

The Development of Learning Material of Reading Complex Prosedure Text with CLIL Approach for Vocational High School Students

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Abstract

The objectives of this research are: (1) to describe the need of developing learning materials to read the text of complex procedures with CLIL approach for students of SMK based on students 'and teachers' perceptions; (2) Formulate principles of development of learning materials read text of complex procedures with CLIL approach for vocational students, (3) Develop prototypes of instructional materials read text of complex procedures with CLIL approach for vocational students, (4) descriptive test results of prototypes of learning materials reading text of complex procedures with CLIL approach for vocational students, (5) Measuring the effectiveness of learning materials reading complex text procedures CLIL approach for vocational students. The design of this research is the R & D approach (Research and Development) with the research step that is (1) preliminary survey, (2) planning, (3) product design, (4) product validation, (5) revision and improvement, (6) limited trial, (7) research.

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INTRODUCTION

Many thing that influence the low of reading learning for student specially in SMK grade. Based on observation result there are some factors that can be cause such as limited of learning materials, unavailability of supporting books, media that is not adequate, and learning methods of the teacher that is monotonous. Factor of anavailability of supporting books that adequate is the vital factor in learning activity. Some of teacher only have one of holding book like subject text as a primer book. Whereas if look at the subject text book we can see how limited the texts that presented. Beside that, study of materials that is not circumstantial so that student is not enough in understanding what is the materials that presented by the teacher. So the supporting books position are very interest in learning activity because it can used by teacher as one of learning material.

Learning materials (*instructional materials*) in many way contains of knowledge, skill, and attitude that must be learned by students to raise the competention standart that have been determined. In detail, kinds of learning materials contain of knowledge (fact, concept, principle, procedure), skill, and attitude or value. Beside that, learning materials can be interpreted as all of materials type that used to help teacher/instructor for learning activity in classroom. Material that intended can be form of written or non written materials. In this research, kind of learning material that improved is learning material of complex procedure text on Bahasa Indonesia subject. (Evendi, 2012; Muhaimin, 2009; Amri, 2010; Prastowo, 2012).

Based on Gafur (1994) in developing learning material need to pay attention the principles of learning. Principles that need to pay attention in arrange learning material or give the study are. First is relevance principle, means linkages. Learning materials must be relevance or linked with raising Competency Standards (SK) or Basic Competencies (KD). Second is consistency principle, means constant. If base competency must be mastered by student are four kinds, so learning materials that must be teached

also have four kinds. Third, sufficiency principle, means the materials that teached must be enough in helping student to mastered the base competency that teached. Materials can not too little or too much.

In 2013 curriculum also appear the word of CLIL (Content and Language Integrated Learning). CLIL presented as reaction of globalization era and to explain how interest language in this process, also can be made as approach that emphasize the convergence of some elements in learning process, address the division between study and learning content. So, it can be told that CLIL is one of learning approach that integrate between subject and companion language or it can be called as approach that combine language and content approach.

Content and Language Integrated Learning (CLIL) is approach that integrate the content learning/content capacity from subject curriculum with non-native language learning. In CLIL, student given choice to study to think of how to use language, not only think about language as the prime focus of learning. CLIL has four basic components there are *content, communication, cognition, and culture*. Beside that, election of this approach is very appropriate with Rebecca M. Valette taxonomy because the four basic components in CLIL approach contiguous and complete each other with learning taxonomy that presented by Rebecca M. Valette, there are social, communication, dan culture. (McNamara, 2001; Coyle, 2005; Lesca, 2012; Mehisto, 2012; Subyantoro, 2014).

Equal with CLIL approach that there is *culture* is one of those principle approach. Zulaeha (2008) tells that Indonesian language learning which is only emphasize language system, not how to use language is not appropriate with language learning of culture and multiculture context. This language learning ignore culture factor as part of language. So those statement is very appropriate with CLIL approach that used to develop learning material of reading complex procedure text. It is because on this learning material is implementate one of CLIL principle that related with culture or called as *culture*. So

CLIL approach is very appropriate to used in Indonesia as multicultural nation.

