The Effect of English Classroom Tasks In Contextualized and Localized on Students’ Performance

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Abstract. This study is determined how the students respond to contextualized and localized English classrooms. The research used true experiment research, the aimed of this research is to determine the effects of contextualized and localized English classroom task on students’ performance. It is investigated contextualized and local English based on students perception in English classrooms task. It determined the terms of students level of participation and the score of summative task. This research used perspective sampling consist of 23 student at A class and 25 students at B class enrolled at the regular student at English Education Department, it’s serve as the respondents of the study and finding reveal that the students respond to English education tasks active in the class in participating. The result show have very high level of performance in term of participation and summative test score, and the student strongly agree with conceptualized and localized English classroom task.

1. Introduction
Contextualized teaching and learning builds upon a similar concept of putting academic activities into perspective to achieve the best teaching and learning outcomes. The based on Robert G and Erickson defines contextualized learning as a practice the endeavors to link theoretical construct that are taught during learning, to practical, real-world context. The term contextualized language has the same meaning as the top-down approach. It refers to the way of teaching of the target language applied by the english lecturer through providing students with contextualized and english classroom task.

The following best practices should be considered when designing contextualized approach to learning english in classrooms.

1. Design with the most relevant approach in mind
   Contextualized learning strategies can implement including knowledge-based, skills-based and cognitive approaches.
2. Design for Effectiveness
For a contextualized approach to learning to be effective, it's not sufficient to just impact the
knowledge or skills require to achieve a learning objective.

3. Design for Transference.
The contextualized need to be able to transfer the knowledge and experiency to that new
environment.

4. Design With Social Consciousness
The typical classrooms today is highly multicultural with employes coming from different ethnicities,
cultural and social backgrounds. Therefore, it is imperative that when pulling together contextualized
learning activities as parts of a course.

5. Design Literatively
Contextual learning involves a slightly different approach to designing learning activities.
The researcher need to be more literative in designing learning content, by starting with an immediate
focus on broad contextualized learning activities that learners need to perform as part of their daily
task routin.

6. Design for groups
The most succesful contextual learning strategies are those that are designed with group of learners.

7. Design Assessments Appropriately
To design contextualized approach to learning, should evaluate learner based on authentic
assestements pusepose of the study

The purpose of the study was to documents, explore and describe the effect of contextualized or students
performance to contextualized and localized english classroom.

2. Research Methodology
The experimental design was adopted for the research to explain the relationship between dependent and
independent variables. Descriptive statistics were used to convert the data from the data into statistical one
to make it measurable and statistically provable. ANOVA 2 was used to make credible inferences from the
data obtained. Simple factorial design, “one of the true experimental design” has been adopted for the
study (Cresswell).

Justification of the selection of the research design. In the context of this story the dependent variables:
localized students performance and independent variable is contextualized english classrooms task.
Researcher have provide that only independent variable may have scoole effect on the dependent
variables. factorial design studies the impact of attribute variables on dependent variable along with
independent variables, the same design was selected for the study.” Researcher often use factorial designs
to assess the effects of educational methods.

Second, the research demanded study of effect of more than one variable, manipulated, simultaneously, on
dependent variable, factorial design is most suitable for the purpose.

Third, along with the reason stated, the factorial design also increases generalizibility of the research same
was used for the study.

2.1 Research Question
Does teaching English classroom task contextualized and localized of students performance?

2.2 Hypothesis
H1 : English classroom task in: Contextualized developing than that on localized to students performance.
Ho : English classroom task. In contextualized does not in localized to students performance.
2.3 Population
The accessible population is the students at five semester in English Education Departement.

2.4 Research Instrument
The research instrument that have been used for the study are:

2.4.1 Questionare for experimental and control group.

2.4.1.1 English classroom task in contextualized was developed by the researcher and got it approved to make the task valid.

2.4.1.2 Achievement Task
At the end of the teaching of each group, one achievement test was administered to measure the effects of the contextualized text on their thinking skills. i.e. in the class of experimental group teaching process. Researcher selected post test only design which does not require a pre test.

2.4.1.3 Variables and Justification
The researcher studied the relationship of the variables given below:

- English classrooms task in contextualized
- Localized
- Students performance.

2.5 Analysis of the Data

2.5.1 Achievement test scoring of control group
The total Number of respondents showed 48. Mean of lowest score is 6.7. Maximum respondent obtained mean score between 7.6 and 7.8. It is consistency of the score as well as variability of the respondent. It depicts reliability and consistency of the tool.

2.5.2 Achievement Test Score of Experimental Group
The respondent in experimental group, the mean of obtained scores of the respondent is axis. Lowest score is 8.12 while highest are 10. Data falls consistently between 8.16 and 9.4. These depict consistency of the data. The result represents reliability and consistency of the tool.

Comparison of both group shown represent that the tool was achievements test was reliable as the data is consistent. Variation in mean score has been found. Maximum data, in the case of control group fall between 7.6 and 7.8 while for experimental group it falls between 8.16 and 9.6. Subject of the experimental group managed to score higher than control group.

