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## The Development of Junior High School English Materials from Contextual Teaching and Learning Perspective: Participatory Research and Development

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Article Info	Abstract
<b>Keywords:</b> CTL; Contextual Writing Book; R&D; supplementary book; junior high school	<i>The objectives of this study were: (1) to investigate the quality of the existing course book used in Islamic Junior High School, and (2) the development of Contextual Writing Book. This research was conducted at SMP Muhammadiyah Boarding School Prambanan. This research was categorized into Research and Development (R &amp; D). It was conducted in two steps, including exploration and development. The exploration step consisted of literature review, field study, need analysis, and product planning while the development step comprised prototype development, field testing, and final product. Data reduction, data display, and conclusion proposed in Miles and Huberman's model was used to analyze the data. After conducting needs analysis through interview, questionnaire, observation, and document analysis, the researcher concluded that there was a need of supplementary English material to fulfil the students' needs toward the material at Junior High School. The existing course book did not provide sufficient writing assignment and focused on speaking assignment only, instead of four English skills that were required. In development stage, the researcher designed a prototype of Contextual Writing Book referring to Contextual Teaching and Learning (CTL) approach. Then, it was validated and reviewed by five experts. To get the feasible product, the prototype was implemented three times in the classroom. The final try out, class observation, questionnaire, and Focus Group Discussion (FGD) approved the draft's feasibility and appropriateness as supplementary material to teach students of Junior High School.</i>

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## INTRODUCTION

Recently, there are many English course books for the students of junior high schools. Some books that are often used by English teacher are “When English Rings A Bell, Headline English, Effective English, and English in Focus.” Each of them promotes different approach and also interesting topic and display. Although there are many course books published with different kinds of approach offered, language practitioners should choose the best and standard books based on the students’ need. Cunningsworth stated that there are several guidelines for standardized course books used in the classroom. First, course books should correspond to learners’ needs. Second, course books should reflect the uses (present or future) which learners will make of the language.

By doing the observation and informal talk with the English teacher, it was found that this school only used books which designed by Kementrian Pendidikan dan Budaya (Kemendikbud) of Indonesia. The book which is used frequently is “When English Rings A Bell” which has three levels; novice, elementary, and intermediate. The novice level was designed for first grade, elementary level for second grade, and intermediate level for third grade. Each series designed for two semesters. This book is designed by using curriculum 2013 with integrated English skills. Based on analysis on this book, it is found that the input text and language context are so lack of writing skills. In addition, the tasks presented in the book focus on the speaking skills only. It becomes the reason why the students of junior high school need supplementary English writing material which can guide the students to improve their writing skills.

Learning English is learning four skills; listening, speaking, reading and writing. Among those skills, through writing every student does have an opportunity to respond, to participate, to learn actively rather than passively, and to think independently (Brewster and Klump 2004, p.11). From the writing process, students will be able to develop their English based on what they think naturally. The students are not scared or shy to express their capabilities or ideas in English through the writing. When the students write in English, they have time to go back and think about what they have written. No one will know or blame them for their earlier writing mistakes. Only the writer and the teacher who guided these students in writing would know these mistakes, could give feedback and correct the mistakes which appear. They can also express their personalities from what they have written more honestly. Writing is one of the tools to measure the English abilities in the teaching and learning process. It is helpful for the teacher to know how much their students have absorbed the material given to them in the classroom. Rather than listening, speaking or reading, writing more accurately shows the students’ English capabilities. Because in Indonesia, English is a foreign language, and most of the Indonesian students feel worried and shy to use English in conversation everyday, so the speaking and listening skills are less developed. One of the bad habits of Indonesian people is that they are too lazy to read and write. As a child, the researcher rarely found an adult or parents that made a habit of writing to give an example. They just ordered their children to write frequently and as a child had to obey what a parent said, in the end, writing became a boring activity.

