

**DESIGNING READING MATERIALS ON FACTUAL RECOUNT TEXT
USING ELEMENTS OF CTL APPROACH**

AN ARTICLE

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TANJUNGPURA UNIVERSITY
PONTIANAK
2015**

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A Research Article

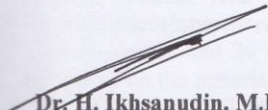
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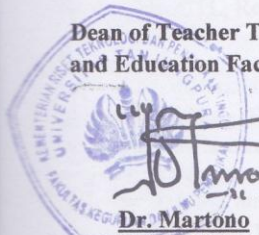
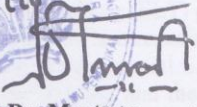
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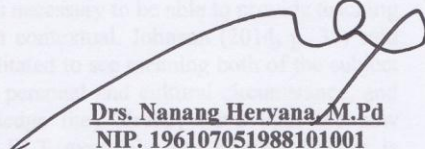
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DESIGNING READING MATERIALS ON FACTUAL RECOUNT TEXT USING ELEMENTS OF CTL APPROACH

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Abstrak: Penelitian ini bertujuan untuk mendesain suplemen materi ajar bahasa Inggris pada teks *factual recount* menggunakan komponen pendekatan CTL pada skill membaca untuk kelas VIII semester 2 MTs Al-Rahmah Sekadau Hilir Kabupaten Sekadau Provinsi Kalimantan Barat. Metode penelitian yang digunakan adalah *development research* berdasarkan prosedur ADDIE. Partisipan pada penelitian ini adalah 1 guru bahasa Inggris dan 24 siswa. Hasil analisis data dari kuesioner menunjukkan bahwa kelayakan materi ajar berdasarkan sudut pandang guru adalah 100% dan dari sudut pandang siswa adalah 87,29%. Selain itu, dari hasil tes pada proses implementasi ketercapaian hasil belajar siswa mencapai 100% yakni 17 siswa dikategori baik sekali dan 7 siswa dikategori baik. Hal ini membuktikan bahwa suplemen materi ajar teks *factual recount* pada skill membaca yang didesain menggunakan komponen pendekatan CTL adalah layak untuk siswa kelas VIII MTs Al-Rahmah Sekadau Hilir Kabupaten Sekadau tahun akademik 2014-2015.

Kata kunci: CTL, Recount, Materi, Membaca

Abstract: This research is aimed at designing supplementary ELT materials on factual recount text using elements of CTL approach of reading skill for Grade VIII semester 2 at MTs Al-Rahmah Sekadau Hilir of Kabupaten Sekadau of Provinsi Kalimantan Barat. The research method is development research using ADDIE procedure. The participants of the research are an English teacher and 24 students. The result of data analysis of questionnaires shows that the feasibility on the materials design from the English teacher point of view is 100% and students' point of view is 87, 29%. Furthermore, from the test given in implementation process students' achievement reaches 100% namely 17 students in excellent category and 7 students in category of good. In conclusion, supplementary ELT materials on factual recount text of reading which are designed using elements of CTL approach are feasible for students Grade VIII of MTs Al-Rahmah Sekadau Hilir of Kabupaten Sekadau in academic year 2014-2015.

Keywords: CTL, Recount, Materials, Reading

Elt materials are the aspect which the English teachers need to consider in English language teaching (ELT) process. The English teacher is necessary to be able to provide teaching materials that is interesting, pleasing, challenging even contextual. Johnson (2014, p. 35) said that through contextual ELT materials students are facilitated to see meaning both of the subject they are learning and the context of their daily social, personal and cultural circumstance, and lives. In addition, they will also connect the knowledge they already have with the new knowledge they will have. To provide this kind of ELT materials, the English teacher is necessary to design the materials whether the materials are for the students need or only as supplement. The English teacher, in designing ELT materials, are encouraged by education and

culture ministry (Mendikbud) as stated in *Permendiknas* number 41/2007. Furthermore, it is also considered as a response to enhance one of ten teacher core competences namely arranging teaching program in selecting and developing ELT materials.

