Contextual Teaching and Learning of Reading Skills in Indonesia: A Study of Higher Education English Lecturer' Beliefs

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Abstract: There is a mismatch between the policy of Contextual teaching and learning (CT&L) and learning in reading skills and the practice in the Indonesian higher education context. This is a case study that examines the beliefs of Indonesian higher education English lecturers about CT&L in English reading lessons. Context plays a pivotal role in English teaching, especially in reading, since it can connect teaching materials with students' real-life context. The interviews revealed that teachers believe teaching English reading skills should be contextualized. However, these practices were not always easy because there were constraints in the form of decontextualized textbooks and uncontextualized teaching. The findings of this research would offer a recommendation for policy makers, English teachers in higher education context and future researchers interested in how to make English language learning in reading more contextual.

Keywords: Contextual teaching and Learning; CT&L; reading skills, lecturer.

1. Introduction

Globalization is associated with an increasing flow of cross-cultural communication as well as the English language used in an international setting. Hence, it challenges the status quo of English as it is now owned by every speaker of the language, even if they are not native speakers of English (Nunan, 2001; Jenkins, 2006b; Crystal, 2008). The fact that the number of non-native English now has the biggest number in the world (Graddol, 2006; Jenkins, 2006a;) shifts the status of English from English as a foreign language (EFL) to English as lingua franca (ELF) (Mauranen & Ranta, 2009).

Lingua franca was described as the language that is used for international communication by every English language (EL) users. Furthermore, Lingua Franca was associated with a global economy that makes a new definition of global citizen that cater the issue of "shifting political fault lines; creating new global patterns of wealth and social exclusion; and suggesting new notions of human rights and responsibilities of citizenship" (Graddol, 2006, p. 12).

While EFL is a traditional perspective that sees English as a tool to communicate with native speakers, ELF sees English as the language used not only to communicate with native speakers but also those who use English as their second language. The concept of ELF emphasizes the importance of learning and understanding the linguistics and socio-cultural background where the language used besides the linguistics competence (Suzuki, 2011). The bigger contacts of people with different value, culture, and background, the bigger awareness raised that English users needed to "sanitize the English language from its cultural and political baggage, and focus instead on its instrumental value for international and intercultural communication" (Kumaravadivelu, 2012, p. 7). This makes the purpose of learning English is more to learn it as a means of communication rather than just focusing too much on the cultural aspects of the natives.

Furthermore, promoting CT&L in ELT means that teachers have to challenge the conventional perspectives of teaching. Teachers need to rethink the way they see students as passive knowledge recipients from teachers. Teachers give too much focus on content knowledge by giving only instructional strategies without considering whether the content is relevant or not with the students' context (Kumaravadivelu, 2012). In addition, teachers need to start to consider the post-method approach. It is a teaching approach that gives more emphasize on the context of the students rather than the method they are using (Pennycook, 1989; Kumaravadivelu, 204).

Teaching using method and post-method was different. In post-method, teachers need to rethink that there is no single method that fits all condition (Kumaravadivelu, 2012; Widdowson, 1990). The method was not ignored in post-method. Instead, context becomes the most considerable factor over method. There is a need for teachers to provide English language teaching that is contextual so that it matches with the reality teachers will face in English language classroom. The term context-sensitive is used by Kumaravadivelu (2011) to explain Contextual teaching and Learning (CT&L) in the language classroom. Context-sensitive teaching and learning should facilitate the needs to choose the most suitable pedagogy based on deep understanding of politics, socio-cultural, and location-based. In addition, Kumaravadivelu argued that CT&L should bring the socio-political sensibility into the classroom so that teaching and learning become the agents of change for student' social transformation and identity construction.

As language learning should be seen as a lifelong learning that emerging through the experience of students in their social contexts, teachers may have bigger responsibilities than only transmitting the knowledge. Teachers should initiate an action to include CT&L aspect in teaching that pays attention to "broader historical, political, social, cultural, and educational factors that impact on teaching (Kumaravadivelu, 2012, p. 24)". Besides, teachers should be able to negotiate the content of the knowledge, setting, curriculum, and students' needs so that they can make decisions of how to teach their students best (Johnson, 2006). In order to do that, teachers' subjectivity becomes matters. Further, Johnson argued that it is essential to acknowledge teachers' subjectivity in the form of vision, creativity, and voices to achieve a successful English learning. In the end, in this global era, English lecturers should teach EL reading that caters both cognitive and sociocultural aspects of English learners. This shifting paradigm from method oriented to context oriented influenced some researchers in EL reading skills.

This shifting paradigm influenced, for examples, the topic choices of English reading materials in Pakistan that more reflected Islamic values, such as topic about Prophet Muhammad and Hajj (Mahboob, 2009) or how Indonesian English learners learn reading skills by including local content as they want to be globally-involved citizen without abandoning local or/and national identity (Lamb, 2004). These two examples highlight the importance of embracing the culture and value that exist in the community to which they belong. In line with this argument, Kumaravadivelu (2012) argued that globalization has changed the way experts see English language teaching (ELT). That in order to make English learning become meaningful, teachers and learners need to include the factor of CT&L.

Giving more emphasize of contextual factors influence the way how English learning should be designed (McKay, 2003). In the context of Indonesia, the notion of CT&L can be found in the national curriculum. As stated in the intended curriculum, Indonesian curriculum emphasizes the need of learning English considering the sociocultural context of the students (National Education Standards Board, 2006; Mendikbud, 2013). The Indonesian curriculum suggests that students should learn English through connecting it with their real-life situations (Cahyono & Widiati, 2006). By reflecting on their culture and using the prior experience of the learners, teaching English becomes more effective. Hence, it is important for teachers and learners in Indonesia to pay more attention to contextual English language teaching.

However, what is outlined in the curriculum is not always the representation of what happens in the class. Several researches of EL reading skills revealed that CT&L of the reading skills does not happen in Indonesia. Lie (2007) argued that in terms of the reading materials used in the class, they still need some improvements to consider local cultures, ethnicity, and geography. Besides, the way teachers teach in the class is not necessarily informed by the theoretical development of English learning in a global era that emphasizes on promoting the intercultural understanding that becomes the core idea of the role English as lingua franca. Besides, Rukmini (2004) and Firmanto (2005) as cited in Cahyono and Widyati (2006), found

that students have less interest in reading materials at schools and considered them boring as they feel the text is decontextualized. Students felt that the text was unfamiliar to them and was not able to make a connection with their prior knowledge.

