

CHAPTER II

LITERATURE REVIEW

A. Designing Material Based on Curriculum

1. Curriculum

In 2007 the National Education Ministry has replaced with the new one called School Based Curriculum (SBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP). SBC is developed by the school based on consideration of some internal and external variables related to the school itself.

According to Peters (2010,p.1), the schools are given the freedom to develop and implement a curriculum that is relevant to the needs of their pupils or students. It means that the school develops their own curriculum by referring to national standards. SBC consists of the target education of level based education, structure, and contents of curriculum in educational unit level, educational calendar and syllabus. Syllabus is a learning plan on a subject matters that covers competency standards, basic competencies, learning materials, learning activities, indicators, assessments, and time allocation. According to Ur (1996,p.176), a syllabus is a document which consists, essentially, of a list. The actual components of the list may be either content items (words, structure, topics), or process ones (tasks, methods). The syllabus generally has explicit objectives, usually declared at the beginning of the document, on the basis of which the components of the list are selected and ordered.

2. Syllabus

Etymologically syllabus means a “label” or “table of contents”. Syllabus is a detailed explanation of competency standards and basic competences that are realized into learning materials, learning activities, and assessments indicators of competency achievement. At the end of teaching and learning process, the students are required to master a set of competences that can be used for their future. For the conclusion, a syllabus is a guide for the teachers in teaching materials in the classroom based on the curriculum guideline.

3. Materials Design

Hutchinson and Waters (1987, p.107) stated that materials are as the means to provide a stimulus to learn. Concerning to that statement, having appropriate English teaching materials of certain field of study is one of the requirements to make the teaching and learning process effectively. The teaching materials should be interesting and enjoyable. Here the writer should be creative and selective in designing the materials for the students. Selecting, adopting and evaluating the related materials which are taken from various sources will help teachers in planning the lessons and encouraging the sense of progress and achievements of the students.

Designing materials is the process of selecting and organizing components in order to fulfill a specific purpose. In this point of view, design refers to materials design, especially reading materials design.

a. **Selecting Materials**

Designing teaching materials should be based on the curriculum that is used and applied in the area or school, and also based on the approach that will be used. Nunan (1988,p.1-14) identified some principles of materials design; they are: the material should link to the curriculum and authentic, the materials should stimulate interaction, allow the learners to focus on formal aspects of the language, encourage learners to develop their learning skills and also encourage learners to apply their developing skills to the world beyond the classroom.

Moreover, Hutchinson and Waters (1987,p.107) added principles of materials design. They are as follows:

1. Materials provide a stimulus to learning
2. Materials help to organize the teaching learning process
3. Materials should embody a view of the nature of language and learning
4. Materials reflect the nature of learning tasks.
5. Materials can have a very useful function in broadening the basis of the teacher training, by introducing teachers to the new technique.
6. Materials provide models of correct and appropriate use.

As the conclusion, based on three experts' statements above, in designing teaching materials samples especially in reading for the second

semester of seventh grade students, it is clearly shown that the materials samples should be authentic and relevant to the students.

b. Evaluating Materials

According to Hutchinson and Waters (1987,p.96), in designing materials there are three methods:

- a. Select from existing materials (materials evaluation)
- b. Write your own materials (materials development)
- c. Modify existing materials (materials adaptation)

In addition to designing materials, the writer should evaluate the materials that will be adapted as material samples. According to Cunningsworth (1984,p.5), there are several principles for materials evaluation:

1. Relate the teaching materials to your aims and objectives.
2. Be aware of what language is for and select teaching materials, which will help your students to use language effectively for their own purpose.
3. Keep your students learning needs in mind.
4. Consider the relationship between language, the learning process, and the learners.

From that several principles, the writer conclude that the teacher can take the authentic materials from other resources as a supplement for the lesson.

