DEVELOPING ENGLISH EVALUATION INSTRUMENT ON READING SKILL BASED ON CONTEXTUAL TEACHING LEARNING (CTL)

Fitri Palupi Kusumawati

Universitas Muhamadiyah Metro Lampung

Fitripalupi_85@yahoo.com

Abstract: Reading in one of essensial ways in developing our knowledge. Reading involves many complex skills that have to come together in order to the reader to be successful. One of them is Contextual Teaching Learning (CTL). Evaluation is the proses of scoring in the education field or concernig that related to education activity. The main objective of the research is to develop English materials for reading skill based on CTL. The design of this research is developmental research. The researcher uses formative research. The researcher uses readability and implementability to know whether the prototype was applicable or not. Expert review give suggestion to improve the material, and the researcher also uses the information from one-to-one to improve the product. It is to get the second prototype. In small group, the researcher got a good response, but there are some revise needed. It is to get the third prototype. And the last is field test, in this step the researcher still needs to revise the prototype. It is to get the final prototype. It is concluded that CTL can be used to develop reading material. In field test, the researcher got a good response from the students. It means that this prototype is successful, and it can be applied in the first semester of Civil Engineering Students at Muhammadiyah University of Metro.

Key words: Developing Evaluation Instrument, Reading Skill, Contextual Teaching Learning (CTL)

Introduction

Reading involves many complex skill that have to come together in order for the reader to be successful. One of characteristic of good reader that has been notes in the literature on reading is that they are able to make prediction about the text they are reading it.

Contextual teaching and learning (CTL) is a system for teaching that is grounded is brain research. Braind research indicates that we learn best we see meaning in new tast and material and we discover meaning when we are able to content for information with our existing knowledge and experience. Therefore,student learn best when they can connect the content of academic lesson with their own daily life.

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realizable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.

Evaluations serve many purposes. Before assessing a program, it is critical to consider who is most likely to need and use the information that will be obtained and for what purposes. These reasons cut across the three types of evaluation just mentioned. The degree to which the perspectives of the most important potential users are incorporated into an evaluation design will determine the usefulness of the effort.

Problem Identification

Based on the problem background mentioned above, the researcher identifies a problem. That is the existing on Evaluation Instrument On Reading skiil so far is not designed especially for Contextual Teaching Learning

Problem Formulation

Considering the limitation above, the focus of problem is the difficulties of Developing English Evaluation Instrument On Reading Skill based on Ctl. The formulation of the problem is: Can English Evaluation Instrument On Reading Skill based on Contextual Teaching Learning (Ctl) be applied in this research?

Research Objective

Knowing the problem formulation above, the main objective of the research is to Developing English Evaluation Instrument On Reading Skill based on Contextual teaching learning (Ctl)

Expected Specification of Product

This research is Research and Development (R and D). The products are expected to understanding and practice evaluation based on Contextual teaching learning (CTL). The

evaluation instrument will consist of: analyze the problem and formulate hypotheses that might explain the problem, understand the information, and solve the problem especially in reading.

The Importance of Development

Developing English Evaluation Instrument On Reading Skill is the importance of this research. The English Evaluation in the school are good but there is a little the developing knowledge in context. The way to solve it is by developing the Evaluation using one of approaches. One of the appropriate approaches to solve this problem is Contextual teaching learning which is used by the researcher in this research.

Assumptions and Limitation of the Development

The researcher focuses on developing English Evaluation Instrument On Reading Skill based on Contextual teaching learning (CTL) in Junior High School especially for seventh grade. The approach used mean that the developing english evaluation includes the students analyze the problem and formulate hypotheses that might explain the problem, understand the information, and solve the problem. Therefore, it can lead the students to understand the english evaluation and get the information from the content.

Limitation of the Concept and Terms

Evaluation here are the guidelines used at the class contains procedures of the preparation, implementation, data analysis and reporting. The focus english evaluation instrument are narrative and descriptive text for the student. While, the term consisting of evaluation instrument, whereas english material of reading skill is based on Contextual Teaching Learning (CTL)

Theoretical Review

Bamford in Wahyuni (2010.p.267) says that "reading is the construction of meaning from a printed or written material". He also says that "the construction of meaning involves the readers' connecting information from the written message with previous knowledge to arrive at the meaning of an understanding". It implies that reading ability or to be able to make sense of the idea from the text, one needs his previous knowledge that is what one has already known. The previous knowledge might be gained through reading. The more they read, the more their previous knowledge might be. Therefore, in order to be able to get the idea from the text easily

one must often read. In reading habit, we can always apply good habit by reading more every day.

