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The Effect of Contextual in Teaching Materials on Writing Kid Stories Grade 4th Elementary School in Surakarta

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Abstract

The purpose of this study was to determine the effect of lecturer involvement on lecturers' perceptions of the implementation of the new curriculum in improving hard-skills, soft-skills, and fulfillment of CPL. This type of research is in the form of quantitative research. The population of this study consisted of 470 lecturers at the Islamic University of Malang. The sample of this research is 309 lecturers at the Islamic University of Malang. The data collected in this study were the results of a questionnaire conducted online. The results of the questionnaire were analyzed using multiple linear regression. The results of this study indicate that the involvement of lecturers has a significant influence on lecturers' perceptions that the implementation of MBKM can improve hard-skills, soft-skills, and fulfillment of CPL. Lecturer involvement variables that significantly affect lecturers' perceptions of the implementation of MBKM are the involvement of lecturers in preparing the implementation of MBKM, having participated in socialization as a driving lecturer, and being willing to become MBKM supervisors. While the variables that did not have a significant effect were having been a field supervisor, had helped study programs in preparing CPL, had studied the MBKM guide book, and had an active role in encouraging students to take part in the MBKM. This significance is due to the active role of lecturers in participating in the preparation, socialization, and awareness in participating in the implementation of MBKM.

Keywords: *University Readiness; New Curriculum; Lecturer Involvement; Lecturer Knowledge; Survey*

Introduction

Even in the first few months of life, children begin to experiment with language. Young babies make sounds that imitate the tones and rhythms of adult talk; they "read" gestures and facial expressions, and they begin to associate sound sequences frequently heard – words – with their referents (Berk 1996). They delight in listening to familiar jingles and rhymes, play along in games such as peek-a-boo and pat-a-cake, and manipulate objects such as board books and alphabet blocks in their play. From these remarkable beginnings children learn to use a variety of symbols.

In the midst of gaining facility with these symbol systems, children acquire through interactions with others the insight that specific kinds of marks – print – also can represent meanings. At first children will use the physical and visual cues surrounding print to determine what something says. But as they develop an understanding of the alphabetic principle, children begin to process letters, translate them into sounds, and connect this information with a known meaning. Although it may seem as though some children acquire these understandings magically or on their own, studies suggest that they are the beneficiaries of considerable, though playful and informal, adult guidance and instruction (Durkin 1966; Anbar 1986).

Considerable diversity in children's oral and written language experiences occurs in these years (Hart & Risley 1995). In home and child care situations, children encounter many different resources and types and degrees of support for early reading and writing (McGill-Franzen & Lanford 1994). Some children may have ready access to a range of writing and reading materials, while others may not; some children will observe their parents writing and reading frequently, others only occasionally; some children receive direct instruction, while others receive much more casual, informal assistance.

What this means is that no one teaching method or approach is likely to be the most effective for all children (Strickland 1994). Rather, good teachers bring into play a variety of teaching strategies that can encompass the great diversity of children in schools. Excellent instruction builds on what children already know, and can do, and provides knowledge, skills, and dispositions for lifelong learning. Children need to learn not only the technical skills of reading and writing but also how to use these tools to better their thinking and reasoning (Neuman 1998).

The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children (Wells 1985; Bus, Van Ijzendoorn, & Pellegrini 1995). High-quality book reading occurs when children feel emotionally secure (Bus & Van Ijzendoorn 1995; Bus et al. 1997) and are active participants in reading (Whitehurst et al. 1994). Asking predictive and analytic questions in small-group settings appears to affect children's vocabulary and comprehension of stories (Karweit & Wasik 1996). Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple rereadings. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives (Dickinson & Smith 1994; Snow et al. 1995). Snow (1991) has described these types of conversations as "decontextualized language" in which teachers may induce higher-level thinking by moving experiences in stories from what the children may see in front of them to what they can imagine.