However, the research on why there is a mismatch between the intended and implemented curriculum is an under-researched topic. There is only limited research on this issue. A study by Saukah (2015) showed national examination may be the reason why teachers chose to teach decontextualized reading skills. Since 2015, the result of the national exam in Indonesia is no longer used as the only considerations for students' graduation. Instead, it is served as a high-stakes testing that was used as a tool to map out the educational outcome of the students, one of the factors for the students to go to the next level of education, as well as become one of the basis to plan the educational funding scheme for the following year (Saukah, 2015). While it may help to improve educational quality in Indonesia, national exam also may bring washback in the aspect of contextual English teaching and learning.

High-stakes status of national examination seems to give burden to both students and teachers that their only focus is just the national exam. For students, they need to work harder with multiple choices types test (since the national exam is in the multiple choices format). For teachers, they tend to drill the students with national examination test from past years to help students to understand what kind of questions they will face. These intensive practices usually will be started in the last semester of senior or junior higher education. This is in line with what Furaidah (2012) found in her study. It showed that there is a tendency that exercise drilling is the only method that teachers did to help students to be ready for the exam. Another study by Walz (1989) also revealed that drilling would not go hand in hand with the contextualization teaching and learning of language. It is because drilling was just a "mechanical exercise (p.7)" that allowed students to convert the sentence without having the ability understand the meaning. While it may be good to help students to pass the exam, focusing only on the exam will impede the teachers to teach English based on students' context and needs.

Teacher's Beliefs: An Overlooked Aspect

Examining teachers' beliefs on CT&L of reading skills can be a fruitful focus. Thus, it is the beliefs of the teachers that influence whether their teaching and learning practice is contextual or not. As belief in English teaching was not a new field, it has a very broad concept. Pajares (1992) explained that belief is an umbrella term to define "attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature (309)".   In addition, Nespor (1987) defined that beliefs attach to emotional aspects of human that help them to shape their thought, action, and expression. This is in line with Johnson (1999) who argued that teachers' beliefs may become the explanations on why teachers implement a particular way of teaching. In a teaching context, the action or practice implemented by teachers may become the reflection of their beliefs.

Several types of research proved that beliefs are important because they influence the practice. A research by Garton (2008) revealed that the teaching practice of his participants was in line with the beliefs they hold. Another research in Indonesian context by Zacharias (2005) showed that teachers' beliefs of the implementation of internationally-published materials influenced their teaching practice as well.

Considering the importance of context in English teaching and how it was connected with teacher beliefs, we content that, it is important to conduct a research about English lecturers' beliefs towards the CT&L of reading skills. As long as I knew, there was no research about English lecturers' beliefs towards the CT&L of reading skills yet. Therefore, my study is an effort to fill that gap and provide more nuanced accounts of teachers' beliefs towards CT&L of reading skills.

So, the purpose of this case study was to examine the Indonesian English lecturers' beliefs on CT&L of EL reading skills. To make a succinct discussion, the study will only focus on reading materials in higher education. Therefore, this study aims to explore the beliefs English lecturers in Indonesia have about Contextual teaching and Learning of reading skills.

2. Literature Review

Definition of Contextual Teaching and Learning

In recent years CT&L has become very popular in many educational contexts and attracts the attention of the researchers and practitioners. Language as a means of communication is intertwined with the context in which the language use takes place (Kumaravadivelu, 2011; Johnson, 2002). The language would make less sense if it is separated from the context. From the perspective of teaching and learning English, teachers and learners should be aware of this significance in the context of language learning. In the aspect of English reading materials in school, context is also essentials. Reducing the contextual factors in reading will only decline its meaningfulness. Before discussing the context in language teaching, it is essential to understand the definition of context.

Context includes all the features of the world beyond the classroom that covers the topic, setting, purpose, situation, actors roles, goals, motivation, and cultural assumptions that help people to use and interpret the language (Shrum & Glisan, 2015). Further, in teaching aspect, contextual refers to the presentation of meaning and situations in the method, classroom activity, and instructional approach that help students in constructing meaning and then using the target language to communicate. From the perspective of language learning, learning contextually means a condition where the instructional method triggers student engagement so that they can learn while connecting it with real life situations (Johnson, 2002). Mazzeo, Rab, and Alssid (2003) provided a succinct definition by explaining that context teaching is "a diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student (p. 3-4)". In conclusion, CT&L is a teaching approach that provides explicit connections between what is being taught in the class and what students enjoy and experience beyond the class.

Various terms have been used to explain CT&L. Several of them are: situated cognition (stone, Alfeld, Pearson, Lewis, and Jensen, 2006), functional context education (2005), contextualized instructions (Wisely, 2009), context-sensitive (Kumaravadivelu, 2001, 2003, 2011), Humanizing (Tomlinson, 2008; 2011), and Contextual teaching and learning (Baker, Hope, Karandjeff, 2009; Johnson, 2002). Despite their different terms, they tend to focus on a core idea; that was to relate the subject matter with real-life practices. However, in this study, I use the term Contextual teaching and Learning suggested by Baker et al and Johnson.

Framework of Contextual Teaching and Learning

The notion of CT&L was so broad that it needs a concise framework to better understand it. Therefore, Crawford (2001) suggests a framework for CT&L that may help teachers to provide a contextual pedagogy for their students. It is called REACT framework that consists of five principles: relating, experiencing, applying, cooperating, and transferring. The framework can also be used for researchers to guide the investigation because it reflects every important aspect in CT&L of reading skills.

This framework is based on the constructivism theory of learning. Constructivist theory points out that learning is effective if the knowledge and information are delivered in a way that students able to construct meaning based on their own experiences and prior knowledge (Sung, Hwang, & Chang, 2015). In addition, Hull (1993) argued that "as the mind naturally seeks meaning in context – that was, in the environment where the person is located – and that it does so through searching for relationships that make sense and appear useful" (p. 41). By applying the principal of constructivism, Brown (2001) argued that it will help students to engage in meaningful learning that results in stronger retention of knowledge.