The English teaching and learning in Junior High School is designed to develop the students’ abilities, but most of students still feel strange with English. They think that they are going to be failed in learning English especially in National Examination, and they will not be able to understand well. On the other hand, if they have no idea about what to say, write, read, and listen, the students may lose confidence and feel uncomfortable. Based on the researcher early observation conducted at SMP Muhammadiyah Boarding School, this school has a different principle in teaching learning process especially in regular subject like mathematics, English et cetera. The most important thing for that school is how to make the students pass in National Examination and have good quality in knowledge and skills of Islam as one of the

rules of principle in Muhammadiyah education, although some of the English teachers care about their students' competence in listening, speaking, reading or writing skill. Unfortunately, the learning process has not run as it is expected. It is because of the lack of learning materials. The sources of the English materials are limited and none of textbooks or workbooks guided and exposed all four English skills, especially writing as the most important skill in teaching learning process. There are some textbooks used only by the teacher and workbooks for the students. The workbook only consists of several subjects such as Javanese and other local content subjects. Furthermore, the learning materials are not arranged systematically, and there are only few materials that discuss about writing. It makes the students' English skills poor and always makes many grammar mistakes in their writing works. Therefore, it is necessary to have a set of Contextual Writing Book which contains the materials based on the students' needs. It was related to the context of the daily life.

Using context of the daily life in teaching English as a foreign language especially to explore students' handwriting help the students to understand what they write and help them to write more quickly and easily. It was because the students can make a draft from the result of thinking which guided from the authentic topics in writing process. Authentic topics mean that the topic is close to the students' lives based on their daily activities. English language is taught based on the context called Contextual Teaching and Learning. Johnson (2002, p.67) argue that CTL system is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.

The researcher observes some previous studies before conducting the research in order to know how far the CTL approach and R&D research are used in language teaching. There are several researchers who have conducted the research used CTL approach and R&D. Those are carried out by Satriani et al. (2012) the study aims to investigate the strategies and the advantages of using CTL approach to teach English writing in Junior High School. The study employed a qualitative case study research design. Syaifudin (2015) investigated the quality of "When English Rings A Bells" as the existing course book of Junior High School in Surakarta and to describe the development of supplementary reading materials for the seventh grade of Junior High School in Surakarta based on curriculum 2013. Widodo (2015) documented the design and use of vocational English materials informed by Systemic Functional Linguistics as social semiotic theory. Pravitasari (2017) investigated the quality of the existing course book used in vocational school of Indonesia and developed a supplementary project book for vocational students, which used Research and Development design. Widodo (2018) evaluated ELT textbooks as a moral or character agent using critical micro-semiotic discourse study, examined in what ways values were portrayed in one Indonesian Ministry of National Education-approved secondary school English textbook. Dewi and Primayana (2019) analyzed differences in conceptual understanding between students facilitated by learning modules with CTL settings and direct learning models.

In this current research, the researcher tries to investigate the quality of "When English Rings A Bells" as the existing course book and to develop supplementary English writing materials for seventh grade students of Junior High School. The supplementary English writing materials guides the students to make some writing projects using CTL method in real situation based on the topic given. The supplementary English writing material will be developed based on the concept in writing skills, CTL, and supplementary materials. It can accompany the other learning materials for students to have independent learning and make a compilation between students and the teacher.

## **RESEARCH METHOD**

This study used the research and development methodology or it is known as R&D study. R&D is an industry-based development model in which they are systematically field tested, evaluated, and refined until they met specified criteria of effectiveness, quality, or similar standards (Gall and Borg 1983, p.569). It is aimed to help teachers and students to get the best educational product. Based on the aim of this study, this study is classified as a Research and Development (R & D). The aim of this research is to develop supplementary English writing materials for seventh grade students of Junior High School. In this research, the product is developed by considering to the strengths and weaknesses of existing learning material or textbooks and some related theories in order to produce an appropriate material based on Junior High School context. In developing it, the use of Contextual Teaching and Learning approach will be explored much more. There are two stages in this research, namely exploration and development. Each stage has different steps and purposes.

The steps of R&D can be classified into four big stages which are included some operational steps. The four stages are (1) exploration, (2) product development, (3) field testing, and (4) dissemination and implementation. However, only exploration and development stage were done in this research. Because of the time, field testing and dissemination were not conducted. Such simplification is termed by Gall and Borg. They state that for thesis and dissertation, it is best to undertake a small-scale project and to limit development to just few steps of the R & D cycle (Gall and Borg 1983, p.570). It means that the implementation can be adjusted based on the condition. Considering all of steps need more time in conducting the research, this research also used modified procedures of R & D. Therefore, this research will be conducted in two stages namely; exploration stage, and development stage. The explanation of each stage will be discussed as follows.