Reading is one of four English language skills that is necessary to be acquired by the students at MTs Al-Rahmah. Carrel and Grabe in Gruyter (2006, p. 261) said that reading ability especially in second language (L2) is considered as an essential skill. In *Naskah Akademik Kajian Kebijakan Kurikulum Mata Pelajaran Bahasa*, stated that recount is one of short functional texts which is stressed for being taught to students in grade eight both of the first and second semesters (Harianti, 2007, p. 18). Related to teaching reading and recount text, based on the syllabus, students in grade VIII are not only necessary to understand the characteristics of linguistic area in recount text but they are also necessary to be able to identify the information in it.

Choosing MTs Al-Rahmah to do a research in ELT materials development is based on the fact that the English teacher in ELT process only used students assignment book (LKS). Basically this book is used not as main ELT materials for teaching and learning process in the classroom. Moreover, after checking the book the writer found that most of the tasks available were related to grammar. It is contradictory with the standard competence as stated in the syllabus, which is stated, that students are not only required to be able to identify the characteristics of grammar used in the text but also required to be able to identify information in the text. Considering the activity in ELT process while using LKS, the English teacher only let the students to learn the materials and do the tasks individually. It is also contrastive with the syllabus that the English teacher must provide varieties activity by putting the students in individual, pair, and group activity. As supported by Muslich (2012, p. 65) that in KTSP, at least, students in teaching and learning process must get three experiences namely mental, physical, and social. Therefore, the English teacher is necessary to provide supplementary ELT materials to support the competence and activity for the learners in ELT process.

Providing different activities by including them in the main activity can be the way which is directly applied by the English teacher during ELT process. The researcher applied this way to design the samples of reading materials on factual recount text for students at MTs Al-Rahmah. It was supported by the previous research done by Appriliani (2012) that CTL approach is very appropriate for designing materials of reading comprehension. She also added that the appropriateness is when the seven characteristics or elements of CTL are fulfilled or done in the ELT process.

The researcher included the elements of CTL approach in the phases of *exploration*, *elaboration* and *confirmation*. In the *exploration* phase, the researcher included four elements namely constructivism, questioning, modeling and inquiry. In this phase, the English teacher held a big role to help the students. Students must construct their knowledge by giving stimuli using pictures or questions. Still in *exploration* phase, the English teacher must be able to be a model for the students before asking them to find any information themselves in inquiry process.

In the *elaboration* phase, the researcher put learning community. The students in this process had pair or group activity for learning together. While in the group or pair activity the students did tasks related to texts given. Afterwards, in the *confirmation* phase, the English teacher and students reflected what they learnt. In the reflection process, the English teacher asked about the problems which students faced from the beginning until the end of ELT process –before coming to assessment. Furthermore, the students were allowed to give their opinions

related to teaching and learning process. At the closing activity, the writer put the last element of CTL approach namely authentic assessment.

Table 1
Steps of Including CTL Elements of ELT Process

	Parts of activity	Procedures in CTL
Opening Activity		
Main Activity	<i>Exploration</i>	Constructivism Questioning Modeling Inquiry
	<i>Elaboration</i>	Learning community
	<i>Confirmation</i>	Reflecting
Closing Activity		Authentic assessment

(Adapted from Appriliani, 2012)

METHOD

The method of this research was development research. Richey and Klein (2005, p. 36) said that development research is focus on the design, development, and evaluation. In this research, the researcher took the English teacher and twenty four students as the participants. The researcher was also as the participant in the research process –implementation phase. For the role, the writer was a participant as observer. In this situation, Gold in Lodico, et. al (2006) said that the observer will active in the group member and actively participate in the group’s activities and interactions.

Furthermore, in this research the researcher adapted ADDIE procedure that consists of five phases namely: analysis, design, development, implementation, and evaluation (Branch, 2009). By applying ADDIE procedure, the researcher designed samples of reading materials on factual recount text based on elements of CTL approach as supplementary English teaching materials for students at MTs Al-Rahmah Sekadau Hilir grade VIII semester 2 in academic year 2014-2015.

Analysis phase

In the analysis phase, the researcher used documentary study. The documents which were analyzed by the researcher were related to five quality standards must be considered before designing supplementary ELT materials. They are the curriculum applied in the school, the syllabus used by the English teacher, the kind of books used, the types of learning and teaching activity based on the curriculum, and the roles of learners, teacher, and instructional materials based on the curriculum (Richards and Rodgers , 2001, p. 24).