Relating is the first principle in the CT&L approach. Relating is one of the most important principles in CT&L since it is closely related with constructivism that became the heart of CT&L (Satriani, Emilia & Gunawan, 2012). By relating, students are learning in the context of their life experience or prior knowledge. Existing knowledge and information that students have is the starting point for teachers to link it with the new concept or knowledge. Caine and Caine (1993) used the term felt meaning to explain how context and existing knowledge can help students to discover new knowledge. In addition, in order for students to experience felt meaning, teachers need to make an adequate learning plan because

connecting new knowledge with real-life context is not easy (Bransford, Brown, and Cocking, 1999).

The second dimension is experiencing. Crawford (2001) defined experiencing as the process of learning by doing. It can be done through exploration, discovery, and invention. The goal of experiencing is to overcome the problems that students may not be able to connect the new knowledge they got with their real-life experiences. By experiencing, students are given the space to practice the new information and knowledge they have. In this process, the teacher should not give a direct lecture to students, instead, teachers should let students discover the knowledge by themselves (Bransford, et al, 1999).

Besides experiencing, students also need to apply the concept. Applying is the strategy of learning by putting the concepts to use. Crawford (2011) argued that applying is often related to the tasks given to the students. When students read English materials in the class, they may have questions of what is the significance for them in learning this material. To overcome this problem, Crawford proposed teachers to use the realistic or authentic exercises. The strategies that can be implemented to provide it are (Pintrich, Paul, & Dale, 1996, as cited in Crawford, 2001, p. 16): "(1) focus on meaningful aspects of learning, (2) design tasks for novelty, variety, diversity, and interest, (3) design tasks that are challenging but reasonable in terms of students' capabilities."

Cooperating is defined as the process of learning in which students can share, respond, and communicate with other learners (Crawford, 2001). Cooperating or working with a group can help students to feel less self-conscious. This strategy will also be helpful for students who often feel reluctant to ask questions in class. Also, by working in groups, students learn how to re-evaluate and rethinking their own understanding of particular materials or subject.

Eventually, students need to transfer what they understand in class to the activity beyond the classroom. Crawford (2001) believed that transferring is a strategy of implementing the knowledge from the classroom in "a new context and novel situation – one that has not been covered in class" (p. 20). By implementing these steps in teaching and learning, it is expected that students will experience a meaningful learning that eventually helps them to not only understand the knowledge but also able to apply it in real life situations.

Implementation of CT&L of Reading Skills

Reading is an activity that needs the linguistic capability and contextual or cultural understanding. Besides the ability to understand textual features like vocabulary and grammar, in order to comprehend a text, readers also need the ability to understand extratextual elements such as topic familiarity and cultural situations (Ramirez, 1995). In second language teaching, texts can be functioned as an occasion to provide content that is interesting and familiar to the students. Furthermore, text can also serve as a media to present a cultural context that is authentic and occurring in social situations of the readers (Wallace, 1992). Context, culture, and authenticity are essential parts in a meaning construction in readings in the second language. A context is crucial in understanding an English reading text. This is because what makes words and sentence become meaningful to the readers is because they embedded in the context (Philips, 1984; Schulz, 1984). There were several studies focusing on the implementation of CT&L of reading skills.

A study conducted by Perin, Bork, Peverly, and Mason (2013) to help low-achieving adolescent and young adults in reading. In this study, they implemented the contextualized intervention in the form of Content Comprehension Strategy Intervention (CCSI) in reading. The goal was to examine whether it could help students improve their ability to understand the text and improve vocabulary; previewing, identifying main ideas and supporting detail; identifying an author's purpose, understanding figurative language, analyzing elements of fiction, and use of grammar, punctuation and text structure. The result showed that using contextualized reading content could help them increase their reading comprehension and later resulted in better writing.

Research about the importance of context in the form background knowledge also found in a study by Kulo, Onchera, and Indembukhani (2014) in Kenya. In this descriptive survey study, Kulo, et al asked 256 participants as the sample. The result showed that students struggled to comprehend reading text because of their lack of prior linguistic knowledge and prior background knowledge. These researchers concluded that contextual factors such as background knowledge was very important to help Kenyan students to understand English

reading text better. It is about the role of the context but not about CT&L of the reading skills.

These studies proved that the role of context in English reading was important. It helps the student to connect the reading materials with their prior experience to make the learning more meaningful. Therefore, the context in English reading activity should be given more attention as it may help students increase their reading comprehension.

Benefits of CT&L for English Language reading

The purpose of CT&L is to improve students learning outcome. In the context of language learning, adding context to in the learning may create a more effective learning atmosphere that eventually resulting in a more meaningful learning. In English Language reading, research has shown that CT&L may bring several benefits.

CT&L help students to increase their cognitive knowledge in the target language. This was because adding context in learning to promote transfer of learning and increase the possibility of information retention (Fuchs, 2003). Stone (2006, as cited in Perin, 2011) resonates the same idea. He argued that creation of explicit connections between situations is critical if students are to transfer their knowledge and skills outside the classroom, whether it is to another context or to an abstract testing situation" (p. 11). Connecting reading skills with the materials they are likely to experience tend to increase their understanding of a text. Teachers may try to apply authentic materials to help learners connect in class activity with out-class activity. Being authentic means resembling with students' lives and experience rather than referencing materials from English-speaking countries.

The second benefit of CT&L is to develop intrinsic motivation in reading. This is possible since in CT&L learners engage with the materials that are relatable and interesting (Ryan & Deci, 2000; Becker, McElvany, & Kortenbruck, 2010). For Indonesian students, who may have low motivation in learning English due to the abundant unfamiliar words or phrases in reading materials, finding materials that could gain their attention is important. Low motivation could be a problem in teaching reading skills as students would come to the class unprepared. Eventually, students would dislike the reading lesson since they appear incompetent in the class (Dean & Dagostino, 2007). Applying materials that have contextuality factor and based on their interest would increase students' intrinsic motivation that expected to influence their learning outcome to have better reading skills.