The right learning of Indonesian language subject must be learning that in line with 2013 curriculum. As that explained above that Indonesian language learning as tool that bring the knowledge have applied in advanced nations in Europe that doing language learning with CLIL approach. CLIL approach is approach to teach content of subject in curriculum through language media (Rasyak, 2012). It means in the learning that use CLIL approach, student get knowledge and understanding about the content of learning materials at once study and use target language (Indonesia language)

Learning will work well if learning materials that used is appropriate in this case is learning material that support the learning whis use CLIL approach. Learning materials of reading complex procedure text use CLIL approach is the correct answer about this problem. It is because learning materials of reading complex procedure text is a book that designed as supporting book of text book that can be used as learning materials. Principles og developing learning materials of reading complex procedure text will appropriated with learning needed based on CLIL approach.

One og learning that loaded in 2013 curriculum is learning about complex procedure text. Complex procedure text is text that explain the process of make or operate something that functionate to illustrate to how something done through the regular steps. Complex procedure text include kind of text in form of exposition or clear description. Complex procedure text contains of general classification and special classification, on special classification there is process and imperative (Gerot & Wignell, 1995; Pardiyono, 2007; Azhar, 2012)

This research develop learning materials in form of student learning guide book on skill materials of reading of complex procedure text. On this research application of CLIL approach contain of four components that called 4C, there are *content*, *communication*, *cognition*, *cultur*. So those 4C be one of reference in developing

learning materials of reading of complex procedure text.

First component is *content*, it means the content appropriate with the topic that explained in the text. On this component the topics that taken can be from another subject based on the theme.

The second component is *communication*, it means student expected can compare kind of one complex procedure text with others based on classification explained in the material. Beside that, in this component text must load special terms that appropriate with the topic with the purpose to increase communication skill and knowledge.

The third component is *cognition* related with what thinking skill that prosecuted regard with the topic (example are identificate, classificate). The fourth component is *culture*, about uniqueness in the area where the student study, include the problem of language character.

So in this research develop learning materials od reading of complex procedure text with use CLIL approach to increase literation of SMK student. Beside that, this development of learning materials of reading of complex procedure text will contain of knowledge from other subject.

Learning materials of reading of complex procedures text with the CLIL approach are expected to hone student literacy. Literacy is in line with the CLIL approach which links the four language skills of reading, speaking, listening, and writing

There are seven principles of literacy education: (a) literacy involves interpretation, (b) literacy involving collaboration, (c) literacy involving convention/agreement, (d), literacy involving cultural knowledge, (e) literation involving problem solving, (f) literacy involves self-reflection, (g) literacy involves the use of language (Kern, 2000).

Principles of literacy education will be used as a guide in the development of the book enrichment reading of complex procedures text. This is because one of the goals of developing textbooks of complex procedures is to hone

student literacy (Wijayanti, Zulaeha, & Rustono, 2015).

METHODS

Research development of learning materials of reading with CLIL approach to hone the literacy of vocational students by using research and development research and development approach (R&D) Borg & Gall (in Sugiyono, 2009) with modifications to seven steps appropriated to the needs of the study. The seven stages are (1) theoretical and practical analysis phase, (2) the requirement analysis stage of the teacher and the learner, (3) the drafting of the learning materials with politeness, (4) the expert's study, (5) the revision phase of the draft based on expert review, (6) the test phase use of product development, and (7) description stage of research result.

RESULTS AND DISCUSSION

The results of this study include (1) principles of learning materials of reading complex procedures text with the CLIL approach to hone the literacy of vocational students, (2) draft and expert assessment results on learning materials to read complex procedures text with CLIL approach to sharpen the literacy of vocational students, and (3) the effectiveness of instructional materials reads complex procedures text with the CLIL approach to hone the literacy of vocational students. In succession the sections are exposed.

Principles of Development of Learning Materials of reading of complex procedures text with the CLIL approach to hone the literacy of vocational students taken on the basis of a questionnaire of the needs of learners and teachers. The description of these principles is described in four special features that are as follows. (1) Eligibility of content includes principles of conformity, principles of completeness, principles of adequacy, CLIL principles, principles of convenience, principles of relevance, and principles of usefulness. (2) The feasibility of presentation includes systematic

principles, the principle of convenience, the principle of attractiveness, and the principle of liveliness. (3) Feasibility of language and legibility include the principles of communicative, the principle of ease, and the principle of legibility. (4) The feasibility of graphics includes the principle of conformity and the principle of attractiveness. These four things are in line with previous research on learning materials ever done by (Kitao, 1997; Skuy, et al. 2001; Sun, 2010; Dewi & Zulaeha, 2017).