A central goal during these preschool years is to enhance children's exposure to and concepts about print (Clay 1979, 1991; Holdaway 1979; Teale 1984; Stanovich & West 1989). Some teachers use Big Books to help children distinguish many print features, including the fact that print (rather than pictures) carries the meaning of the story, that the strings of letters between spaces are words and in print correspond to an oral version, and that reading progresses from left to right and top to bottom. In the course of reading stories, teachers may demonstrate these features by pointing to individual words, directing children's attention to where to begin reading, and helping children to recognize letter shapes and sounds. Some researchers (Adams 1990; Roberts 1998) have suggested that the key to these critical concepts, such as developing word awareness, may lie in these demonstrations of how print works.

Children also need opportunity to practice what they've learned about print with their peers and on their own. Studies suggest that the physical arrangement of the classroom can promote time with books (Morrow & Weinstein 1986; Neuman & Roskos 1997). A key area is the classroom library – a collection of attractive stories and informational books that provides children with immediate access to books. Regular visits to the school or public library and library card registration ensure that children's collections remain continually updated and may help children develop the habit of reading as lifelong learning.

In comfortable library settings children often will pretend to read, using visual cues to remember the words of their favorite stories. Although studies have shown that these pretend readings are just that (Ehri & Sweet 1991), such visual readings may demonstrate substantial knowledge about the global features of reading and its purposes.

Storybooks are not the only means of providing children with exposure to written language. Children learn a lot about reading from the labels, signs, and other kinds of print they see around them (McGee, Lomax, & Head 1988; Neuman & Roskos 1993). Highly visible print labels on objects, signs, and bulletin boards in classrooms demonstrate the practical uses of written language. In environments rich with print, children incorporate literacy into their dramatic play (Morrow 1990; Vukelich 1994; Neuman & Roskos 1997), using these communication tools to enhance the drama and realism of the pretend situation. These every day, playful experiences by themselves do not make most children readers. Rather they expose children to a variety of print experiences and the processes of reading for real purposes.

For children whose primary language is other than English, studies have shown that a strong basis in a first language promotes school achievement in a second language (Cummins 1979). Children who are learning English as a second language are more likely to become readers and writers of English when they are already familiar with the vocabulary and concepts in their primary language. In this respect, oral and written language experiences should be regarded as an additive process, ensuring that children are able to maintain their home language while also learning to speak and read English (Wong Fillmore, 1991). Including non-English materials and resources to the extent possible can help to support children's first language while children acquire oral proficiency in English.

Writing skill is the last language skill. The writing activity is the last competency form controlled by a language student after listening, speaking and reading skill (Nurgiyantoro, 2012:422).

According to Puryanto (2008:7), kid story contains the educating theme, its story way is straight and fluent, using the setting which is around or in kid world, figure and figuration contain a good example, its style language is easy to know but can develope kid language, sight corner of right man and its imagination is still in children mind.

In the learning process, kid stories writing needs the support teaching materials. The teaching materials or education content is the learning matter which is given by the teachers to their students. In the book “Pedoman Memilih dan Menyusun Bahan Ajar” (Depdiknas 2006:4) is stated that teaching material or intructional materials mostly consist of knowledge, skill, and attitude that must be learnt by students in order to reach the determined competency standard.

According to Amri (2010 :159), the teaching materials have the important position in the teaching. The teaching materials is all materials used to help teachers/insttructor do the activity of teaching and learning in class. The materials can be written an unwritten. According to Arsyad (2011:89), a teaching material has to have the interest to attract the student’s attention and willingness to study. The interest of teaching materials can be put in some parts, like: cover, content with pictures or illustrations and exercises which are made interentingly. Introduce each chapter or new parts differently.

Teachers and their education, as the most important elements in educational system (Tayyip Duman & Karagoz: 2016, 1). According to Duman & Karagon on Ristanto (2018: 50), the success of an education system largely depends on the quality of the teachers who plan and practice teaching ang learning process.

According to Ng, Confessore, Abdulah on Yurdakul (2017: 15), over the last two decades, the responsibility for learning has shifted from the teacher to the learner with the help of learner autonomy and learner empowerment.

The teaching materials used are contextual based that relate the material to daily life, so learners are easier and more motivated in the learning process. This is to support the learning process, especially in kid story writing skills, learners can master and increase creativity well. In addition to being a support for learners, this teaching material also helps teachers in broadening their insights about kid story writing skills.

Method

The method of this research is experimental. In this research data collection obtained by test writing kid stories. The researchers are conducted in SD Kristen Setabelan I and SD Kristen Banjarsari, involving. Data analysis is done by independent sample t-tes.