Previous Research on CT&L of Reading Skills

Research on CT&L, even though it was limited, was claimed as a success story. Several research studies revealed that CT&L of reading skills helped students to learn English better. Aprizani (2016) conducted a research on improving reading comprehension using CT&L in higher education context. The research was a quantitative method and using an experimental design. She divided the participants into two groups and each group was asked to implement two different approaches: CT&L using REACT framework and direct instruction approach. The participants were asked to do several tests to check their reading comprehension then the results of both group were compared. The result of the study revealed that CT&L group performed better than another group.

Almost similar research conducted by Khaefatunnisa (2015). She examined the effectiveness of CT&L using REACT framework and learning to improve higher education students' procedure reading comprehension. The study employed experimental design to compare two groups of students that implemented and did not implement CT&L. The data obtained from pre-test, post-test, and students' interview. The result showed that the group that implemented CT&L achieved a better score. Besides, the result of the interview revealed that students be more motivated if they use this approach.

Gaps in the literature and the Needs Conducting Research on the Topic

Despite the successfulness, the research of CT&L of reading skills still has several gaps. First, both studies above did not explore teachers' perspectives. Although students' engagement with the materials was one of the principles of CT&L (Johnson, 2002), researchers should not ignore the important role of the teachers. In an approach where context matters, teachers vision and creativity were so helpful (Kumaravadivelu, 2001) to guide students to reach the learning goals. Therefore, neglecting teachers point of view would

only make the learning unguided and resulted in students failed to reach the goal of the curriculum.

Besides, both studies above presented a result from an experimental study that may not represent the natural learning environment. The purpose of experimental design is to test a concept or procedure to determine its outcome. The researchers choose which group was being experimented, and which groups are not, then compare both to show which one performed better. Those in the experimented group are given treatment by manipulating one of the variables (Creswell, 2014). Since they were in an experimental condition, it was hard to assume that the same result would be obtained if it was in natural condition. In addition, these two studies only examined the successfulness of this approach without considering what teachers think about it. From the perspective of the framework, even though both studies claimed that they implemented REACT, but the details on how they implemented it remained vague.

As discussed in the first chapter, teachers' beliefs would influence their practice on how they implement CT&L. Therefore, examining the issue from the perspective is important. Since teacher' perspective matters and prior research did not offer adequate teachers' perspective on the natural setting, there is a need conduct a study on teachers' beliefs on CT&L.

3. Method

Social constructivism lens is used as an epistemological stance in this study. Epistemology is the study of the knowledge and its nature as well as how people justified belief. In social constructivism epistemology, context and culture are important aspects to understand the phenomenon happened in the society and how knowledge constructed based on this understanding (Dery, 1999; McMahon, 1997, as cited in Kim, 2001). Constructivist worldview offers multiple meanings that lead the researcher to look for complex perspectives rather than dividing the ideas into several parts (Creswell, 2014). Furthermore, in social constructivists, meaning is not embedded only on each individual but negotiated socially and historically.

Since the topic of my research examines the teachers' beliefs on CT&L, I try to explore the perspectives of teachers on the notion of context and contextual. Their different background knowledge and experience may also contribute to the meaning-making. Therefore, social constructivism suits my research best. Exploring teachers' beliefs will eventually reveal the root underlying their classroom practice.

Qualitative Research

This research is an empirical qualitative study. A qualitative study was chosen for the purpose of this study to explore how teachers make sense of their teaching world in their natural setting (Merriam, 2009). Denzin, Lincoln, and Giardina (2006) argued that qualitative research is beneficial for a researcher who wants to understand the phenomena through language that built on perceptions, attitudes, beliefs or motivations. This is in line with the purpose of my study that attempted to explore teachers' beliefs about contextual English language teaching in reading. To achieve this aim, teachers' perspectives were considered as an important factor to investigate. This resonates with the idea of the qualitative research that allows the researcher to explore participants' views and how their interpretations are reflected in their experiences (Creswell, 2014).

Case Study Methodology

Data analysis centered on teachers' perceptions of AI's usefulness in the classroom, drawing upon Davis' (1989) Technology Acceptance Model (TAM). While TAM considers both ease of use and usefulness, this study focused solely on usefulness due to the teacher participants. Thematic coding was then applied to categorize the interview data into themes for further analysis and discussion.

A case study is a methodology that bound the research with the context of the study. There were several definitions of case study. Gerring (2007, p.3) may be provided the most succinct definition; "Case study research, by definition, was focused on a single, relatively bounded unit". The size of the unit is not the issue. Instead, the issue was bounded with socially embedded phenomena (Yin, 2014). As the case I explore was contextual and bounded to the specific system, the result of this study is not to generalize this issue in a whole.

In this study, I examined the beliefs of two Indonesian higher education English lecturers of CT&L of reading skills. Since the subject of my study was in the bounded system and having a purpose to not only provide the explanation but also new insights, then Case study approach was suitable to be implemented in this study (Yin, 2014, Cresswell, 2014). In a case study, the result of the study is not used as a generalizable finding or to become the representative of general population repetitive. Instead, the purpose of this study is to provide an information-rich case that eventually answered the research question (Palinkas et al, 2015).

A purposeful sampling procedure was used in this study. Purposeful sampling is suited to case study methodology as it enables the researcher to obtain as much as information about the case being studied (Silverman, 2015; Creswell, 2014).

There were two participants in this study. They had to meet two selection criteria:
1.   They had to be a higher education English lecturer from Indonesia
2.   They had experience of teaching English for specific purposes.

Data collection methods

There was one method of data collection in this study - semi-structured interviews. Borg (2006) argued that semi-structured interviews were "kind of interview that guided by a set of general themes, rather than specific questions, and researcher have the flexibility in the manner in which they encourage the interviewee to talk about these themes" (p. 190). As this study aimed to explore teachers' beliefs upon contextual ELT, the semi-structured interview seemed to be useful to answer these questions. Open-ended questions implemented in this interview to generate the data from the participants (Ary, 2010). In particular, semi-structured interviews had the advantages of allowing the researcher to explore unobservable aspects of participants life and providing less "forced-choice" responses that eventually will help the researcher to get the response from participants perspective clearer (Ely, 1991; Glesne and Peshkin, 1992, as cited in Borg, 2006).