B. Contextual Teaching Learning (CTL)

Contextual Teaching and Learning was originally proposed at the first time by John Dewey in 1916. He suggested that the curriculum and learning methodology should be connected with the students' interest and experience. Still in 1916, while developing this method, Dewey called this method as "Learning by Doing". In 1970's, this method was known as "Experiential Learning". Then in 1970 until 1980's this method was known as Applied Learning. Later in 1990's this contextual method called as "School to Work". And finally in the early of 2000 this method was more effectively used by those who involved in teaching and learning environment. This contextual teaching and learning method based on Dewey's research result, concluded that students will learn better if what they learned are connected with what they have already known and what event happened around them.

The word "Contextual" is derived from the term "context". Contextual naturally replaced "applied" which was too small to encompass the startling innovations being achieved by this grassroots reform movement. The more comprehensive contextual -in context- implies the interrelatedness of all things. Everything is connected, including ideas and actions. "Contextual" also directs our thinking toward experience. When ideas are experienced, and used in context, they have meaning (Johnson,2002,p.10).

Contextual Teaching and Learning is a method of teaching and learning in which teachers relate the subject matter to students' real world. It will motivate

the students to apply what they learn into their lives. “Motivates students to make connections between knowledge and it’s application to their lives as family members, citizen, and workers and to engage in the hard work that learning requires” (Sears & Hersh,2000,p.4). The C-Star Group, the University of Washington stated that there are seven components of Contextual Teaching and Learning (CTL), they are constructivism, questioning, inquiry, learning community, modeling, reflecting and authentic assessment.

1. Constructivism

Constructivism is a basic philosophy of Contextual Teaching and Learning. Constructivism means that the knowledge is discovered by the students, without only accepting it from the teacher. The students construct their own sense of meaning from new experiences based on their prior knowledge. The students should be able to solve the problem.

2. Questioning

Questioning is used by the teacher to guide students’ thinking. This is used to motivate the students to learn something, to guide the students to find information and to train them to critical thinking.

3. Inquiry

This component begins with observation and progress toward understanding a concept or phenomenon. It is a cyclical process of

observing, questioning, investigating, analyzing and theorizing. It is the cycle where the students find the knowledge from observation, asking and making conclusions whether in groups or individually.

4. Learning Community

Learning Community means that the students provide a community in learning where they can communicate with each other to share ideas or experiences, work together to solve problem, and they can ask questions in order to obtain their knowledge. The students can collaborate with their friends to create learning that is greater than what might exist if they worked alone.

5. Modeling

Modeling means an activity to show something in order to make it adaptable by the students. For example teacher as model will demonstrate an action, pronounce a word or even how to read a sentence. But, teacher is not the only model to be followed, students can be model too. Student who can read correctly will be the first to read and then followed by other students

6. Reflection

Reflection is a method of thinking about something that has been learned. The teacher should know whether the students have learnt

correctly and have understood the lesson or not. This also can influence or even add their prior knowledge.

7. Authentic Assessment

Authentic assessment is the product of gathering or collecting the data that can give the result or describe students' development in learning. It can be seen from students' worksheet, homework or performance.

Based on the explanation above, it can be seen that Contextual Teaching Learning involves thought and action. Moreover, according to Johnson (2002:24), Contextual Teaching and Learning enables students to connect the content of academic subject with the immediate context of their daily lives to discover meaning.

C. Contextual Teaching and Learning Philosophy

Contextual Teaching and Learning is based on constructivism philosophy. Constructivism is one of the knowledge philosophies which emphasize that knowledge is not just exist in our life but we (human) create our own knowledge. Glaserfeld in Komalasari 2010, stated that knowledge is a consequence from cognitive construction through human activity. People create scheme, category, concept and knowledge's structure which is needed by knowledge itself. Thus, knowledge is not about the world that apart from us, on the other hand knowledge is our creation which is constructed from our

own experience. The constructivists believe that knowledge always stays within us.

Constructivism considers that knowledge is the result of human construction. Human construct the knowledge through their interaction with object, phenomena, experience and their environment. Knowledge will work correctly if it is used to face and to solve the problems and the phenomena that we face. In a short way, constructivism philosophy considers the important role of students to build constructive habits of mind in their selves through every teaching and learning process. From this philosophy, the students will acts as the active learners and the teacher will be the facilitator or the material designer.