Findings

The materials about the theaching of story writing are insufficient. Based on the result of statistical analysis with independent t test with result of sig value. <from α or 0.03 <0.05, so Ho = rejected and H1 = accepted which means there is a difference in efertivitas between the learning with the conventional teaching materials used by teachers with teaching materials to write stories based on contextual. From the above test it can be concluded that the use of teaching materials to write stories based on contextual children is more effective in improving learning outcomes and creativity of learners on children's story writing skills. Success in the use of teaching materials to write a contextual based child story can not be separated with the learning process undertaken. The role of teachers in the learning process also affects the success so that the learning objectives can be achieved well.

Result, Discussion, and Suggestions

Knowledge of the forms and functions of print serves as a foundation from which children become increasingly sensitive to letter shapes, names, sounds, and words. However, not all children typically come to kindergarten with similar levels of knowledge about printed language. Estimating where each child is developmentally and building on that base, a key feature of all good teaching, is particularly important for the kindergarten teacher. Instruction will need to be adapted to account for children's differences. For those children with lots of print experiences, instruction will extend their knowledge as they learn more about the formal features of letters and their sound correspondences.

For other children with fewer prior experiences, initiating them to the alphabetic principle, that a limited set of letters comprises the alphabet and that these letters stand for the sounds that make up spoken words, will require more focused and direct instruction. In all cases, however, children need to interact with a rich variety of print (Morrow, Strickland, & Woo 1998).

In this critical year kindergarten teachers need to capitalize on every opportunity for enhancing children's vocabulary development. One approach is through listening to stories (Feitelson, Kita, & Goldstein 1986; Elley 1989). Children need to be exposed to vocabulary from a wide variety of genres, including informational texts as well as narratives. The learning of vocabulary, however, is not necessarily simply a byproduct of reading stories (Leung & Pikulski 1990). Some explanation of vocabulary words prior to listening to a story is related significantly to children's learning of new words (Elley 1989). Dickinson and Smith (1994), for example, found that asking predictive and analytic questions before and after the readings produced positive effects on vocabulary and comprehension.

Repeated readings appear to further reinforce the language of the text as well as to familiarize children with the way different genres are structured (Eller, Pappas, & Brown 1988; Morrow 1988).

Understanding the forms of informational and narrative texts seems to distinguish those children who have been well read to from those who have not (Pappas 1991). In one study, for example, Pappas found that with multiple exposures to a story (three readings), children's retelling became increasingly rich, integrating what they knew about the world, the language of the book, and the message of the author. Thus, considering the benefits for vocabulary development and comprehension, the case is strong for interactive storybook reading (Anderson 1995). Increasing the volume of children's playful, stimulating experiences with good books is associated with accelerated growth in reading competence.

Activities that help children clarify the concept of word are also worthy of time and attention in the kindergarten curriculum (Juel 1991). Language experience charts that let teachers demonstrate how talk can be written down provide a natural medium for children's developing word awareness in meaningful contexts. Transposing children's spoken words into written symbols through dictation provides a concrete demonstration that strings of letters between spaces are words and that not all words are the same length. Studies by Clay (1979) and Bissex (1980) confirm the value of what many teachers have known and done for years: Teacher dictations of children's stories help develop word awareness, spelling, and the conventions of written language.

Many children enter kindergarten with at least some perfunctory knowledge of the alphabet letters. An important goal for the kindergarten teacher is to reinforce this skill by ensuring that children can recognize and discriminate these letter shapes with increasing ease and fluency (Mason 1980; Snow, Burns, & Griffin 1998). Children's proficiency in letter naming is a well-established predictor of their end-of-year achievement (Bond & Dykstra 1967, Riley 1996), probably because it mediates the ability to remember sounds. Generally, a good rule according to current learning theory (Adams 1990) is to start with the more easily visualized uppercase letters, to be followed by identifying lowercase letters. In each case, introducing just a few letters at a time, rather than many, enhances mastery.

At about the time children are readily able to identify letter names, they begin to connect the letters with the sounds they hear. A fundamental insight in this phase of learning is that a letter and letter sequences map onto phonological forms. Phonemic awareness, however, is not merely a solitary insight or an instant ability (Juel 1991). It takes time and practice.