The researcher used REACT (Crawford, 2011) as the framework to develop interview questions (see the interview questions in Appendix II). There was one section of face-to-face interview for an hour long each. Using participants' native language was chosen since it was expected that participants would not face language constraint when being interviewed. The recorded interviews then transcribed.

After conducting the interview, the next step was manually transcript the recording. Since the interview was in the Indonesian language, the transcription was translated into English as well. The next step was member checking. The transcript then was shown to the participants in case there were points that need to be clarified.

In this step, participants were allowed to check the accuracy of the interview transcription so that participant could be sure that what was transcribed was really what they said in the interview (Merriam, 2009). This effort was also advantageous for both researcher and participant since the participants' perspectives could be maintained and the result of the study later was based on the teachers' view, not only the interpretation of the researcher (Cresswell, 2014).

Data Analysis

It was challenging to make sense the obtained data, reduce the volume of information, and then acknowledge the pivotal patterns. This was the reason why Meriam (2009) advised researcher to do data collection and data analysis simultaneously so that it would be more focused and avoid the overwhelmed of data.

The analysis started by reading the whole transcript excerpt. Reading the whole transcript would be helpful to make more sense of the data (Creswell, 2014). Researcher read the data so carefully and put detail in every word. The next step was to mark every possible theme from each transcript document. Every theme then being coded so that it was easier to list them out. The codes address several topics

The next step was comparing transcript from two participants. Researcher seeks to find the similar pattern to find the merging. The found insights were examined within the categories to find out whether they were connected or not. After that, they were examined across categories as well to see how they influenced each other.

4. Findings and Discussion

The first part of this discussion emphasizes on lecturers' understanding on the importance of CT&L in EL reading. Participants signified that they personally believe that teaching English in Indonesia should be contextual. One of the participants, Rianti, said that:

"…. personally, ideally learning English should be more about how we can relate materials given in the class and students' real-life contexts. I hope learning English will be more communicative, students can use it beyond the classroom, and encourages them to learn more and more."

Zulika also mentioned that:

"yes, the main purpose of language learning should be about how learners can use it outside the class. Besides, what else the function of learning a language if not to use it?"

Both participants agreed that main focus on language learning is as a means of communication in their real-life. In order to teach English contextually, the lecturer should place new information or knowledge in a context that was meaningful to students, such as their family, hobby, favorite person, etc. By doing so, it was expected that students became more interested in learning English and eventually motivate them to learn more.

Rianti's and Zulika's opinion about how language should be advantageous to the students beyond classroom context is in line with what Gee (2011) views on language. Language is mutually related to situations and context where the activity takes place. He argues that language should be oriented on social activities rather than "giving and getting information" (p.2) only. Only by relating the language with the social practices, language can create its meaning.

In the context of EL reading, the purpose should also be about how it can be meaningful in students' real-life context, but there is a mismatch in the practice. Reading materials in a prescribed materials is not only have the purpose of knowledge exchange but also as a tool of ideological reproduction (Apple and Christian-Smith, 1991). Therefore, the materials should be able to combine students' ideological as well as context and cultural background in its content (Shin, Eslami, Chen, 2011). English reading materials often focused on the linguistic aspect of the target language but failed to consider what kind of students that would use the books. Reading materials as learning resources were essential in a process of learning, but most of the time the books made "insufficient use of the learners' ability to learn through doing things physically, to learn through feeling, emotion, to learn through experiencing things in the mind." (Tomlinson, 2013). This exact problem mentioned by Zulika in her interview. Saying that

"I don't think most part of the content of the book is useful in real life context. It only focuses on grammar and structures, that's it"

Rianti also mentioned:

"once I found materials that may be connected to students' lives. a reading material about consumer service conversation may give the students idea about how the phone conversation going in English speaking countries"

Comparing these two answers, it is interesting to discuss two points: first, about how Zulika felt that the reading materials she used in class were not contextual. Second, Rianti argued that the reading materials were sometimes contextual. She mentioned phone conversation in English speaking countries as the example. Both participants doubted that the learning resources they had represent what contextual is. It seems like both of them already had a vivid construct in their mind about how a reading material should be so that they can argue that the books they were using were not really fit the standard they had in mind.

However, the example given by Rianti was not an activity that situated around Indonesian students' real-life context. The example above was what Graddol (2006) depicted as "native norm". It is a condition where the interaction is given in learning materials often presented in the form of native users' conversation.

To sum up, what participants understand about CT&L is learning materials that connect with students real-life. They assume that the English learning materials students get in the class should be beneficial as well when it is used beyond the classroom. They argue that learning can be contextual if the materials they learn in the class is similar to what they meet in their environment. However, the participants appear to be trapped in a "native norm". They consider the situation that mostly happened in native speakers' environment as

something that contextual for their students. This makes their initial idea of contextual does not match with their practice. As there is no existing study on how the beliefs of lecturers towards the CT&L of reading skills, this finding offers a new perspective on how lecturers see it.

Lecturers' Implementation Strategies of CT&L of Reading

Presentation of findings is organized around Crawford (2011) REACT framework: relating, experiencing, applying, cooperating, transferring. The findings provide insight into the how lecturers' relating and cooperating strategy in contextualizing their teaching and learning of EL reading skills as well the constraint they face while implementing it in Indonesian higher education context.

Lecturers' Relating Strategy

The findings showed that lecturers implemented several strategies to relate the materials with the students' real-life context.   They were Brainstorming, using pop culture, and using folklore. On using brainstorming, both participants agreed that it was one of the strategies they often used to start learning activity. Zulika said that:

I try to always space for students to explore the knowledge rather than only give them. To do this, I start with brainstorming….

I start the activity with brainstorming activity, list few relevant words, and invite students to use their previous knowledge or experiences. Also, ask some of the students to give their opinion. Based on that, the more questions will grow in them. If possible, I will lead the discussion by giving them more questions.

Rianti also added:

"I usually start the lesson by doing brainstorming, ask for students' aspiration, and try to relate them to the lesson. For example, when we learn movie review I start the activity by watching a movie. I ask their opinion about that and start to ask them to write a movie review. I invite them to use their prior knowledge or experience in the class."