Design phase

In the design phase, self-evaluation done by the researcher was related to the aspects of designing ELT materials as provided by Widodo and Savova (2010, p. 152-154). Those aspects are skill, topic, standard competence, learning objective, genre of text, grammar or structure, and tasks.

Development phase

In the development phase, the researcher did self-evaluation on the characteristics of ELT materials namely seven elements of CTL approach. They are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment (Johnson in Rusman, 2013, p. 193-197).

Implementation phase

To know the information of the implementation phase during teaching and learning process, the researcher used observation and test. In implementing ELT materials, the researcher considered two information must be collected as provided by Pribadi (2014, p. 27) namely the participation of students and the results of assessment.

Evaluation phase

In the evaluation phase, the researcher used interview –structured interview. To conduct structured interview, the researcher took the English teacher and students as the participants. Dickinson (2010, p. 7) said that in practice, the researcher in Korean University employed teacher and students to evaluate the materials of teaching and learning.

Sugiyono (2013) said that the data analysis in qualitative research is ongoing activity. After getting the data, the researcher needed to reduce the data (data reduction). Then, the researcher was necessary to display the data based on the patterns or themes. By displaying the data, the pattern will be understandable easily before taking a conclusion.

Specifically, to analyze the questionnaires which were used in evaluation phase was using mean score. The mean score of teacher's perception or students' opinions was obtained by accumulating the scores of all aspects, then dividing it with maximum score, and times with 100%. Each alternative answer of questions of the questionnaire item is shown in the table 2.

Table 2
Scoring in the Range for Teacher's Questionnaire

Frequency	Score
Strongly agree	5
Agree	4
Hesitate	3
Disagree	2
Strongly disagree	1

(Adapted from Akbar, 2014)

For teacher's perception, the maximum score (X) is $5 \times 7 \times 1 = 35$ and the minimum score (Y) is $1 \times 7 \times 1 = 7$. While for students' opinions, the maximum score (X) is $5 \times 8 \times 24 = 960$ and the minimum score (Y) is $1 \times 8 \times 24 = 192$. To analyze the data, the researcher used this formula.

$$\bar{x} = \frac{\sum xi \times 100}{X}$$

- \bar{x} = The mean score
- $\sum xi$ = The sum of each the values of teacher's answer or students' responses
- X = The maximum score

From this calculation, the result can be determined according to the table 3.

Table 3
The Level of Teacher's Response or Students' Responses of the Questionnaire

Range	Category
0% – 19,99%	Strongly disagree
20% – 39,99%	Disagree
40% – 59,99%	Hesitate
60% – 79,99%	Agree
80% – 100%	Strongly agree

(Adapted from Akbar, 2014)

RESULT AND DISCUSSION

Result

The researcher used ADDIE procedure to collect the data. By using this procedure, the researcher also answered the research problems formulated step by step. It was useful to get clear explanations.

In the analysis phase, the researcher considered five quality standards must be considered before designing ELT materials. They are the curriculum, the syllabus, the book used, teaching and learning activity, and the role of learners, teacher, and instructional materials. Related to the curriculum, the researcher found that KTSP (school based curriculum) was used by MTs Al-Rahmah. In this curriculum, the school was given wider opportunity to develop the variety of teaching and learning process including the learning activities and teaching materials. The English teacher was encouraged to provide interesting and challenging learning activity and teaching materials based on the potential, situation, and the need of school or students. Furthermore, in the syllabus used in KTSP for ELT of reading, students in grade VIII semester must understand the meaning of simple text of recount to interact with their social environment.

After checking the book which was used by the English teacher, the researcher found that for reading the core competences were that students must understand the meaning and expression in recount text to interact with their social environment. In addition, the standard competences were that students in reading process must be able to read the text loudly and express and respond the meaning of the text to interact with their social environment.

To select the activity for students, in this curriculum, the English teacher must consider five things. First, the activity must provide opportunities to students to acquire and process knowledge themselves. Second, the activity must reflect in certain skill. Third, the activity must be adapted based on the ability of students. Fourth, it must be done variously whether in the individual, pair, or group. Last, it is considered with students differences.