### **Exploration Stage**

The purpose of exploration stage is to set up a base of theory, to analyse the existing English course books and to conduct need analysis related to the draft model proposed by the researcher. The information should be collected deeply, accurately and broadly. It should be known the quality of the product and its effect. The exploration in this research was done by reviewing literature related to the topic and doing field study. The strategy used in this stage is qualitative study. The existing problems were described and the researcher interpreted it into general conclusion. This research was conducted in SMP Muhammadiyah Boarding School Prambanan. It is one of the Islamic Junior High Schools in Yogyakarta. The subjects of this research were the second grade students of SMP Muhammadiyah Boarding School Prambanan. The subjects were chosen by using non-equivalent control group design technique. An Islamic Junior High School was chosen because lack of the writing materials and the existing course book used by the students only focus in speaking skills. The resources of this research were: (1) the English teachers, (2) second grade students of SMP Muhammadiyah Boarding School Prambanan, and (3) teaching documents such as syllabus and course books.

The data of this research were qualitative. In conducting a research, the instruments were needed to collect the data. The technique of triangulation is used to make the result valid through collecting the same kind of data from different resources. According to Wiersma in Sugiyono (2012, p.372), triangulation is qualitative cross validation. In this research, the researcher also used more than one instrument namely interview, questionnaire, observation and document analysis. To analyse the data, the researcher used the qualitative descriptive analysis, because the qualitative research was used in this step. The qualitative analysis used in this research was an interactive analysis model developed by Miles and Huberman in Sugiyono (2012, p.337) who provide some steps in analysing the qualitative data. The steps are: (1) data reduction, (2) data display, and (3) drawing conclusion and verification. The output of this stage was the result of course book analysis and need analysis toward the product developed by the researcher. The output was used to develop the prototype in the next stage.

### **Development Stage**

The purpose of the development stage in this research was to get feasibility of model draft developed in previous stage. The feasibility could be gained from practical side, time, students' response, and the impact to the teaching and learning process. Draft model was prototype that should be tried out and tested in the field empirically to get constant model. After being tried out in the class, the prototype of the product was evaluated and revised by the researcher in order to result a qualified final product. The beginning of the development stage, the researcher developed writing syllabus and constructed lesson plan to the second grade students of SMP Muhammadiyah Boarding School Prambanan. The next step was prototype development. In this phase, the researcher asked some experts to give validation of the prototype design. After that, the researcher conducted the try out. The purposes of the try out were to know the product practically, effectiveness, and the result of teaching using the product. The stage of implementation contains the evaluation process also. In this step, the evaluation was conducted to measure up the response given by the teacher and the students. After trying out, closed questionnaire was distributed to the teacher and the students in order to find out the response after being used and taught using the product. The next step of try out was always based on the previous results. The cycle consisted of research findings pertinent to the product to be developed, developing the product based on the findings, field testing it in the setting where it was used eventually, and revising it to correct the deficiencies found in the field testing. In this stage, the researcher used triangulation which was carried out by having discussion with the teacher and the students.

Data collecting techniques used in this research were: (1) questionnaire, (2) observation, and (3) Focus Group Discussion (FGD). The qualitative data were collected from observation data stored in the field notes. The qualitative analysis used in this research was an interactive analysis model developed by Miles and Huberman. The quantitative data also used in this stage. This analysed data were from the questionnaire distributed to the teacher and the students based on Likert scale in five levels. There was range provided between 5 meaning very good to 1 meaning very poor. To analyse the data, the researcher used percentage descriptive technique. The output of this stage was the final product namely a supplementary English writing book using Contextual Teaching and Learning approach for Islamic Junior High School.