Children who are phonemically aware can think about and manipulate sounds in words. They know when words rhyme or do not; they know when words begin or end with the same sound; and they know that a word like bat is composed of three sounds /b/ /a/ /t/ and that these sounds can be blended into a spoken word. Popular rhyming books, for example, may draw children's attention to rhyming patterns, serving as a basis for extending vocabulary (Ehri & Robbins 1992). Using initial letter cues, children can learn many new words through analogy, taking the familiar word bake as a strategy for figuring out a new word, lake.

Further, as teachers engage children in shared writing, they can pause before writing a word, say it slowly, and stretch out the sounds as they write it. Such activities in the context of real reading and writing help children attend to the features of print and the alphabetic nature of English.

There is accumulated evidence that instructing children in phonemic awareness activities in kindergarten (and first grade) enhances reading achievement (Stanovich 1986; Lundberg, Frost, & Petersen 1988; Bryne & Fielding-Barnsley 1991, 1993, 1995). Although a large number of children will acquire phonemic awareness skills as they learn to read, an estimated 20% will not without additional training. A statement by the IRA (1998) indicates that "the likelihood of these students becoming successful as readers is slim to none… This figure [20%], however, can be substantially reduced through more systematic attention to engagement with language early on in the child's home, preschool and kindergarten classes."

A study by Hanson and Farrell (1995), for example, examined the long-term benefits of a carefully developed kindergarten curriculum that focused on word study and decoding skills, along with sets of stories so that children would be able to practice these skills in meaningful contexts. High school seniors who early on had received this type of instruction outperformed their counterparts on reading achievement, attitude toward schooling, grades, and attendance.

The first step is tested normality. Normality tests were performed on the pretest and postes grades of the control class and the experimental class. Test normality to prove that the population is normally distributed. Normality test results using SPSS in control class is known that pretes and postes sig. greater than α = 0.05 or sig. > α, ie preview results 0,551> 0.05 and postes 0.341> 0.05 which means that Ho = accepted so that based on the results of calculations can be concluded that the population is normally distributed, in the experimental class known that pretest and postes sig. greater than α = 0.05 or sig. > α, ie pretest results 0.286> 0.05 and postes 0.119> 0.05 which means that Ho = accepted so that based on the results of the count can be concluded that the population is normally distributed.

Next test homogeneity. The homogeneity test was performed to determine whether the homogeneous homogeneous homogeneity was conducted on the control and experimental grade pretest values, then performed on the control and experiment class postes. The result of homogeneity test on pretest grade of control and experiment was found that sig. greater than α or sig> 0.05. The test results show sig. 0.286> 0.05 thus Ho is accepted which means the two populations are homogeneous. Result of homogeneity test to postes value of control class and experiment got result that sig. greater than α or sig> 0.05. The test results show sig. 0.034> 0.05 thus Ho accepted which means both populations homogeneous.

The balance test aims to determine the initial ability of both groups. The balance test compares the pretest grade of control and experiment. The above test results show that sig. > of α 0.05 ie 0.818> 0.05 which means Ho = accepted, class of dick and experiment class have the same initial ability. After performing the prerequisite test, t tests were performed to compare the two rates with different treatments to the unrelated samples. The result of t test as follows:

Table 4.1 Result of T Test

Class	Average	Degree of Fredom	Sig.	Exp
Kontrol **Eksperimen**	75,20 84,34	35 35	0,003	there is a difference in the effectivitas between the learning with the conventional teaching materials used by teachers with teaching materials to write stories based on contextual.

Based on the result of statistical analysis with independent t test with result of sig value. <from α or 0.03 <0.05, so Ho = rejected and H1 = accepted which means there is a difference in efertivitas between the learning with the conventional teaching materials used by teachers with teaching materials to write stories based on contextual.

From the above test it can be concluded that the use of teaching materials to write stories based on contextual children is more effective in improving learning outcomes and creativity of learners on children's story writing skills. Success in the use of teaching materials to write a contextual based child story can not be separated with the learning process undertaken. The role of teachers in the learning process also affects the success so that the learning objectives can be achieved well.

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