Based on the curriculum, students in grade VIII had fast development in cognitive, psychomotor, and affective aspects. They were able to understand imaginative symbols and value of things. Furthermore, they were also able to see the relationship of characters and situation and able to respond the stimuli given. That is why the English teacher must active to be a model for the target language. In addition, the role of the teacher is developing teaching learning activity and materials which is assisted by instructional materials to enhance the students learning mastery.

In the design phase, the researcher considered seven aspects must be included in ELT materials. Those aspects are skill, topic, standard competence, learning objective, genre of text, grammar, and tasks (Widodo and Savova, 2010, p. 152-154). In designing the sample of ELT materials, the researcher focused on reading skill with the topic *Movement*. The standard competence namely understanding the meaning from short and simple essay in form of recount to interact with environment surrounding is included. From this sample of ELT materials, the learning objectives will be achieved namely: (1) students are able to pronounce recount text by reading loudly using acceptable pronunciation, stress, and intonation, (2) students are able to identify information in recount text, and (3) students are able to respond the meaning in the recount text by answering questions accurately and acceptably.

Table 4
Self- Evaluation Result in Design Phase

Aspects	Information
Skill	Mentioned: Reading skill.
Topic	Mentioned: Movement.
Standard competence	Mentioned: 1.1 Understanding the meaning from short and simple essay in form of recount to interact with environment surrounding.
Learning objective	Mentioned: 3 learning objectives.
Genre of text	Provided: (Factual) Recount text consists of 3 texts.
Grammar/ structure	Provided: Simple past tense and past continuous tense.
Tasks	Provided: 4 tasks and 1 assessment.

(Widodo and Savova, 2010, p. 152-154)

The genre of text was recount text. There were three texts available in this sample of ELT materials. The first title is *Move to Yastrib*, the second is *Hurt from Thaif*, and the third is *The Elephant Year*. For the tenses, the researcher in designing the materials emphasized on simple past tense and past continuous tense. The ELT materials were completed with four tasks and one assessment.

In the development phase, the researcher included seven elements of CTL approach as the characteristic of developing ELT materials. Those elements are constructivism, questioning, modeling, inquiry, learning community, reflection and authentic assessment (Johnson in Rusman, 2013, p. 193-197).

The researcher put the first and second elements namely *constructivism* and *questioning* in Activity 1. For Activity 2: Reading Text 1 and Activity 3: Task 1.1 was in *modeling* as the third element. In *inquiry* process, the writer provided Activity 2: Reading Text 1. For inquiry the writer also provided any questions; Activity 3: Task 1.1 to help students identify Reading Text 1.

Afterwards, for *learning community* that students learnt or did the tasks with their friends whether in group or pair, the researcher provided Activity 5: Reading Text 2, Activity 6: Task 2.1 and Activity 7: Task 2.2. In the element of *reflection*, the researcher provided indirect instruction to the teacher or practitioner in the lesson plan to reflect what they were learning from

Activity 1 to 7. Furthermore, to know the result of ELT process the researcher provided *authentic assessment* in Activity 8: Reading Text 3 and Activity 9: Assessment.

Table 5
Self- Evaluation Result in Development Phase

Elements of CTL	Information
Constructivism	Activity 1.
Questioning	Activity 1.
Modeling	Activity 2: Reading Text 1 and Activity 3: Task 1.1.
Inquiry	Activity 2: Reading Text 1 and Activity 4: Task 1.2.
Learning community	Activity 5: Reading Text 2, Activity 6: Task 2.1, and Activity 7: Task 2.2.
Reflection	From Activity 1-7.
Authentic assessment	Activity 8: Reading Text 3 and Activity 9: Assessment.

(Pribadi, 2014, p. 105)

In the implementation phase, the researcher used observation to see the participation of the students. The result of observation is shown in Table 6.