Reading can be said as the window of knowledge in which people are able to know much information and can get information completely from other skills such as listening, speaking, or writing. It might be said that through speaking with others and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when they do reading. As Smith in Wahyuni (2010:67) says that "to learn to read children need to read". He also says that "reading is extracting information from the text".

Concept of evaluation instrument

Mardiyan (2011. p.34) found:

The good evaluation it is has five standards that follows: utility (benefit and practical), credibility (skillful and honored), accuracy (precise), feasibility (accurate and realistic), and propriety (legal). Besides that, using method in evaluation has to eclectic and suitable with condition of learner or what they need as learner.

Means that evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realizable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.

Evaluations serve many purposes. Before assessing a program, it is critical to consider who is most likely to need and use the information that will be obtained and for what purposes. These reasons cut across the three types of evaluation just mentioned. The degree to which the perspectives of the most important potential users are incorporated into an evaluation design will determine the usefulness of the effort.

The instrument is as the tool of research which is used in each variable. So, the evaluation intrument is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realizable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and <u>objectives</u> and results of any such action that has been completed used a tool of the research.

Concept of Contextual teaching Learning

Contextual Teaching Learning is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments.

In addition, Berns and Errickson stated that,

Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires

The Characteristic of contextual teaching learning

Johnson, as quoted by Nurhadi, characterizes CTL into eight important elements as follows:

1. Making Meaningful Connections

   Students can organize them selves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a

   group, and a person who can do learning by doing

2. Doing Significant Work

   Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen

3. Self-Regulated Learning

   Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products

4. Collaborating

   Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.

5. Critical and Creative Thinking

   Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

6. Nurturing the Individual

   Students carry on their selves, understand, give attention, posses high wishes, motivate and empower themselves. Students can't get the success without the support from adult people. Students should respect their companion and adult person

7. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent'.

Thinking Framework

Haryanti in Kusnadi (2008.p.57) "Thinking framework is a tentative statement about indication which becomes object of problem in the research". The thinking framework of this research is about researcher thinking about developing english learning material for reading skill for CTL.

Reading skill is one of forth skills. They are listening, speaking, reading and writing. Reading comprehension is difficult for the students. Because they have to understand for get the information from their read. It is very important for their knowledge. So, we need the approach to make they learn easier to understand the material. Then, the students will interesting and enjoy more about the material. They can explore their thinking in reading comprehension. They will be happy and enjoy full in study reading. They can learn and also have fun in learning
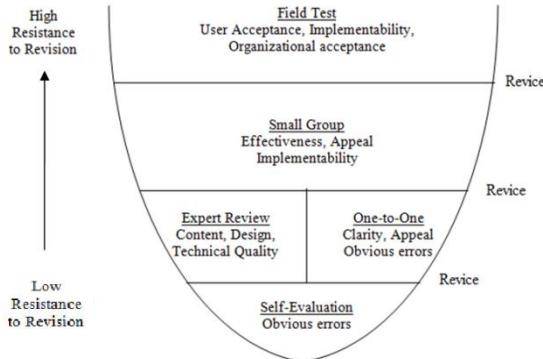
process. Besides, they learn they will find something new to analiyze like a way to make reading comprehension become easier.

Design of the Research

The type of research that is conducted by the writer is developmental research. In this research, the researcher use *formative research* as the research design. It means that development material for two kinds of texts, they are: Narrative and Describtive text. The development steps of material are below:

Design formative research

(Tessmer, 1993. p.35)

Based on instructional design flowchart, it will produce a proto-type (initial product) form. In the description on the development steps of material as follow: self evaluation step, expert review and one-to-one step, small group and field test to find final product.

Validity

According to Arikunto (2006.p.168) says "Validity is a measurement which shows the level of validity or valid instrument. The Instruments which are valid have the high validity. The other way, the instrument is not valid. It means that the instruments have the low validity".