### **FINDING AND DISCUSSION**

There are two stages which are discussed in the findings as follows: exploration, and development stage. The exploration stage consists of four parts of findings: (1) the analysis of the existing condition in this case is the description of the existing and quality of course book, (2) the analysis of syllabus used in Islamic Junior High School, (3) the result of need analysis obtained from questionnaire, interview, observation, and document analysis, and (4) product planning. The development stage consists of four parts: (1) prototype development, (2) expert validation, (3) prototype try out, and (4) the final draft of “Contextual Writing Book”. The explanation of each stage will be discussed as follows.

### **Exploration Stage**

The analysis of course book is based on the Cunningsworth (1995, p.138) model that based on: (1) impressionistic overview evaluation and (2) in-depth analysis evaluation. Based on interview and observation, it was found that the teachers and the students of SMP Muhammadiyah Boarding School Prambanan use the type of the English course book which is entitled “When English Rings A Bell”. After conducting document analysis for the existing course book, it was found that the book is written by Siti Wachidah et al. The book size is 18 x 25 cm. This book was published in 2017 as fourth revise edition by Kementerian Pendidikan dan Budaya (Kemendikbud) of Indonesia. The materials inside are arranged in eight chapters which consists of 194 pages. It is published freely by Kemendikbud of Indonesia.

“When English Rings A Bell” is arranged based on curriculum 2013 using scientific approach. It focuses on the four language skills which include listening, speaking, reading, and writing. This book is arranged based on tasks which consist of 18 to 20 tasks in each chapter based on scientific approach cycles: observing, questioning, experimenting, associating, and communicating. This book also provides student and teacher guideline to use this book. This book can help the students to master and develop their potencies based on their abilities and English skills in general. To support the mastery of the students’ abilities, this book is also equipped with Competency Standard, Basic Competence, Learning Material, and Performance Criteria in every chapter in the first page of the chapter.

In-depth analysis evaluation is more penetrating in its approach and has its own agenda. The analysis of textbook was based on the Cunningsworth (1995) model. There are eight indicators proposed by him as the criteria for book evaluation. They are (1) objective and approach, (2) design and organization, (3) language content, (4) language skill, (5) topic, (6) methodology, (7) teacher’s book, and (8) practical consideration.

Based on the result of analysis, the researcher drew a summary and conclusion. The researcher found some strengths and weaknesses of the existing course book used in second grade students of SMP Muhammadiyah Boarding School Prambanan. The strengths were: (1) “When English Rings A Bell” use scientific approach as a cycle task namely: observing, questioning, experimenting, associating, and communicating, (2) the design, organization, and topic of this book developed based on core competency and basic competency, and (3) it provided some kind of dialogues based on expression for practice English, (4) the package of the book is quite attractive and there is an electronic book file which can be accessed freely from the government website.

There were also some points that the researcher considered as weaknesses found inside. They were: (1) the book did not provide sufficient writing assignment and focused on speaking assignment only, instead of four English skills that were required, (2) the design and organization of the content is based tasks, however the grading and composition of four English skills in the tasks are not clear and balance, (3) the book does not include material for pronunciation work and vocabulary list, (4) some of the materials are very complicated to use by the students, so they still need teacher’s help for using the book, (5) the topics discussed about Indonesian cultures only. It cannot expand the students’ awareness and enrich their English vocabularies.

Based on the summary above, the researcher concluded that “When English Rings A Bell” needs supplementary English writing materials to accompany the existing course book used in teaching and learning process.

There are some points that are found in the preliminary research. They are as follows: (1) “When English Rings A Bell” used as a course book in Junior High School as a requirement from the government. The book analysis was conducted by referring to Cunningsworth model. It was found that generally the book content is provided 75% speaking assignments only. The book was developed based on curriculum 2013. However, the content and composition of four English skills does not cover the students’ need toward four English skills. In addition, there is no pronunciation and vocabulary list to guide the students understand the difficult words written in the book. Therefore, the researcher developed a supplementary English writing book using Contextual Teaching and Learning approach in Junior High School context for second grade students of SMP Muhammadiyah Boarding School Prambanan, and (2) the students and the teachers approved that there were a need of supplementary English writing book to guide their teaching learning process in the classroom beside it could also help students to have independent learning and doing some English writing projects which match with their needs and produce a product as the result of their writing process. The responses and information given by the teachers and students showed that the existing course books provided from the government could not fulfill the students’ needs of writing skills in Islamic Junior High School context, so that a Contextual Writing Book was 100% needed.