Table 6
Observation Result in Implementation Phase

Students Participation	Information
The class felt free to ask questions, to disagree, or to express their own ideas.	~ 7 students asked for any questions. ~ Students shared their ideas in the process of constructivism: Pre-reading activity.
The students were attentive and involved.	~ They were ready to have opportunity for reading texts. ~ Some students were brave to ask for questions and share their opinions.
The students were comfortable and relaxed, even during intense intellectual activity.	~ Students were interested in the pictures provided. ~ They liked mini dictionary provided. ~ They read the texts enjoyably and interestingly.
The students were encouraged to do their best.	~ They had the background knowledge of texts available. ~ They worked in pair enthusiastically; because the teacher asked them to do tasks, then ask them to read and compare to other answers.

(Brown, 2001, p. 434)

There were four statements were provided and some information were found by the researcher. First, for the statement about the freedom of asking questions, showing disagree and expressing ideas, there were seven students raised their hands to ask questions they wanted to.

They also shared their own ideas when the teacher asked for them in pre-reading activity. The researcher also found that all students were ready to have opportunity to read texts that the teacher asked to read in turn. Second, for the statement about the students' attentive and involved in ELT process, some of them were brave to ask some questions and share their ideas or opinions. Third, for the comfort and relaxation of the students even during intense intellectual activity, students were interested in pictures and mini dictionary provided. They also seemed enjoying to read the texts. Last, about the encouragement of students to do their best, the researcher found that students easily understood about the text because they had background knowledge of it. Moreover, they also worked enthusiastically because the teacher asked them to do tasks with their pair, afterwards, they had opportunity to read and compare their answers.

The researcher, in implementation phase, also used test to get information about the students' achievement from assessment given. The assessment was given at the end of ELT process. Based on the result of the score, students were standing in two categories. In the category of excellent; in the range of 91-100, there were 17 students. All of them got score 100. In another place, there were 7 students who were in the category of good, in the range of 75-90. 2 students got 90, 3 students got 80 and 2 students got 75. Students in these two categories were passed the standard for English subject as decided namely 75.

Table 7
The Result of Students Assessment

Category of The Score	Students
Excellent : 91-100	17
Good : 75-90	7
Average : 60-74	0
Poor : 40-59	0
Very Poor : < 40	0

In the evaluation phase, the researcher gave questionnaires to the English teacher and the students. Those questionnaires were used to evaluate the feasibility of the material. The results of questionnaires are shown in the table 8 and 9.

The researcher, in the teacher's questionnaire, provided elements of CTL approach as procedure to use the materials. Those elements were given some explanation such as *Constructivism* in which the materials design consists of strategy that requires the students to construct their own activity of thinking using their prior knowledge and experience. Furthermore, the researcher also specifically provided information what the teacher needed to do in activities based on the elements of CTL.

Related to the result of teacher's questionnaire, the researcher found that the English teacher strongly agreed to the ELT materials design. This strong agreement was showed to the completeness of seven elements of CTL approach in ELT materials designed by the researcher. All of the teacher answers were strongly agree (SA). The total score of the Likert score of the questionnaire is $5 \times 7 = 35$. For the maximum score (X) is $5 \times 7 \times 1 = 35$ while the minimum score is $1 \times 1 \times 1 = 1$. The sum of total score is,