Validity is defined as the extent to which the instrument measures what it purports to measure. For example, a test that is used to screen applicants for a job is valid if its scores are directly related to future job performance. According to Djiwandono (1996:90) says " There

are several types of validity, those are: 1) Content validity; 2) Construct validity; 3) Concurrent validity; 4) Logical Validity; 5) Face validity; 6) Empirical validity; 7) Statistical validity".

Based on the exoplanation above, the researcher concludes that the researcher uses statical validity in the research. The researcher will analyze the items of reading skill by using product moment formula below.

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Notes

r_{xy} : coeficient of correlation X and Y

N : Number of students

X^2 : Sguare of X

Y^2 : Sguare of Y

$\sum X$: Total of score X

$\sum Y$: Total of score Y

Research Method: Stage 1

Product Design

This prototype is designed based on contextual teaching learning especially for reading skill. It is gotten by self evaluation, expert review and one to one, small group and field test. By doing the small group the researcher will get the result of it and it will be revised second product. It will produce the third prototype.

Research Subject

The subjects of this research are the students of First semester of Civil Engineering Study Program students at Muhammadiyah University of Metro. Respondents are gotten by using cluster random sampling. It is chosen randomly without using specific criterion. It is

necessary to do small group. After getting six respondents, the students will get the second prototype and they will get questionnaire

Types of Data

The researcher uses two kinds of questionnaires to get the data, they are as follows:

1. Readability Instrument.

2. Implement Ability Instrument

Data Collecting Instrument

According to Sugiyono (2008: p.224) says "Data collecting is the important step in research because the main purpose is to get the data". It means that instrument is a tool to get the data in the research. Without data collecting the researcher can not get the data which fullfill requirements.

Based on the explanation above, in relation to the objectives of the research, the researcher will employee questionnare readability and implementability in reading skill to get the data needed. The test has designed to measure the effect of specific teaching. Questionnare readability and implementability in reading skill will be write or performances, in which students were asked to, select one of the topics given. Beside, questionnaire is helped to know student response of development evaluation.

The researcher will use experts' opinion, in order to repair evaluation of CTL. There are two kinds of questionnaires, they are readability and implement ability. Readability will be use to measure the sightings and attractiveness of the evaluation itself. Otherwise, implement ability will be applied to measure the level of the evaluation is too difficult, too easy or mediocrity and whether the evaluation is suitable with standard competence or not. From the explanation above the researcher uses triangulation like expert s' opinion or expert judgment, readability instrument, and implement ability instrument.

Data Analysis Technique

This stage of analyzing data includes:

Analyzing Readability Questionnaires

After getting the data from the field, the researcher will find the weakness and the strengthen of evaluation. Then, the researcher also use some will count the frequency of questionnaire to see the data

Analyzing Implementability Questionnaire

The purpose of this analysis is to know how far this product can be applied. It is also used to revise the product in order to get the better product. This questionnaire will be used by the teacher. The researcher also will get the comment from the teacher about the weakness of the product to repair, revise, and develop the product. In this case the teacher will give some comment for the content of evaluation. And the researcher will use this questionnaire to get responds from the teacher

Research Method: Stage 2

Product Design

This prototype is designed based on contextual teaching learning especially for reading skill. It is gotten by self evaluation, expert review and one to one, small group and field test. By doing the small group the researcher will get the result of it and it will be revised second product. It will produce the third prototype.

Research Subject

The subjects of this research are the student of State Junior High School 6 Metro. It is gotten by snowballing technique. It is chosen randomly without using specific criterion. It is necessary to do field test. The researcher will use one class and the students around 32 people. The students will get the second prototype after that they will get questionnaire

Types of Data

The researcher uses two kinds of questionnaires to get the data readability instrument. Implement ability instrument, data of the result score of evaluation product, and daily score of

students in class A. Data will be gotten collective as the basic to revise the product and develop evaluation based on CTL especially in greeting.

Data Collecting Instrument

This is part of field test. The researcher will use questionnaire of readability and implement ability like in one-to-one and small group. The researcher employs test of reading to get the data needed. The test has designed to measure the effect of specific teaching. The reading test will be write or performances, in which students were asked to, select one of the topics given and they show their work. Beside, questionnaire is helped to know student response of development evaluation.