### **Development Stage**

After obtaining the data about the learners’ needs, the next step was planning the product. The researcher planned the product based on the need analysis that related to target situation analysis and learners’ needs analysis. The data obtained from the needs analysis and it was used as a guideline to design the product. Before developing the prototype, the researcher describes the planning of the product. The researcher plans the supplementary writing book firstly by proposing the title of the book, the model of learning strategy referring to Contextual Teaching and Learning approach. The book title is “Contextual Writing Book”. The researcher uses the name under the consideration that the book is to improve the students’ writing skills based on the tasks given in the book. The researcher means to support them in authentic and creative writing tasks by doing some collaborative projects and produce a product as the result of their writing process. It can help the second grade students of Junior High School to develop their writing skills which could not cover in the existing course books. The developing process of this prototype mainly focuses on the students on novice level in second graders of Junior High School. The product is written based on core competence and basic competence of Junior High School in the first semester. From each basic competence, the researchers will develop some indicators for writing skills and also the character buildings that will be inserted. It was written in a course grid. The course grid contains the subject matter, skills, indicator, character building, input texts, language functions, vocabularies, and grammar. Finally, the researcher designed the task for writing skills that are suitable with the students’ needs and compatible with the existing curriculum. Each unit of the “Contextual Writing Book” was developed based on each basic competence. The draft material consists of 5 units and each unit has a number of tasks and activities. Each unit contains some activities or situation that may happen in the students’ real life. The tasks were designed based on the level of difficulties. Hence, there is task grading from easy to difficult level. In the beginning of the units, it presents some objectives that need to be achieved in learning each unit. The following is the topic of each unit; developed from each basic competence. Unit 1 is “Invitation, Letter, and Postcard”, unit 2 is “Descriptive Writing”, unit 3 is “Short Message, Announcement, and Advertisement”, unit 4 is “Recount Text”, and unit 5 is “Narrative Writing”. There is an attractive game in every unit to build the students’ English vocabularies. Each unit consists of some activities to set up the students in conducting creative

writing as the final writing project. The activities were arranged based on Contextual Teaching and Learning approach and Islamic context. The total page of the Contextual Writing Book is 146 pages. The book is also accompanied with the teacher's book to guide the teacher set up the writing tasks to the students. The teacher's book is also provided the course grid of writing skills, sampling creative writing tasks, and the answer keys of the writing tasks from the students' book. The total page of the teacher's book is 65 pages.

The researcher herself designed the cover and layout as well. The cover consists of the title of the book. This is the colourful cover which was designed to be eye-catching and appealing. The following is the cover of "Contextual Writing Book". The structure planning of prototype model is in the form of: (1) title, (2) cover, (3) preface, (4) the stakeholder's statement, (5) course grid of writing skills, (6) table of contents, (7) material, and (9) bibliography. After planning the product, the researcher developed the prototype.

The next stage is the validation given by expert toward the prototype design before being tried out in the real classroom application. Expert validation was conducted to get some advice and suggestion for the draft improvement. The evaluation from the expert is very crucial as an input to revise the draft. There are four kinds of expert who reviewed the Contextual Writing draft. The first expert is the expert of English Language Teaching (ELT), the second expert is the expert of Teaching English to Young Learners (TEYL), the third expert is the expert of Language, and the forth expert is the practitioner of textbook layout from the design team of SMP Muhammadiyah Boarding School Prambanan. The experts are very helpful in evaluating the quality of the developing guideline. Based on some suggestions, the researcher revised and then developed the prototype. The expert of ELT gave more comments and suggestion in the content of the draft. The total score gained from the two experts of ELT are 205 and 185 from 255. The percentage means score is 73.95% which categorize into good material. The expert of Language gave comments and critics in the language content and language skills of the draft. The result shows that total score is 93 (74.4%) from 125. It is categorized into good material from language aspect. The expert of TEYL gave some comments and suggestion in the design, organization, skill, topic, and content of Junior High School aspect. The total score gained from the expert of Nursing is 140 (84.25%) from 160. It is categorized into excellent. The expert of Layout gave more comments and suggestion in cover, font, and harmonization of the draft. The result shows that total score is 88 (88%) from 100. It is categorized into excellent. According to the experts, there are some aspects that should be changed in the cover of the draft. The experts also suggested revising the language instructions, vocabulary organization, and revise the website citations. Moreover, the experts asked to add rubric assessment for writing skills.