$$\bar{x} = \frac{35 \times 100\%}{25} = 100 \%$$

The Result of Teacher's Questionnaire

Procedures of CTL	Activity
<p>Constructivism The materials consist of strategy that requires the students to construct their own activity of thinking using their prior knowledge and experience.</p>	<p>The English teacher asks the opinions of students by giving stimulus firstly using picture and asking some questions (activity 1).</p>
<p>Questioning The materials consist of the strategy used to encourage and stimulate the students to question. On the other hand, it also useful for the English teacher to make a communication by asking and giving responds about the material.</p>	<p>The English teacher asks about the students' opinions about the picture shown (activity 1).</p>
<p>Modeling The materials consist of strategy how the English teacher gives example in reading text available.</p>	<p>The English teacher gives example or model how to read the text using correct pronunciation, find out the information from the text. And after reading the English teacher asks the students to follow him (Activity 2; Reading Text 1).</p>
<p>Inquiry The materials consist of the strategy that asks the students to find out the information and the answer by themselves through observation activity and doing task.</p>	<p>The students read the text carefully for getting the understanding of the text (Activity 2; reading text 1). The students try to answer the question of the task given. The questions are useful for guiding them to know what information should they know from the text read (activity 3; Task 1.1)</p>
<p>Learning community The materials consist of strategy to learn together in group or pair, share their ideas and knowledge, and help each other.</p>	<p>The students learn together and answer the task. They discuss, share, and help each other (Activity 4; Task 1.2, Activity 5; Reading Text 2, Activity 6; Task 2.1, Activity 7; Task 2.2)</p>
<p>Reflecting The materials consist of strategies to provide reflection.</p>	<p>Both the English teacher and students need to reflect or review about what they have learnt today (From Activity 1 to 7).</p>
<p>Authentic assessment The materials consist of the text and the assessment that are to test the comprehension of the students (Things considered: Giving clear information what they need to do and making a connection what they learn with their pre- knowledge).</p>	<p>The students answer comprehension questions after reading the text available (Activity8; Reading Text 3 and Activity 9; Assessment).</p>

(Adapted from Appriliani, 2012, p. 102-103)

In the students' questionnaire, the researcher provided eight statements. Those statements were included in three factors namely about the content of materials design, teacher or instructor, and students participation.

Related to students' opinion about the content of materials design, there were 15 students strongly agree (75), 9 students agree (36), and no one hesitate, disagree and strongly disagree to the first statement. To the second statement, there were 14 students strongly disagree (70), 10 students agree (40), and no one hesitate, disagree, and strongly disagree. While for the third statement, there were 10 students strongly agree (50), 10 students agree (40), 4 students are hesitate (12), and no one disagree and strongly disagree.

Table 9
The Result of Students' Questionnaire

Statements	SA	A	H	D	SD	Total
A. Content of materials design						
My learning objectives that are stated in the teaching materials are accomplished using this teaching material.	75	36	0	0	0	111
The activities in the teaching materials help my reading ability.	70	40	0	0	0	110
Teaching materials that are provided help and make me interested in learning English.	50	40	12	0	0	102
B. Teacher or instructor						
The teacher masters how to use teaching materials.	80	28	3	0	0	111
The teacher uses different styles to teach using the materials.	25	48	18	0	1	92
Teacher gives feedback and instruction along learning process while using this teaching materials.	40	64	0	0	0	104
C. Students participation						
Students participate actively to interact during learning process using the teaching materials.	60	36	9	0	0	105
The effectiveness of learning among students is a contribution from the teaching materials.	45	52	6	0	0	103
Total						838

(Adapted from Branch, 2009, p. 155)

For students' opinion about the teacher or instructor, to the fourth statement there were 16 students strongly agree (80), 7 students agree (28), 1 student is hesitate (3), and no one disagree and strongly disagree. To the fifth statement, there were 5 students strongly agree (25), 12 students agree (48), 6 students are hesitate (18), no one disagree, and 1 student strongly disagree (1). Furthermore, to the sixth statement there were 8 students strongly agree (40), 16 students agree (64), and no one is hesitate, disagree, and strongly disagree.

There were 12 students who strongly agree (60), 9 students agree (36), 3 students are hesitate (9), and no one disagrees and strongly disagrees to the seventh statement related to

students participation. In addition to the aspect of students' participation, to the eighth statement there were 9 students strongly agree (45), 13 students agree (52), 2 students are hesitate (6), and no one disagree and strongly disagree.

For the total score of the Likert score of the students' questionnaire is 838. The maximum score is $5 \times 8 \times 24 = 960$ while the minimum score is $1 \times 8 \times 24 = 192$. The sum of total score is as follows.

$$\bar{x} = \frac{838 \times 100\%}{960} = 87,29\%$$

Discussion

Seven elements of CTL Approach within the ELT material were the characteristics used by the researcher to develop ELT materials as supplementary English teaching material for students at MTs Al-Rahmah grade VIII semester 2 in academic year 2014-2015. From the finding explained above, the processes of designing material of analysis, design, development, implementation, and evaluation phases had relationship with the research questions formulated.

