



Development of Contextual-Based Reading Skills Teaching Modules

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2023/v44i3964

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/99668>

Original Research Article

Received: 13/03/2023
Accepted: 17/05/2023
Published: 25/05/2023

ABSTRACT

This study aims to develop a contextual p-based reading teaching module for Semester 3 Indonesian Language and Literature Education Study Program (PBSI) UKI Toraja students. The research used a modification of the Borg and Gall model which includes: (1) Conducting preliminary research (presurvey), (2) Planning, (3) Developing the type/form of the initial product, (4) Conducting field trials, (5) Revising the main product, (6) Main field trials (more extensive), (7) Revision to operational products, (8) Operational field tests (feasibility tests), (9) Revisions to the final product (final revision) and, (10) disseminate and implement the product—data collection using questionnaires and observations. The data were analyzed in a descriptive quantitative manner. The study's results obtained the feasibility of the reading teaching module reached 3.92 (very valid). The responses of lecturers and students obtained 97.5% and 96.5% (efficient). The results of the observation of the implementation of learning obtained a percentage of 93.5% (very effective). The conclusion of the research is the development of reading teaching modules based on contextual approaches feasible and practical used by 3rd-semester students of the Indonesian Language and Literature Education Study Program, Indonesian Christian University of Toraja.

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Keywords: Teaching module reading; contextual approach.

1. INTRODUCTION

Reading is a language skill that plays an essential role in a person's life as a means of communication and information in the context of developing knowledge. Reading is one of the receptive language skills. It is considered receptive because reading is a language activity that aims to obtain or understand information from the reading material. Therefore, reading has an essential role in developing knowledge because most of the knowledge is obtained through reading [1: 245].

Tampubolon [2: 5] states reading includes reading speed and overall content comprehension. Readers need effective and efficient techniques in order to understand the content of the reading. Readers who cannot read well will have difficulty absorbing information, so they experience obstacles in the development of knowledge. Reading is an activity that can open horizons.

Reading can use books, magazines, newspapers, and more. Reading activities can help students complete lesson assignments [3]. Reading can be done at an unspecified time and location. Reading activities can provide new knowledge and help understand many things [4]. Reading requires guidance through the proper learning process. Readers do reading activities to obtain information in reading [5]. Reading activities produce a comprehension of reading content.

Reading activities are fun recreational activities [6]. Reading becomes an exciting activity if the reading material follows the surrounding environment's conditions. The environment can bring changes to students [7]. The environment can be utilized in learning by applying a contextual approach. The development of contextual-based teaching modules is very suitable because it is close to student life. All materials or materials that make it easier for educators to carry out learning activities are called teaching modules. The teaching module is said to be material deliberately prepared by lecturers to help the learning process to create a learning environment for students [8]. Teaching modules can support the achievement of learning objectives.

The criteria for suitable teaching modules, one of which is developed close to student life (using a

contextual approach). Reading teaching modules based on contextual approaches refer to cognitive, affective, and psychomotor domains. Contextual approaches help educators connect learning content to students' lives. Students get extensive opportunities to develop their insights [9]. The contextual approach helps students to connect learning materials with student life and their application to everyday student life [10].

The development of this teaching module intends to explore students' abilities through inquiry strategies. Student potential developed through reading teaching modules based on contextual approaches includes aspects of knowledge, attitudes, and skills. Teaching modules based on a contextual approach help students make connections between teaching module material and student life. Students experience and learn for themselves, so learning is meaningful.

Learning that takes place in the field proves that students think reading activities are boring. Observation and interview (primitively research) with 3rd-semester Indonesian Language and Literature Education Study Program students on January 21, 2021, said that no teaching modules were provided to support learning.

The description of the problem above can be solved by making the development of teaching modules. Developing teaching modules needs to take advantage of the context around students, linking learning content with student life. Students get extensive opportunities to develop their insights [9]. The contextual approach helps students to connect learning materials with student life and their application to everyday student life [10].

The development of this teaching module intends to explore students' abilities through inquiry strategies. Student potential developed through reading teaching modules based on contextual approaches includes aspects of knowledge, attitudes, and skills. Teaching modules based on a contextual approach help students make connections between teaching module material and student life. Students experience and learn for themselves, so learning is meaningful. Learning that takes place in the field proves that students think reading activities are boring. Observation and interview (preliminary research) with 3rd-semester Indonesian Language and Literature Education Study Program students on

January 21, 2021, said that no teaching modules were provided as learning tools.

