- 4. Hasil:** Hasil dari serangkaian langkah-langkah yang telah dilakukan.

Jika diperlukan Anda juga dapat menyebutkan hal yang **tidak** boleh dilakukan. Ketika memberikan penjelasan tata cara, biasanya Anda menggunakan konjungsi waktu seperti *lalu, setelah itu, kemudian, pertama-tama, kedua, selanjutnya, dan terakhir.*

Jika diperlukan, paparan bisa diakhiri dengan pengecekan terhadap hasil pekerjaan "*Coba cicipi bagaimana rasanya*", "*Jika hal ini berfungsi maka ...*", atau "*Jika ini tidak terjadi, maka ...*"

Fig. 3. Instructional text procedure materials [17].

Based on Fig. 3, the context of teaching material can be improvised according to the student's scientific field. The results are as seen in Table 2.

TABLE II. IMPROVEMENT OF TEACHING PROCEDURE TEXT MATERIALS

Name	Text
Example	How to Operate an LCD Projector? Connect the projector with electricity through the power cable. When the indicator light is on, the projector is connected. 2. Turn on the projector by pressing the power button on the remote control and wait a few seconds for the screen to turn on. 3. Insert an HDMI cable into the laptop. 4. Press the source (input) button on the remote control and wait a few seconds for the laptop to display on the screen
Mamurdzhon Klalimov (Financial Accounting)	How to make a debit card?
Sayed Rahman Hamdi (Technical Information)	How to create websites?

Note: Mr. Ibrohem Jeh-Ubong is absent

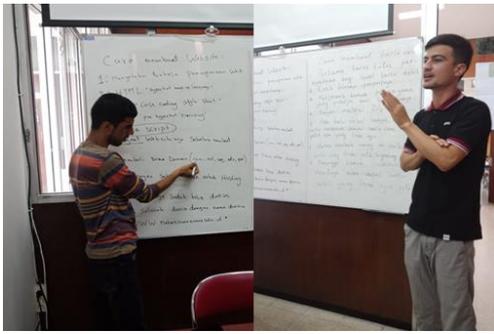


Fig. 4. Practical text presentation procedures.

Based on the improvisation of the teaching material above, students write steps on the board to create a debit card and website, and then they present and discuss them as seen in Fig. 4.

They teach other students what he already understood. This is called Teach-back by Pask and Scott's [18]. Referring to Baron's opinion, teach-back is an opportunity to enter the context of student life [19]. Referring to Bandura's theory, this activity is a social learning activity [20,21].

Lecturers give advice regarding the systematics and aspects of the language used. The result is that students understand more about the procedure text. Of course, students are excited with the lecture.

Referring to the thesis-argument learning and procedure texts, students told the manager that they were satisfied by the author. Students say they like and understand if taught by the author. Although the material taught refers to the book, the context of the material needs to be adjusted to the knowledge of the world owned by students.

Adjustment of the context above shows that there is a link between the direct experience of students and new knowledge. This is consistent with the opinion of Sounders [9]. In addition, it is also in accordance with the characteristics of contextual learning delivered by Ateec.org [10] about the use of various contexts. Thus, learning activities have a meaningful relationship [5].

IV. CONCLUSION

Contextual Teaching and Learning make the students understand the material being taught, namely thesis-argument and procedure text. The relationship of the material being taught must be directly related to the real world of students. Finally, students are able to encourage new knowledge in their real life. In addition, learning activities are very enjoyable. This facilitates learning activities to achieve learning goals.

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