From the analysis phase, the researcher found that CTL Approach which was used to develop ELT materials had relationship with the curriculum used in MTs Al-Rahmah. The researcher in developing ELT materials also provided the objectives of learning that were based on the syllabus for grade VIII semester 2. Considering the activity within the process of teaching and learning and defining the roles of the teacher, students and instructional materials during ELT process are unavoidable aspects that the researcher did in designing ELT materials. In fact, in the analysis phase of before designing ELT materials done the researcher considered to complete the quality standards as given by Richards and Rodgers (2001, p. 24).

Based on the result of self- evaluation process in the designing phase, the researcher had already answered the research questions by checking the main aspects should be provided in designing ELT materials as mentioned in Widodo and Savova (2010, p. 152-154) namely skill, topic, standard competence, learning objective, genre of text, grammar or structure, and tasks.

From the result of self- evaluation process in the development phase, the researcher also had already checked the characteristics used to develop the materials namely elements of CTL Approach. Those seven elements of CTL approach, as the idealism of the researcher, were *constructivism, questioning, modeling, inquiry, learning community, reflection, and authentic assessment*. Indeed, in developing ELT materials the researcher took an argument from Pribadi (2014, p. 105).

While in the implementation phase, the researcher observed the participation of students and tested them by giving an assessment. This processes were supported by the argument from Pribadi (2014, p. 27). From the observation, the researcher found that students felt free to ask something, express disagreement, and tell ideas. It showed that they were attentive and involved in teaching and learning process using the researcher's material design. Moreover, they were also comfortable and relaxed even during intellectual activity in ELT process. That was why they did their best to do tasks in pair work.

From the result of students' assessment that was also done in implementation phase, the researcher found that students passed the standard decided by the school for English subject. There were 17 students in the category of excellent (in the range of 91-100) and 7 students were

in the category of good (in the range of 75-90). From this result, the researcher argued that ELT materials designed by him was usable for students at MTs Al-Rahmah grade VIII semester 2 in academic year 2014-2015.

From the questionnaire which was given to the English teacher in the evaluation phase, the result showed that the English teacher strongly agreed (100%) to the reading materials designed by the researcher. The English teacher agreement was seen from his perception about elements of CTL Approach which were included in the ELT materials designed by the researcher. According to the perception of the English teacher, the ELT materials designed by the researcher had fulfilled seven elements of CTL. The seven elements of CTL were within the ELT material that can be known when the ELT materials were being implemented in ELT process in the classroom.

In addition, the writer also gave questionnaires to the students to evaluate the materials. It was based on the previous research done by Dickinson (2010, p. 7). He said that in practice, the researcher in Korean University employed students and teacher to evaluate the course book or ELT material by giving them questionnaires. The result of the questionnaire, that the researcher gave to the students, showed that they strongly agreed (87, 29%) to the ELT materials designed by the writer. Their agreement was that the materials had fulfilled the three aspects adapted from Branch (2009, p. 155) namely related to the content of the material, the instructor or teacher, and their participation during teaching and learning process. Therefore, the writer argued that the reading materials were feasible for the students at MTs Al-Rahmah Sekadau Hilir grade VIII semester 2 as the perceptions given by the teacher and students in the questionnaires.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research and discussion, the researcher concluded that the sample of reading materials on factual recount text based on elements of CTL approach which was designed as supplementary ELT materials was feasible for students at MTs Al-Rahmah Sekadau Hilir grade VIII semester 2 in academic year 2014-2015. It was supported by the result of the test given namely 17 students were in the category of excellent (in the range of 91-100) and 7 students were in the category of good (in the range of 75-90). Moreover, the result of questionnaires given in evaluation phase showed that the English teacher strongly agreed (100%) and students strongly agreed (87, 29%) to the reading materials designed by the researcher.

Suggestion

After research conclusion, the researcher suggests any suggestions as follows: (1) the English teachers need to design and develop their English teaching materials for the need of their teaching in order to enhance one of their core competences of arranging teaching program and to motivate the students to learn English enthusiastically, (2) it is necessary to the English teachers to change the topics of texts of reading materials into interesting topics to be discussed related to a certain situation or moment, and (3) it is recommended to continue using CTL for other language skills because Contextual Teaching and Learning (CTL) approach is one of the approaches can be used by the English teachers in ELT process.

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