Both participants appeared to use brainstorm activity as a tool for reading English learning in the class. Their beliefs confirmed Mongeau and Morr's (1999) argument that brainstorming works as a "method of ideation" (p.14) to help English learners generate ideas as well as warming up activity. By implementing this method, it is expected that students can recall their prior knowledge and previous experience to be used as one of the main resources for learning. Implementing brainstorming before the main activity help students to become conscious of what they already know regarding the topic before they went on learn the reading thoroughly (Feather, 2004). Eventually, the activation of prior knowledge that can be done through brainstorming help learners to increase their reading comprehension (Labiod, 2007, as cited in Ghabanchi and Behrooznia, 2014).

The second strategy implemented by lecturer was using pop culture as topic options. One of the participants, Rianti, in this study argued that to make the learning to become contextual, she needed to grasp their students' attention and interest. The term pop culture I use in this finding referred to "culture that is widely favored or well-liked by many people" (Storey, 1998:7). The sources of it can be from the television, magazines, internet, movie, songs or books. To do so, she often uses pop culture references to invite their students' attention into the lesson. Rianti specifically mentioned:

In reading lesson specifically, when I delivered descriptive text materials, I ask them to describe their favorite public figure. My students like vloggers (people who make vlog) so much that they love to talk about them every time. Some of the vloggers use English in their video a little bit, fortunately. The reason why my students want to learn English, I think, is because of them. So, I think I can use that topic in my class.

Rianti argued that her every student should have a favorite figure or characters that they looked up to. She further argued that the students' fascination towards these famous figures could be explored to provide a reading material that suits students' interest. Rianti reported that it seems easier for students to engage with the learning materials when the topic is of their interest. She found that one of the popular cultures that are mushrooming in Indonesia for students at her students' ages was about vlog (video blog) in several famous Indonesian Youtube channel. She then made use of this phenomenon to become the topic of her EL

reading lesson. Using students' favorite topic, it was expected that students' engagement with the materials will be increased.

The third strategy was using folktale. Another insight that emerges from the interview is that lecturers often implemented traditional literature, such as folklore, as the reading materials. The folktale is a traditional literary text that spread by words of mouth prior the development of a writing system (Lwin, 2015). The findings revealed that one of the participant in this study, Zulika, equipped herself with some of Indonesia traditional literary text as a tool to invite students' engagement. As Zulika explained:

I try to find texts that my students familiar with. Since we live in Padang (a name of a city in Indonesia, in West Sumatra province), the local and famous folklore like Malin Kundang can be the example of a teaching English material. Or it could be something that students experience. When I try to use materials that are not too familiar, they made less engagement with the materials.

Indonesia is a country that rich with culture. One of the representations of its culture-richness is how almost every region has their own traditional literary texts. In Zulika's case, since she came from Padang, in West Sumatra Province, the most famous folktale is called Malin Kundang. She used this kind of folktales to help her students learn English. Every folktale in Indonesia has local characteristics that close and relatable to the people in that area. Zulika added, in Malin Kundang story, it has local features such as the sea, trading cultures, and respecting the elders. These aspects and values are close and hold by the people in Padang. On the other hand, since the story is also famous, Zulika try to find the English version of the tales and use it as reading materials. It is hoped that the story is relatable to them and students became interested in learning English.

Lecturer's Cooperating Strategy

One of the participants, Zulika, mentioned another dimension of CT&L that helped her in teaching reading skills, that was a cooperating dimension. In a context of teaching reading comprehension, cooperating strategy she implemented was a discussion. As she explained:

"In Indonesia, students mostly face the problems of lack of vocabulary and too shy to speak. They keep silent most of the time and seems reluctant to speak. So, work in group may helpful to encourage discussion"

In discussion activity, students could unpack the idea, messages, value, or insight behind every reading text they learn. Zulika acknowledged that learning English as the second language was challenging. It was hard to invite students in-class participations. Most of the time, the students were too shy to speak up and probably did not have an idea on what should they do with the reading materials. To solve this problem, Zulika tried to hold the discussion about the topic of the learning. It was hoped that if students worked together, they can help each other in the learning process.

Discussion of Relating and Cooperating Strategy

REACT (2011) framework was useful because it categorized dimensions of CT&L. There are 5 dimensions in this framework. However, the data revealed only two dimensions: relating and cooperating. Relating strategies were identified in both participants while cooperating strategy identified only in one participant's data. Three other dimensions were not evident in their approaches. Therefore, now I turn to a discussion of two main points that were informed through this framework lecturers' relating strategy and lecturers' cooperating strategy.

Both participants used brainstorming as one of their relating strategies. On the surface, it seems obvious that both participants' goal in doing brainstorming was to invite their students' opinion about subject or topic they are discussed based on the students' prior knowledge and experience. Brainstorming also worked for a warming up activity before the main lesson. Besides warming up activity, brainstorming can also be an effective inquiry tool in developing students' problem solving and critical thinking which is essential in a reading comprehension (Johnson, 2002).

Leclef (1994, as cited Ghabanchi & Behrooznia, 2014) provides support of how brainstorming may help students develop their problem-solving skill. He argued that in a reading comprehension, creativity become one of the important attributes. Doing brainstorming can be utilized to help activate that feature (Fernald & Nickolenko, 1993). In the field of English language teaching, doing a brainstorming before discussing a reading

material can enhance students' problem-solving skill since they can learn the language in context and connect it with their novelty and social lives (Madandar-Arani & Kakia, 2007). In this way, students can relate the materials and real-life experience to make a contextual learning and eventually meaningful learning. While brainstorming was evident in both participants, pop culture strategies were only attributed to Rianti and folklore was only attributed to Zulika.

In using pop culture as topic references, the Rianti's goal was to choose an appropriate language learning input to help students learn English reading skills better. In the process of language learning, students need input. At the same time, books, movies, internet, could provide language input for students, as well as sociocultural knowledge, and also a topic for discussion (Murray, 2008). In this case, Rianti's students seem to be more interested in Youtube personality who frequently make content or daily vlog (video blog) on their youtube channel. In vlog, Rianti's students seem to have found a relatable experience. She reported that students felt that if they learn English, they could impersonate what those vloggers did. It gave them the opportunity to use the language in real-life situations. A fascination towards the popular figure and the opportunity to eventually use English in real-life context could be a strong motivation for someone to learn English (Murray, 2008).