The prototype of learning materials of reading of complex procedures text with the CLIL approach to hone student vocational literacy prepared in accordance with principles derived from questionnaires of student and teacher needs. In this section, we will describe the prototype of instructional material that includes the following parts: (1) book cover, (2) physical book, (3) book content.

Learning materials are arranged systematically using communicative language accompanied by interesting images. The result of validation test of draft of learning material from expert lecturer (material and linguistic expert) get the value with the average is very good. The effectiveness of textual materials of reading complex procedures text with CLIL approach. The use of learning materials of reading of complex procedures text with CLIL approach to sharpen the literacy of vocational students in learning shows excellent results. Based on the results of the effectiveness test. The result of t test by using IBM SPSS Statistics 21 Application to test the influence of the use of learning materials to read the CLIL cliently class clients of class qualified students on students' learning outcomes on pretest and posttest data based on data obtained from the following data:

Model	Variables entered	Variables removed	Method
1	Pretes tb	-	Enter

a. Dependent variable: posttest

b. All requested variables entered.

R	R square	Adjusted R square	Std. error of the estimate
.845 ^a	.714	.704	2.674

a. Predictors: (Constant), pretest

Model	Sum of squares	df	Mean square	F	Sig.
Regression	516.255	1	516.255	72.223	.000 ^a
Residual	207.293	29	7.148		

a. Dependent variable: posttest
 b. Predictors: (constant), pretest

	Unstandardized coefficients		Standardized coefficients	t	Sig.
	Beta	Std. error	Beta		
(Constant)	28.461	6.386		4.457	.000
pretest	.729	.086	.845	8.498	.000

a. Dependent variable: posttest

Based on the above Coefficients table obtained t_{value} of 4.457. For research with significance level 5% with the number of respondents 31 respondents t_{value} in table t test obtained value equal to 2.744. By comparing the value of t_{value} and t_{table} obtained: $t_{\text{value}} 4.457 > t_{\text{table}} 2.744$

Thus it can be concluded that the use of learning materials to read the text of CLIL-loaded complex procedures gives a significant influence on the increase of student value on learning to read the text of complex procedures of Indonesian subjects. This is in line with previous research on the development of learning materials ever done (Messick, 1996; McNamara, 2001; Sun, 2010; Zulaeha, 2013; Subyantoro 2014).

CONCLUSION

Based on the exposure of research result of development of learning material of reading of complex procedure text with CLIL approach to hone student vocational literacy, it can be concluded as follows.

First, students and teachers need learning materials of reading of complex procedures text with the CLIL approach to sharpen the literacy of vocational students. The book consists of introduction, learning materials, complex procedure texts, discussion, material test, vocabulary enrichment, chapter evaluation, and reflexivity.

Second, the learning materials of reading of complex procedures text with the CLIL approach to hone the students' literacy students developed with the development principles related to four aspects namely, content,

presentation, language and legibility, and graphics. In the content aspect, learning materials read the text of complex procedures with the CLIL approach to hone the literacy of vocational students developed by fulfilling the principles of completeness, conformity, adequacy, CLIL content, convenience, relevance, and usefulness. In the presentation aspect, the book is developed by fulfilling the principles of attractiveness, systematic, and liveliness. In terms of language and legibility, the book is developed by fulfilling the principle of convenience, communicative, and conformity. In the aspect of graphics, the book is developed by fulfilling the principles of conformity and attractiveness.

Third, the learning materials of reading of complex procedures text with the CLIL approach to hone the students' vocational literacy developed consisted of three parts namely, the cover, the physical part, and the contents. The cover section consists of front and back covers. Physical section, book printed with size B5 on 80 gram paper. The content of learning materials of reading of complex procedures text with CLIL approach to sharpen the literacy of students SMK consists of 3 parts, namely: (a) the beginning, (b) the contents, and (c) the end. The prefix section of the book contains french pages, copyrights, and introductory sections. The content section contains learning materials reading the text of complex procedures consisting of four learning chapters in which there are several text complex procedures that contain other subjects, evaluation and reflection. The final section consists of a bibliography and author's identity.

Fourth, expert judgment on content subdimence obtained by value 93.2 with very good category, in subdimence of presentation obtained value 80.3 with good category, subdimence of language and readability obtained value of 91.7 with very good category, and aspect of graphics obtained value 92.7 with very good category.

Fifth, the teaching materials of reading of complex procedures text with the CLIL approach to hone effective student literacy for vocational students.

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