D. Supporting Theories for Contextual Teaching Learning.

Contextual Teaching and Learning was developed based on some specific learning theories, they are:

1. Development Theory from Piaget

According to Piaget in Komalasari 2010, how people achieve their intellectual competence is depends on how people feel on something new as an experience and problem. Learning process will run effectively based on the development of people age.

2. Free Discovery Learning Theory from Bruner

According to Bruner in Komalasari 2010, there is a strong influence of culture effect towards people's behavior. Bruner said that

learning process will run well and creatively if teacher give the students chance to find the concept, theory, law or understanding in examples they found in their daily life.

3. Meaningful Learning from Ausubel

As stated by Ausubel in Komalasari 2010, learning is a meaningful assimilation. It means that the materials learned by the students are connected with their previous knowledge. Motivational factors and emotional experience are very important in learning process.

E. Reading Text Type

Based on the syllabus given, the seventh grade students learn three types of reading texts. In this part the writer will explain those three types of text learned by the students. They are Narrative Text, Descriptive Text and Procedure Text.

A. Narrative Text

According to Anten (2000:14), narrative is a text focusing specific participants. It's social function is to tell stories or past events and entertain the readers. A narrative text consists of the following structure:

- a. Orientation:** Introducing the participants and informing the time and place
- b. Complication:** Describing the rising crises which the participants have to do with.

- a. **Resolution:** Showing the way of participants to solve the crises, better or worse.

Narrative text also has some language features, they are:

- a. **Nouns** that identify the specific characters and places in the story
- b. **Adjectives** that provide accurate descriptions of the characters and setting
- c. **Verbs** that show the actions that occur in the story
- d. **Time words** that connect events, telling when the story occurred.

Here the writer provide an example of narrative text concerning to the materials designed.

Kuntilanak

Once upon a time in a village on inland of West Borneo there was a beautiful woman named Intan Lemang. Her beauty was well known to many villagers as she had big round eyes, a pointed nose and long black hair passed her shoulders. When she smiled at others, they always smile back. Her laugh sounded like melodies that comforted every heart. She was adored by everybody.

In another village, there was a handsome man named Anang Bayo. His good looks were adored by all people in the village. He was also very kind and diligent. He liked to work and help other people. His kind and understanding heart made him well known throughout the land.

(Orientation)

One day, Intan Lemang met Anang Bayo and they both fell in love. They got married with the blessing of their parents. They hoped to be happy in their marriage because they loved each other very much.

After their marriage, Anang Bayo loved Intan Lemang even more. But things were not always good especially for Anang Bayo because of Intan Lemang's behaviour. Eventhough she was very beautiful, she acted spoiled and

childish. She did not like to cook. She did not like to wash the clothes. She would not help Anang Bayo, her husband, with the gardening. Anang Bayo felt unhappy because he had to do everything by himself. He had to cook, washed the clothes, tidied up the house, did gardening and also had to earn their living.

Anang Bayo taught Intan Lemang to respect work and to behave better. But Intan Lemang did not want to change. When she was having pregnancy, she got even lazier, more spoiled and more childish.

(Complication)

While approaching birthing time, she was sick. For time this she felt so tormented. During her labor, she cursed her husband and everybody for her unhappy life. After that she and her baby died. She became an angry ghost that haunted everybody in the village.

Until now, she is well known as Kuntilanak or Pontianak ghost. That is an acronym of “*Perempuan mati beranak*” or a woman who died during the child birth.

(Resolution)

c. Descriptive Text

According to Anten (2000:12), descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Descriptive text has structure as below:

- a. **Identification;** identifying the phenomenon to be described.
- b. **Description;** describing the phenomenon in parts, qualities or and characteristics.

Descriptive text also has some language features, they are:

- a. Using attributive and identifying process
- b. Using adjective and classifiers in nominal group
- c. Using simple present tense, simple past tense, action verbs and passive voice.

Here the writer provide an example of descriptive text concerning to the materials designed.