2. RESEARCH METHODS

This research intends to create a product. The basis used in determining the model is that it is feasible. This development research modifies the Borg and Gall Model Development [11: 590] with ten steps, namely: (1) Conducting preliminary research (presurvey), (2) Planning, (3) Developing the type/form of the initial product, (4) Conducting field trials, (5) Revising the main product, (6) Main field trials (more extensive), (7) Revision of operational products, (8) Operational field tests (feasibility tests), (9) Revision to the final product (final revision) and, and (10) Disseminate and implement the product. However, in this study, its application only reached the ninth stage, namely product revision, namely the teaching module of reading skills. This model was chosen because of its suitability to the needs of development characteristics.

The trial design for developing reading teaching modules based on a contextual approach consists of a. expert trials, b. individuals, c. small groups, and d. field. The feasibility of reading teaching modules based on contextual approaches is tested through a series of feasibility tests.

This development research data was collected through questionnaires and observation sheets. The questionnaire is a set of questions and statements to obtain information and things known to respondents [12].

This development research questionnaire is an RPS validation questionnaire, syllabus, feasibility of presentation, language, content, graphics, lecturer, and student responses. Questionnaires for expert validation to determine the validity of reading teaching modules and lecturer and student response questionnaires are used to measure the practicality or practicality of using contextual-based reading teaching modules. The purpose of observation in this study is to observe the implementation process using teaching materials. Implementation observations are used to measure the practicality of teaching modules. Validators validate the review of teaching module development to provide an assessment according to the calculation of the average validation results. The average acquisition of assessment results from validators using the formula:

$$\text{Average Value} = \frac{\text{Total Score Obtained}}{\text{Total Score}}$$

Moreover, categorized as follows Table 1:

Table 1. Categorization of teaching module eligibility [14]

Interval	Category	Description
$3,6 \leq SV < 4,0$	Highly Valid	Wearable No revision
$2,6 \leq SV < 3,6$	Valid	It can be worn with little revision
$1,6 \leq SV < 2,6$	Less Valid	It can be worn with a lot revision
$1,0 \leq SV < 1,6$	Invalid	Not yet usable, and consultation is needed

The calculation of the final score of the lecturer and student response questionnaire was analyzed using a formula from Riduwan and Sunarto [13], which is as follows:

$$NA \frac{PS}{SM} \times 100\%$$

Description:

NA: Final Grades
PS: Score Acquisition
SM: Maximum Score

3. RESULTS AND DISCUSSION

In the early stages, researchers identify Graduate Learning Outcomes and Course Learning Outcomes that will be the goal of the reading learning process. Students must be able to construct knowledge that they already have as capital to answer questions related to the reading read. Students need to cultivate the habit of answering questions using their own words.

Caring attitudes towards the values that exist in community life must be improved. The habit of appreciating local wisdom needs to be instilled. Prospective teacher students must be aware of past knowledge and experience about the benefits of local wisdom, such as folk, fairy tales, and literary texts that have long been known. The stage of conducting learning analysis found that the learning carried out by 3rd-semester students of the Indonesian Education and Literature Study Program UKI Toraja needs to be equipped with

reading teaching modules. Lecturers should make teaching modules as learning tools needed by students.

The caring attitude of local wisdom for students needs to be improved. Students are motivated to care about various customs and customs in their environment. It can be realized through the use of reading teaching modules based on contextual approaches; So that the material learned is directly associated with the context that has been known so far. Students are invited to construct their knowledge and experience. Then students are invited to discover for themselves so that the skill knowledge obtained is not the result of remembering a set of facts but the result of discovering themselves.

Furthermore, students are allowed to ask questions and discuss with their friends. Students are also motivated to share with friends individually and in groups and want to learn from others as a learning resource. Modeling must also be held in contextual-based learning to become a model that can be imitated. At the end of the learning process, students are allowed to reflect on the material learned; and the actual assessment carried out by lecturers in all learning activities and processes.

Folklore, both legendary and ordinary folklore that students already know, is one of the exciting studies in doing contextual-based reading skills modules.

The local wisdom of Torajan folklore becomes an exciting thing for students to learn, for example, the story of "Lakipadada" (the story of someone who seeks eternal life but is ultimately aware of human *fanah*), the story of "Lebonna and Paerengan" (the story of two lovebirds who tie the promise of life and death), and other fictional stories.

Starting from the knowledge and experience of students, they can construct the knowledge that they acquire character values in the folklore text.

Reading teaching modules based on a contextual approach can increase students' interest and interest in reading and improve reading quality. Based on the needs analysis (need assessment), it was found that the learning

outcomes of the courses were not in accordance with the abilities students wanted to achieve. According to Palobo & Meirista [15], indicators are arranged operationally following the learning objectives expressed in the desired abilities of students after participating in learning.