Reading will be conducted orally, the students will choose what kind of the topic that they want then the researcher will know students' responding and understanding. The researcher will get two main data, the first is daily score from the teacher as the expert in the field and the second is the score of the field test product focus on text from students as the respondent. All of the data will be combine with the last revision to be done.

Data Analysis Technique

To get the data the researcher use the three main instruments analyzing of readability, analyzing of implement ability, daily score of the students, and students's reading performing based on the result in the field test.

Based the result of scoring above from questionnaire to know readability and implementability of evaluation based content based on CTL refers to Sugiono (2008. p95)

Result of Product Designing

Product is shown to student may got the material. Students get warm brains or brain storming to lure the extent of their basic knowledge. Students will have some questions and give comment about the product. How far students know or understand about the product applied. Evaluation English learning material based on CTL is design development for evaluation.

Product design of this research attempts to develop evaluation for English evaluation instrument on reading based on contextual teaching learning. It was reviewed by expert and one-to-one. Experts review suggested perfecting design before published. On the other hand from one-to-one step by student is gotten information that they accept the evaluation product without any further obstacles so far.

Based on expert review and one-to-one step analysis above, the researcher revise the product by reflect what should student need to know about the goal or function of product as English evaluation based on contextual teaching learning is design development for evaluation. Although the product is easy to follow the researcher stay to keep student implementing.

Result of Validity

Researcher uses content validity as decided of the questionnaires of evaluation validation for reading based on contextual teaching learning. The researcher found each item is valid. The result of validity can be seen in the appendix 11. On the other hand, the questionnaire has high score.

Based on the calculation, it is known that r_{xy} is 0,76. The result of reliability can be seen in the appendix 12 on 69 Because of that, r_{xy} is in high category. It means that the reliability of questionnaires is high.

Result of the First Product Testing

First product testing is in this case as product testing is called small group testing. Those tests include five non respondent students. The respondents instruct to finish and give comment for evaluation product based on contextual teaching learning. After getting test, the respondents get readability. It dispraises five aspects names font size until content and messages. Each aspect as indicator in the questionnaires is expected to get suggestions concern with the implementability instrument.

Most of the results of the components in readability were high except the layout of the product, it needed to repair and improve. Number one was about the font size of the second

prototype. And the researcher needs adding content and messages from the material on the product of evaluation.

Two of five students give three and three students give for for the score of the font size. And the result was 72%, it means that the students could read word clearly. Number two is about election which was served in the prototype. The result of number two of the questionaire was 60%. It means that the students had good respond for the prototype. Number three told about atrractiveness , the students also had good repond for the product it was 68%. Number four told about the instruction of the evaluation. The result of it was 64%, it means that the instruction were easy to understand. Number five was about the content of information and the result was 64%.

Revision on the First Product Testing

According to result of testing product of evaluation based on contextual teaching learning, researcher revises the product which concerns in content and messages indicator that has lowest score. Researcher adding some topic variety in the product. Revising of product is adding messages by adding character or story in the product. Beside that, researcher deletes repetition information about the product of evaluation reading.

Beside, implementation of the evaluation product did not get troubles. The questionnaires say that respondent give good response. It means that researcher will not revise for implementability

Result of the Second Product Testing

Researcher did test after getting revision from small group. This second product testing is called field test that involves thirty five students as respondent. After getting test, the respondents get readability and implementability questionnaire. The result of readability questionnaire says that all components are shown great score. Font size indicator show very high category and other indicator in the high score. It means that each indicator in readability instrument of reading evaluation is good. The result of lay out was 84%, it means that the

students had interested in it. And then, the result of evaluation instrument on reading skiil was 76%. From these calculation above, it can be concluded that the third field test was succes because all of result are >70%.

Revision of the Second Product Testing

Based on result of testing product of evaluation based on contextual teaching learning, researcher revise the product which concern in all aspect in indicator that have lowest score. The content and message indicator is still there. The point of revision is same like previous but make the product be perfect. Revising a lot is not needed.

On the other hand, implementation of the evaluation product did not get troubles. The questionnaires say that respondent give good response. It means that the researcher does not revise for implementability. It means that the question in evaluation based on contextual teaching learning can be used. From explanation below, question in the evaluation for reading based on contextual teaching learning is not needed revision.