However, using pop culture was not all about the benefits. Pop culture was implemented with respect to cater students interest and made them feel familiar with the topic, but it also should be within the framework of the curriculum. Consequently, lecturers should put their effort in choosing, altered, and monitoring the pop culture that they will use as learning inputs. It is suggested that lecturers need to their own censorship process before using pop culture (Stevens, 2001, Whitson, 1994). Another disadvantageous of pop culture was that it may be relevant to one student but maybe less relevant to others (Duff, 2003). Even in the same learning community like in Indonesian English classroom, not all students have the same level of English proficiency, a social, or economic background that makes their pop culture references may vary. Norton (2000) supported this possibility by arguing that even in public colleges, relevance and access to the same resources cannot be taken for granted. Eventually, lecturers' guidance is essentials to filter the learning input so that it matches with the curriculum frameworks as well as students' needs and context.

Zulika preferred to use folktale to provide a contextualized teaching of EL reading skills. Due to its simple language and its status as an oral tales, there is a misconception that folktales only suitable for children. However, folktales address humanity issues including how society deals with kindness, jealousy, honesty, arrogance, and so forth. These issues are so universal that not only children can relate. This makes folktales suitable for language learners at all ages (Taylor, 2000). In the context of Zulika's higher education students, where some students may struggle to learn English as a second language, using simple text like folktales may ease students' language acquisition.

Bean (1999) examined that universality of the issues and similarity of the generic structures in folktales from different cultures makes folktales become "one of the most accessible vehicles for language learning" (p. 58). In the findings, Zulika mentioned that she used a translated version of the folktale as reading learning materials. Translation version of a folktale can be useful for English learner as it provides simple grammatical features, tenses, and words (Taylor, 2000).

Considering the context of teaching reading skills by using folktales may also be advantageous in terms of bridging students' real-life experience and classroom materials. Since local folktales are also connected with local wisdom and value, learners can implement what they learn in tales directly for their life. This is in line with Eugenio (1995) and Yektiningtyas-Modouw and Karna (2013) who claimed that folktale is close to cultural heritage and rooted from the culture of people. Due to their familiarity with cultural value and generic structures in folktales, students can be more focus on cognitive aspects of the language.

If we look at the relating strategy implemented by the participants: pop-culture by Rianti and folktales by Zulika, we may argue that what they choose may represent the socio-cultural aspects in which they teach. Popular culture was chosen as she taught in an urban city. The students make more contact with technology and social media so that they feel that they can relate more to the modernity. On the other hands, the reason Zulika chose folktales may be because traditional values in her teaching environment still have a big influence so that her students can still relate to it. I do not want to assume that Zulika's teaching place is not as

modern as Rianti's, but I just want to emphasize that how the notion of context is so flexible based on the socio-cultural aspects in which lecturers teach. It is hard to assume that if a strategy is proven to be successful in one place, it will guarantee another success in other places.

The second dimension of REACT found in the data was cooperating. In terms of lecturers' cooperating strategy, Zulika was the only participant implemented it. She initiated the discussion since she doubted that her students would actively participate in class when they worked alone. She argued that sometimes the reading materials were too difficult as they need work in a group to ease the process. Other than difficult materials, students lack participation in the classroom may be also because students positioned them as outsiders to the topic (Duff, 2002). Duff further added that using familiar and contextual references can help students to facilitate their comprehension since it will be easier for students to understand what the topic is about.

Constrain for implementation of contextual ELT

The participants believe that learning language should not be occurred in a vacuum. They agree that contextuality in learning was important. Zulika explained her beliefs this way:

> *"To accomplish the goal of the curriculum. It is based on curriculum objectives. Even when the goal of learning the language itself is to be able to use it in real life, but since the exposure for students to use the language outside the classroom is not enough it is almost impossible."*

Rianti added this way:

> *"Personally, ideally learning English should be more about that. I hope learning English will be more communicative, students can use it beyond the classroom, and encourages them to learn more and more."*

Despite their beliefs, they still had the doubts that there were some possible constraints in implementing CT&L in Indonesia. Two problems mentioned by participants were: non-contextual prescribed prescribed materialss and the national exam oriented teaching.

Prescribed materials

Given the importance of prescribed materialss as a guidance as well as learning sources materials in an ESL reading, the kind of prescribed materialss used in an English learning class may affect the effectiveness of the learning itself. From the perspectives of the participants, the prescribed materials used in their class may become a constraint in a CT&L process. As Zulika explained:

Well, actually I can see the reading materials may be intended to be contextual, but sometimes there is still some mistake in constructing the content of the books, like incorrect grammar, structures, inappropriate content. I don't think most part of the content of the materials is useful in real life context.

Rianti may have the same concern as reflected in this following response:

> *"I can say that the materials are less practical. I personally think that the reading materials may not be useful in their real life. It only is useful for the national exam, that's it. Also, since the materials more emphasize on grammar, structure stuff like that, what they understand will stay in their brain. Beyond that? Who knows. I don't think so."*

Both participants agreed that the curriculum instructed the lecturers to use the prescribed materials from the institution. Since the social context of the students may vary for each region, the prescribed prescribed materialss may not reflect what students experience in real life. Also, since most of the college focused more on how to pass the national exam, the materials in the books may not bother discussing contextual materials as the focus. The books gave too much focus on grammatical structures and variety of text types. While it may help students to pass the national exam, the books provided inadequate contextual EL reading skills content. Aside from helping them in the exam, students may get nothing when they use the knowledge outside the class.

High Stakes Exam

Another obstacle mentioned by participants is how English teaching process in class is so much influenced by the obsession of the lecturers to make their students pass the course exam at the end of the course. This makes the learning became far from contextual.