Equator Monument

The equator monument was built to mark the zero point of the equator line crossing over Pontianak City.

(Identification)

This monument at first time was built in 1928 by Astronomical Expedition Team from Dutch. In 1938, it was re-built with some improvement by Opzichter Silaban, an architect. In 1990 this monument had been re-built for the second time by duplicating it in bigger size. The size was five times bigger than the original and its purpose to protect the originalstatue. The monument consists of four poles, a sketch of world with an arrow. Each poles are 0,30 m in diameter. The height of the front poles are and 3,05 m and the height of the back poles are 4,40m. The diameter of the circle with EVENAAR word is 2,11 meters and the length of arrow pointer is 2,15 meters.

This building was accredited on September, 21 1991. Every march 21-23 and September 21-23, at midday, the sun passes over the equator line or the culmination; therefore, it makes the shadow of that monument and every other erected things around the statue disappeared, other words the monument and the other things are in the position of without shadow. Although only about 5-10 minutes, to see objects directly in the vicinity of the monument will not have a shadow, of course, raises a difficult sensation to describe their shape.

To celebrate these two moments, usually in the area of the monument held a variety of activities, such as the local traditional arts attractions, exhibitions of paintings, and so forth. This monument is located in Batulayang sub district, North Pontianak district, the distance from the center of the town is more or less 5 km. It can be reached by land transportation such as by cars or water transportation through Kapuas river such as by motorboats or speedboats.

(Description)

d. Procedure Text

According to Anten (2000:20), descriptive text is a text shows a process in order. Its social function is to describe how something is completely done through a sequence of series. Procedure text has structure as below:

- a. **Goal:** showing the purpose
- b. **Materials:** Telling the needed materials
- c. **Step 1- end:** describing the steps to achieve the purpose.

Procedure text also has some language features, they are:

- a. Using temporal conjunction
- b. Using action verbs
- c. Using imperative sentences
- d. Using Simple Present Tense.

Here the writer give an example of procedure text:

HOW TO MAKE LEMPOK DURIAN

Lempok is a kind of cake made of durian. It is a traditonal cake from Pontianak. Here are the things you need to make Lempok durian:

(Goal)

Ingredients:

1. Durian meat (4-5 kilograms)
2. Sugar (1 kilogram)
3. Salt (2 tea spoon)

Utensils:

1. Spoon
2. Knife
3. Scales
4. Frying Pot
5. Stove
6. Plate

(Materials)

Instructions:

1. First, split the durian and take out the meats carefully.

2. Second, Separate the durian fleshes from the seeds then scrape them.
3. Third, add 1 kg sugar and 2 tea spoon salt on 4-5 kgs durian meat.
4. Put the whole things into a frying pot.
5. Then cook it on the stove.
6. Mix them up for 3-4 hours constantly.
7. Later, when the dough is not sticky on the frying pot, pour it on a plate.
8. Wait until the dough be chill.
9. After that cut them into pieces and pack them.
10. Finally, lempok durian is ready to serve.

F. Criteria in Designing Teaching Material Based on Contextual Teaching Learning

Concerning to the Contextual Teaching Learning Method, so in designing teaching material teacher has to integrate seven aspects of Contextual Teaching Learning (Constructivism, questioning, inquiry, learning community, modeling, reflection and authentic assessment). (Komalasari, 2010:46-48).

1. The material is motivating; material should motivate students to learn.
2. The materials should be eye catching, consist of colorful picture and writing.
3. The materials should have social cognitive interaction, consists of question (questioning), inquiry includes the use of all five human sense (spatial memory), brainstorming, modeling, constructivism and learning society (learning community).
4. The materials should cover authentic assessment to measure students' understanding.

5. The materials should help students to develop their life skill (personal skill, thinking skill, academic skill and vocational skill).
6. The materials can make the students work together, with teacher and other informant.
7. The materials should develop students' practical skill so the knowledge they got can be meaningful.
8. The materials should be relevant with the standard competence and basic competence we want to achieve.

UNIVERSITAS TANJUNGPURA