We are formulating specific learning objectives that are equipped with components of reading teaching modules based on contextual approaches. Then to measure the achievement of learning objectives by students, training is used in teaching modules and formative tests.

The specific objectives of learning using reading teaching modules based on a contextual approach are so that students can: a) predict the content of fictional texts; b) mention characters contained in the fictional text; c) find the main sentence in each paragraph in the fictional text; d) find the main idea of the fictional text being read; e) answering questions about the content of the fictional text read; f) select positive information on the text read; g. respond to information contained in the fictional text read; h) write summaries based on fictional texts read with correct spelling; i) synthesize the characters' values based on the fictional text read.

The stage of developing research instruments developed instruments is adjusted to research indicators. The observation sheet instrument measures students' attitudes toward appreciating the values of local wisdom. Indicators of students appreciating local wisdom area. Able to maintain indigenous culture against external culture; b. having sensitivity to the negative impacts of external culture; c. having the ability to unite positive cultural values from outside with indigenous culture, d. participate in embedding the character values of local wisdom, e., develop learning strategies by applying a contextual approach.

The development stage of the reading teaching module based on a contextual approach begins with selecting the format. The format was developed under the template teaching module of BNSP RISTEKDIKTI in 2017. The cover of the reading teaching module based on a contextual approach was revised based on expert input. The cover design of the teaching module is displayed as follows:

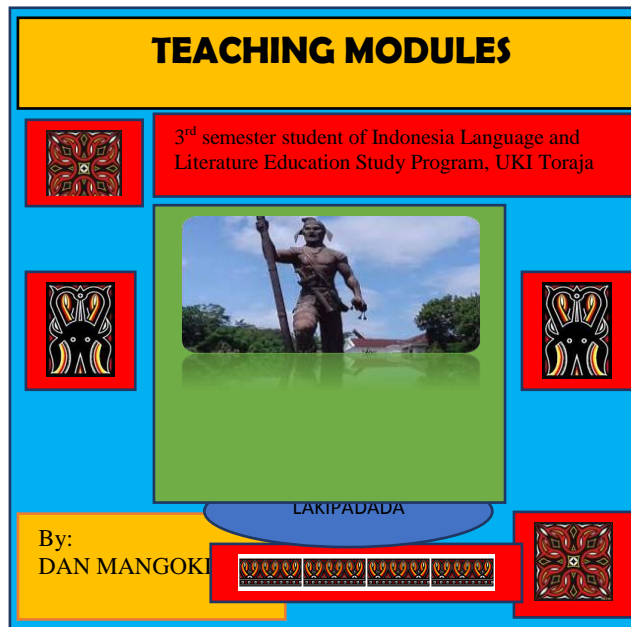


Fig. 1. Teaching module cover

The stage of designing and evaluating the format results in teaching modules. The reading teaching module is expertly assessed. Feasibility assessment consists of the content, language, presentation, and graphics validity. Trials were carried out at the stage of designing and evaluating the format. Two lecturers carried out the expert trial phase. The individual trial used three 3rd semester Indonesian Language and Literature Education Study Program UKI Toraja students. Small group trial using ten 3rd semester UKI Toraja Indonesian Language and Literature Education Study Program students. Field test using 35 students. The feasibility assessment of teaching modules is assessed by experts (validators). The validator provides an assessment of the validation instrument. Data analysis was performed by calculating the average validation score. The average validation score obtained a 3.4 (excellent/correct category or can be used with a little revision).

Expert suggestions are 1) the spelling used in the teaching module must be corrected according to the EYD, 2) the use of the term "Torajan fiction story" should only be "Torajan folklore," 3) improve the location of the main sentence in the paragraph, 4) please add relevant sources to the teaching module, 5) the back cover design is given a Torajan folklore motif. After revision, according to the advice of the validator, validation was carried out again by

obtaining an average result of 3.92, which was categorized as very good / very valid so that it could be used without revision.

Analysis of syllabus feasibility validation data obtained an average score of 3.5 (good category). The syllabus can be used with a small number of divisions. Expert advice is: 1) the term "material" in the syllabus should be changed to "learning material," 2) the learning material on the syllabus should be detailed, and 3) add indicators about fictional characters. After the syllabus was revised according to expert advice, experts validated it, obtaining a value of 3.85 (very valid). Thus the syllabus can be used without revision. RPS validation obtained a value of 3.45 (valid), so a slight revision to RPS is needed. The advice given by the expert is: 1) in the initial activity about melting the atmosphere (ice breaking), please explain the activity; 2) in the core activity about conducive class, please explain the activity; 3) in the last activity about authentic assessment please clarify the activity.