The recommendations from the experts were very beneficial for the researcher to do revision and to develop the more complete one. Having received feedbacks from the experts, the researcher conducted revisions. The revision was held to accommodate the concept of Contextual Teaching and Learning materials suggested by the experts. The revision was also meant to make the activities in with the English for Islamic Junior High School context.

As soon as the prototype design validated by the expert, the researcher continued the development process of the product into the next cycle. The researcher arranged a series of field testing to see the strength and the weaknesses of the product when it dialled with the real subject of the study. This cycle was also aimed to collect the data from the teacher and the students about how the product works in the teacher's perspective and class implementation.

Trying out was implemented by implementing the draft of "Contextual Writing Book" in the class. The purpose of the try out is to get the feasibility of the product. The result of the try out was the data about the feasibility of "Contextual Writing Book" in teaching English for second grade students of Islamic Junior High School. There are three techniques employed in collecting the data, observation, FGD, and questionnaire. The try out is obtained through try out followed by Focus Group Discussion (FGD). FGD with the teacher and the students was



conducted to evaluate the implementation and the improvement of the guideline for the second till the third try out. The ultimate goal of the activity is to obtain the feasibility of the product. The data about the teaching and learning process were collected by using passive participant observation. During the implementation, the teacher observed the classroom activities while the researcher taught the students using the book. The teaching and learning process using the draft was observed.

The try out stopped when the product was considered feasible or considered as optimal and consistent as possible. At the end of the try out, the researcher distributed questionnaires to the teacher and the students to know their opinion about the product. After that, evaluation was applied after trying out the draft in the class to get some evaluation and suggestion to revise the product. The try out and revision were conducted in several time to get qualified and feasible product. The researcher tried out three chapters from five chapters. The researcher tried out three times.

The try-out of the prototype was implemented three times. The researcher merely tried out three chapters from five chapters available in "Contextual Writing Book". Each meeting consisted of 2x45 minutes. The English subject was taught three times a week every Tuesday, Thursday and Saturday. The try out was done in two months. The try out was conducted in second grade students of SMP Muhammadiyah Boarding School Prambanan. The number of the students was 35 students which consist of twenty girls and fifteen boys. Then, the researcher becomes the observer of classroom teaching and learning process.

The try out of the product that has been conducted in class requires finishing by examining the findings of the try out process. The result of this stage is the final product of English supplementary writing book for the second grade students of SMP Muhammadiyah Boarding School Prambanan. During the try out, the product has been changed and revised. The revisions are based on findings in FGD, result of the questionnaire given to the teacher and the students, and observation class. Therefore, the guideline is developed based on the need of the students and the teacher. Finally, the product of "Contextual Writing Book" is valid and feasible.

## CONCLUSION

According to the findings, the researcher proposed that the materials developed by the researcher can support and assist the teacher to teach English and improve his role as facilitator, motivator, and manager in the class. By using Contextual Teaching and Learning approach that is applied inside the material, the activity in the class becomes more interesting and varied. In terms of students' motivation, "Contextual Writing Book" was designed based on the students' needs, therefore the topic is something related to their world. In addition, by using "Contextual Writing Book", the situation and condition of the class will be interesting. The activities are designed in interesting way which provides various creative writing projects.

Related to the findings, some suggestions are given to the English teacher so that the teachers of Junior High School may use this book as supplementary material to support the use of course book at school. It can provide the students' writing activities that are close to their real lives. Consequently, it can improve the students' achievement in writing skills which could not be covered by the existing course book. It also suggests that the educational officers should make a policy to recommend course books that are suitable with the students' of Junior High School level. There should be a specific guideline to select appropriate course book to the students. This study recommends other researchers to use the findings as a source to make a research in the same field. For the improvement of the teaching materials, it was suggested to other researchers to conduct similar research to find out the most appropriate material based on the students' needs.

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