When being asked about the purpose of teaching and learning English in general as well as in reading skill, Rianti commented like this:

> *"… reading in English lesson in Indonesia still focus on grammar and structure. Even I personally want to make it more communicative, the principal and English teaching committee demand the English lecturer to make students be able to use English correctly. By correctly, they refer to the structure and grammar only. It is understood though because it is one of the subject tested in final exam of the course"*

Zulika expressed almost the same idea:

> *"In Indonesia, it is mostly to fill curriculum objectives to makes students be able to distinguish kinds of reading, their generic structure, and the purpose of certain kind of readings. Yet, students and lecturers have different expectation towards the reading itself. Lecturers expect the readings to be useful for students beyond the classroom, while students only see it as the path to be able to pass the exam."*

Within the context of university-level academics, achieving high performance on examinations in the Reading course is imperative for student success. These assessment outcomes function as a significant determinant in the calculation of the student's final grade. Consequently, substandard performance on these examinations directly correlates with a diminished final grade, a scenario that substantially increases the probability of the student failing to meet the course's minimum passing requirements. This outcome is not merely an individual academic setback; rather, a high rate of student failure within a core course constitutes a significant institutional liability, adversely affecting the program's academic reputation and potentially jeopardizing the institution's formal accreditation status.

Discussion of Constraints for Implementation of CT&L of Reading Skills

The prescribed materials are important in teaching EL of reading skills in Indonesia, but the materials provided by the institution does not necessarily provide adequate support to help students learn English. Prescribed materials in Indonesia was developed in a way that it has scientific truthfulness and relevant with the national curriculum (Supriadi, 1999). Besides, prescribed materials could help learners and lecturers to maintain the quality of education, agent of change and instructional materials in standardization (Hutchinson and Torres, 1994; Richards, 2001). Given the importance of prescribed materials, it should be able to cater the needs of students in a culturally diverse country like Indonesia. The study about this issue was initiated by Directorate General of Primary and Secondary Education (DGPSE) of Indonesia since 1993. They found that sociocultural background of students is an important aspect of developing a prescribed material. By catering students' diverse sociocultural background, it is expected that EL of reading skills can be more contextual. However, it seems like that institution ignoring the result of that findings. In fact, lecturers themselves mostly prefer to use prescribed materials globally developed prescribed materials that do not understand the local values than locally developed prescribed materials that may know better (Zacharias, 2003). The result is the books showed 'a sanitized world which is bland and dull and in which there is very little excitement or disturbance to stimulate the emotions of the learner' (Tomlinson, 1998, p. 20). This makes the learning of reading skills in Indonesia become less contextual and meaningful.

Another constraint mentioned by participants is how lecturers' teaching is oriented in the exam. In the first chapter, I explained that curriculum of reading in higher education provide a space for CT&L. Given the connection between curriculum and the exam, it could be inferred that the exam should also have contextuality aspects in it. Surprisingly, the nexam does not have that, since it just too much focuses on grammar, structure, and genres of text. It is because contextuality in curriculum seems like as a rhetoric only without real in-class implementation. On the other hand, the high-stakes status of the exam makes lecturers put their focus on it since the orientation is no longer for how to language but how to get a good score that eventually keep the institution accreditation high. This is in line with Au (2007) who argued that national exam affects lecturers' interpretation of the curriculum that lecturers "increased fragmentation of knowledge forms into bits and pieces learned for the sake of the tests themselves, and compelling lecturers to use more lecture-based, lecturer-centered pedagogies" (p. 8). Eventually, lecturers become exam and prescribed materials slaves (Spratt, 2005). Lecturers become too much rely on prescribed materials, structure, and practicing using prior tests. The intensity may be increasing as the exam get closer.

Two constraints mentioned by participants are somehow connected. The reason why the prescribed materials were too general and grammar oriented is maybe because the prescribed materials itself is developed to help students to be ready in final exam, rather than preparing students to be able to use language in real-life context. The high-stakes status of the exam seems like to give burden to lecturers on preparing students for the exam but neglecting the fact that learning English, especially reading skills should be contextual.

5. Conclusion

This study attempted to address the issue of CT&L of reading skills in Indonesia by exploring the lecturers' beliefs. The findings showed that lecturers-participants in this study believed that learning reading English should connect in-class materials with students' real-life context. Their understanding of CT&L was in line with how the literatures defined CT&L (Johnson, 2002; Mazzeo, et al, 2003; Baker et al, 2009). The goal was to make the language learning more meaningful since students could experience the language they learned. However, the participants still trapped in "native norm" (Graddol, 2006) as the reading example they provided did not reflect the real-life conditions of the students but native speakers'.

This study was informed by REACT framework (Crawford, 2011) on CT&L of reading skills. It consists of relating, experiencing, applying, cooperating, and transferring. However, the data revealed only two strategies implemented by participants: relating and cooperating. Relating was performed by both participants while cooperating strategy was identified only in one participant's data. Three other strategies were not evident in their teaching approaches.

In lecturers' relating strategy, participants performed three kinds of strategy. First, it was brainstorming at the beginning of the lesson. The goal was to activate students' prior knowledge and experience. Doing brainstorming was expected to help students' increase their problem-solving skill that was so beneficial in reading comprehension activity. Second, made use of pop culture. In a context where English is a second language like in Indonesia, sometimes students felt too shy to speak. Therefore, using popular cultures as learning materials may help to increase their confidence and eventually their in-class participation since they were familiar with the topics. Lastly, using folktale could also be helpful. In the context of a country with diverse culture, inserting the elements of traditional value in the forms of folklore could help students to bridge their real-life experience and classroom materials. Eventually, folktales may also motivate students to learn and increase their reading comprehension. On the other hands, in lecturers' cooperating strategy, participant performed discussion to help struggling students to unpack the idea, messages, value, or insight behind every reading text they learn.

However, the participants argued that there were two reasons why they could not implement CT&L maximally. First, it was because the prescribed prescribed materials they were using was not adequately promoted contextuality. It probably because the materials was not considering the fact that Indonesian students were having the diverse sociocultural background. The second constraint was examination oriented English teaching. Lecturers tend to neglect contextuality aspects and focus on giving a high amount of exam-like test to students so that students became familiar with the test.

In conclusion, the result of this research provides new perspectives on how lecturers see the notion of CT&L. Lecturers believed that learning English should be connected with the real-life context of students to make a meaningful learning. However, they doubted that they could implement the approach since they would face the constraints in the form of decontextualized prescribed prescribed materials and national exam-oriented teaching.

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