2.5.3 The Result of Significance
Pearson Correlation was used to find out the relationship between variables. Contextualized English classroom test and mean of obtained score of both control and experimental group. The level of significance is 0.02. P value in the table is 0.00. The estimated co-efficient of correlation between contextualized English classroom text and Achievement of the students. Level of significance illustrates strong significances of the test. P-value is 0.00 shows that null hypothesis is rejected leading conclusion that the strong positive correlation between the variable exist.
**Table 1. Localized Student Performance**

|                      | Sum of Square | Df | Me square | F     | Sig |
|----------------------|---------------|----|-----------|-------|-----|
| Between group        | 53.174        | 1  | 53.174    | 1858.261 | -000 |
| Within group         | 2003          | 70 | 029       |        |     |
| Total                | 55.177        | 71 |           |        |     |

Students performance tested in the whole of achievement test and Analysis of variance (ANOVA). Column 01 of the table shows group. Column 02 consists of sum square. Column 03 contain represent degree of freedom. Column 04 shows mean of square. Column 05 contain F ratio and column 06 depicts significance of the test.

2.5.4 Test of Between –Localized Students Performance effect

**Table 2. Dependent Variable: Localized Students Performance**

| Source          | Types 111 Sum of square Df | Mean score | F     | Sig |
|-----------------|-----------------------------|------------|-------|-----|
| Corrected Model | 53452                       | 5          | 10690 | 408959 | 000 |
| Intercept       | 1926464                     | 1          | 1926464 | 737735.63 | 000 |
| Treatment       | 53.174                      | 1          | 53.174 | 2034.170 | -000 |
| English         | -176                        | 2          | -087  | 3.346 | -041 |
| Classrooms Task |                             |            |       |       |     |
| Treatment       | -103                        | 2          | -051  | 1.968 | -148 |
| English         |                             |            |       |       |     |

This is the result test of between Subject effects for 2 ways ANOVA. Column 01 of the table is source. Column 02 shows sum of squares. Column 03 represents degree of freedom. Column 04 depicts mean square. Column 05 of the table gives value of F ratio and column 06 shows value of significance. The
table illustrate that the treatment given to the group contributes significantly in students’ performance in English classroom task.

3. Discussion
Contextualized English Classrooms task is the dependent variable of the study. The impact of the independent variable was observed on the dependent variable-Localized students’ performance. In the study, Localized students performance is not the variable of interest for the researcher but it is an attribute variable that might affect the findings of the study. Therefore the researcher took it into account to make the finding of the study more valid and credible. The result of the data analysis shows existence of strong causal relationship between Contextualized in English classroom task and localized students’ performance. The test also suggests the two variables that are English classrooms task and Localized students’ performance in the test do not have any significant relationship. The students’ performance in test does not vary because of their English classroom task. They also represent that English classrooms task does not have any effect with the treatment in learning of the subjects. They imply that contextualized teaching is the only factor that impact to localized students’ performance. All other possible factors were controlled by selecting random techniques of sample on English Education Department. The researcher also the randomized the selected sample for the controlled and experimental group. No criterion was made by the researcher in assigning subjects to the control or experimental groups. The students were not informed about the group whether they are part of controlled group or experimental groups. His was done to avoid Hawthorne effect. The study was conducted at a neutral venue to avoid any effect of place or physical environment.

To study the causal relationship among these variables the researcher selected the most appropriate population which was students studying the English course. From the whole population the researcher selected the accessible population in order to maintain practicality and access till be end of the study. To make the sample more representative of the target population probability sampling procedure was adopted throughout the sample selection and group making. Simple random sampling technique was used at every step. The most important aspect of every experimental study is randomization in selection of the subject for the groups and the same was done by the researchers well. Two groups were made for the experiment namely control group and experimental group. The purpose of selecting a neutral venue was to avoid any effect that their own classroom in teaching learning at the experimental group. A neutral venue was selected to control extraneous variables that might affect the experiment. Duration of the class and total teaching hours were in accordance with recommendation. Control group was taught first to avoid English Classrooms task.

After treatment development and testing, the Researcher selected the most suitable research design after through study of the research methodologies which was simple factorial design one. Forty six students were randomly selected as a sample for the study from the population, and then randomized twenty three in each group; control and experimental group. Control group was taught with non-contextualized English classroom task used in regular teaching practice.

In the light of the analysis it is evident that the use of contextualized English classrooms task impact students learning positively. Finding

The finding of the study is based on the analysis that was done on the data found as a result of the experiment. The analysis of data used statistical with SPSS. The first step is to find out the tools of reliability of contextualized English classrooms and was found the reliable and consistent. The test has been analysis and show consistency of the tool. This is a comment on validity of the task used in the classroom for teaching.
The relationship between contextualized English classrooms and student performances was tested and the finding that strong a positive relationship between these variables exists. This finding suggests that students learning depend significantly on the selection of the task in English classroom. If non-contextualized task is used for the teaching in localized student performance, they tend to achieve less learning as compound to those who are taught through contextualized task.

4. Conclusion
This study was an attempt of working on contextualized English classroom task and localized student performance. This experimental study was conducted as an effort to get empirical evidences whether the idea of contextualization was in English classroom to what extent. It was also an encourage English language lecturer to go for contextualization the field of English classrooms to make learning more effective and quick for the leaners.

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