Refinement of the Second Product

Based on many revision in some testing that develop this evaluation for the evaluation for reading based on contextual teaching learning was made as perfecting design before published. On one-to-one step by student is gotten information that they accept the evaluation product.

Based on the data from small group test, researcher adds some topic variety in the product. Revising of product is adding messages by adding character or story in the product. Beside that, researcher deletes repetition information about the product of evaluation reading. Beside, implementation of the evaluation product says that respondent give good response. It means that researcher will not revise for implementability

In field test, researcher applied product in the class. The point of revision is same like previous but make the product be perfect. Revising a lot is not needed. On the other hand, implementation of the evaluation product did not get troubles. It means that the question in evaluation based on contextual teaching learning can be used. From explanation below,

question in the evaluation for reading based on contextual teaching learning is not needed revision.

Discussion of Final Product

Based on the tests given for the Civil engineering Study Program students, The evaluation for reading based on contextual teaching learning was made simply in making the students able to do instruction in evaluation. Researcher got good response from five respondents that show their interest to evaluation because the evaluation product correlates their daily. This product of evaluation for reading based on contextual teaching learning need guiding instructor or teacher instruction to be clear clearly to make respondent know what should they do evaluation. Although product is given get many revisions in content and messages because there is repetition information. Based on explanation below, the result is the evaluation for reading based on contextual teaching learning is success and can applied in the class.

Conclusion

Referring to the findings of the research, the researcher revises product above.

The researcher revise the product by reflect what should student need to know about the goal or function of product as English learning material based on contextual teaching learning is design development for evaluation. Although the product is easy to follow the researcher stay to keep student implementing.

The result of readability questionnaire says that almost all components belong to high score category. Behind all, indicator of content and message get enough categories. Although it is not destructs other aspect of indicator. It means that the researcher needs adding content and messages from the material on the product of evaluation. implementation of the evaluation product did not get troubles. The questionnaires say that respondent give good response. It means that researcher will not revise for implementability.

Implementation improving which from implementability questionnaire shows good response from student. The questionnaire says that the respondents interest with evaluation that may improve their reading skill. , implementation of the evaluation product did not get troubles.

The questionnaires say that respondent give good response. It means that the researcher does not revise for implementability. It means that the question in evaluation based on contextual teaching learning can be used. From explanation below, question in the evaluation for reading based on contextual teaching learning is not needed revision.

References

Celce Murcia, Mariane.(2000). *Discourse and context in language teaching*. Cambridge:university prees.

Nurhadi.(2003). *Pendekatan kontextual*. Jakarta: departemen pendidikan nasional

Elizabeth S, Pang. (2003). *Teaching Reading*. Switzerland: International Academy Of Education.

Husna. Nida.(2003). *Reading 1*. Jakarta: english department, faculty of tarbiyah and teacher's training.

Peter Mather and rita Mccarthy.(2007). *Reading And All That Jass*. Mboston: Mc Graw Hill.

Hadi. Nur.(2004). *Pembelajaran kontextual (Contextual Teaching and Learning/CTL) dan Penerapan dalam Kbk.* Malang:Penerbit Universitas Malang)

Sugiono.(2009). *Metode Penelitian Kuantitafif, Kualitatif Dan R & D*. Bandung: Alfabeta

Hamka. (2009). *Penelitian Pengembangan Pascasarjana*. Yogyakarta: Universitas Negri Yogyakarta.

Watkins. (1999). *A guidance to assesing needs*. New york: The world Bank.

Elaine B. Johson.(2002). *Contextual Teaching Learning: Why It Is and Why It Is Here To Stay*. Usa: corwin press inc.

Thong Shiu.Shing. (2001). *Some reflection on the contextual teaching and learning materials.* Hongkong: department of pysic, te chinese University.

Tomlinson. Brian.(1998). *Material development in language teaching*.USA: Cambridge University Press.

Tessmer. Martin.(1993). *Planning And Conducting Formulative Evaluation*. London: kogam page limited.

Richards, J.C and T.S Rodgers.(2006). *Approaches And Methods In Language Teaching*. USA:Cambridge University press.

Dudley T & John St.(1998). *Approaches and Methods In Language Teaching*. USA: Cambridge University press.