Learning implementation plans that have received assessment and expert advice are then revised based on expert advice. After revision, experts re-validated by obtaining a score of 3.85 (very valid). RPS can be used without the need for revision.

The implementation of learning, lecturer responses, and student responses measures

practicality. The observation results obtained a percentage of 93.5% (very effective). Thus, learning has been carried out well with contextual-based teaching modules.

Learning applies a contextual approach through the following stages, namely the first stage of constructivism. The constructivism stage begins with exploring students' initial ability to construct their own knowledge of reading. Explore students' abilities about the number of books and the contents of the books they have read.

They are exploring students' understanding of folklore in Toraja society as local wisdom that must be preserved. The second stage is discovery. Students are invited to observe images and titles of fictional texts provided by lecturers. Students predict the content of the reading based on images and titles. Then students read the teaching module. The next activity is to mention characters in fictional texts about folklore (for example, Lebonna stories, dodeng, and massudi Lalong). Students pay attention to the lecturer's explanation of finding the main sentence in a fictional text about folklore. Students find the introductory sentence of the paragraph contained in the fictional text.

The third stage is to ask. At the questioning stage, students ask questions and answers to lecturers about how to get the main idea of the fictional text read. Students practice finding the main idea of the fictional text being read. Then students respond to the information contained in the text read.

The fourth stage is the learning community. At the stage of learning society, form groups with classmates. Students with groups discuss. After finishing the discussion, report the results, and other groups respond to the results.

The fifth stage is modeling. At the modeling stage, students will find models or examples in folklore texts that can be imitated. Furthermore, students are invited to reflect on what has just been learned and think back about what has been done in the past; reflect on what the response to events, activities, or new knowledge is gained. At the reflection stage, students give their opinions about the learning that has been followed and conclude learning with lecturers. The seventh stage is actual assessment (authentic assessment). At the assessment stage, students do the evaluation. Students

collect their work, and lecturers reward their work.

The results of the lecturers' responses showed that both lecturers assessed reading teaching modules based on a practical contextual approach to use in learning. It is shown by the percentage of lecturer responses, which reached 97.5% (very practical). Lecturers strongly agree that the reading teaching module based on a contextual approach has the substance of facts, concepts, and generalizations and uses language adapted to enhanced Indonesian Spelling (EYD). The placement of picture illustrations in the reading teaching module with the order of material and the presentation of sentences is straightforward to understand and makes it easier for lecturers to provide material for students.

The instructions in the reading teaching module make it very easy for lecturers to carry out learning and attract students to learn it. The images presented make it very easy for lecturers to help students understand the material and develop awareness about various local concerns so that they can be a source of data for assessing the learning process.

The recapitulation of the results of student responses shows that the use of reading teaching modules in learning is efficient. It is shown by the acquisition of the percentage of student responses, which reached 96.5% in the convenience category. The teaching module developed has a beautiful appearance, is easy to understand and has clear instructions. The material presented is easy to understand and helps students understand the reading. Students become active in learning. The reading teaching module based on a contextual approach provides worksheets and is equipped with pictures so that student's interest in reading increases.

4. CONCLUSION

The process of developing contextual-based reading teaching modules through the following steps: (1) identify learning objectives in general, (2) carry out learning analysis, (3) carry out student analysis and learning context, (4) carry out the formulation of specific learning objectives, (5) carry out the development of assessment instruments, (6) carry out the development of learning strategies (syllabus and RPS), (7) select and carry out the development of learning

materials, (8) make Design and carry out formative evaluations of learning (expert, individual, small group, and broad trials), (9) revision of learning.

The contextual-based reading teaching module is very valid for 3rd-semester Indonesian Language and Literature Education study program UKI Toraja students. It is shown by data analysis showing that the average validation score of contextual-based reading teaching modules is 3.92 (very valid) and can be used without revision.

The teaching module of reading based on a contextual approach is very practical. It is shown by the acquisition of the percentage of student responses, which reached 96.5% in the convenience category. The percentage of lecturer responses reached 97.5% in the efficient category. Observation of learning implementation obtained a percentage of 93.5% with a very high / very effective category.

Lecturers need to use the development of reading teaching modules. Lecturers should be able to improve their competence in developing reading teaching modules. Other researchers who will research with the same variables can use different materials. Students should read a variety of readings so that they understand the readings faster.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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