

## DESIGNING LISTENING MATERIALS BASED ON CONTEXTUAL TEACHING AND LEARNING APPROACH

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**Abstract:** Instructional teaching materials play an important role in English Language Teaching. To make sure that the learning objectives are fulfilled, teaching materials should be in line with the curriculum and learners' needs. This study is an attempt to produce listening materials based on Contextual Teaching and Learning (CTL) approach. Local-content materials are used because using topics which stimulate students' prior knowledge can help them comprehend the materials better. The samples are intended to be supplementary in teaching listening. In conducting this research, the researcher uses ADDIE procedure where the participants are the teacher and the tenth grade students of a high school in Pontianak. The result shows that local-content materials can be used for teaching listening. The researcher suggests that the teachers use contextual materials to activate students' prior knowledge in listening.

**Key words:** Contextual Teaching and Learning, ADDIE Approach, listening materials.

**Abstrak:** Bahan ajar memiliki peran yang penting dalam pembelajaran Bahasa Inggris. Untuk memastikan bahwa tujuan pembelajaran akan tercapai, maka bahan ajar harus sesuai dengan kurikulum dan kebutuhan siswa. Penelitian ini bertujuan untuk merancang bahan ajar listening berdasarkan pendekatan Contextual Teaching and Learning (CTL). Bahan ajar yang dimaksud menggunakan materi yang bersifat lokal dengan alasan topik yang akrab dengan siswa dapat membantu mereka dalam memahami materi yang diajarkan. Penelitian ini menggunakan prosedur ADDIE dimana peserta adalah guru dan siswa kelas X sebuah sekolah menengah atas di Pontianak. Hasil penelitian menunjukkan bahwa materi yang bersifat lokal dapat digunakan dalam pembelajaran listening. Peneliti menyarankan agar guru menggunakan materi yang bersifat kontekstual dalam pembelajaran listening untuk merangsang pengetahuan awal siswa.

**Kata kunci:** Contextual Teaching and Learning, ADDIE Approach, materi listening.

Instructional teaching materials play an important role in language learning. They are the key factors to determine whether the learning process will be successful or not. Teaching materials may be promoting language acquisition and development, and some may be inhibiting (Tomlinson, 2008). Listening materials on the other hand should be given more attention. One common approach in preparing the learners for listening comprehension is for the teacher to focus on examples of written text and then expect the learners to transfer this knowledge when interpreting spoken texts. For example, a teacher may ask the learners to read a series of questions, listen to a tape recording of a scripted text, and then write answers to the questions. What should be highlighted here is that spoken and written texts are different and need to be taught in different ways as the object of listening is different from that of reading (Flowerdew & Miller, 2005). Listening is concerned only with the decoding of information and thus listening materials should be based on the theories of nature of spoken language.

Listening comprehension is more than just extracting meaning from utterance. It involves a process of matching utterance with what students already know about the topic. When students know a context of a text or an utterance, they can activate prior knowledge and recall something from that knowledge which is needed for comprehending the message of the text or utterance. Therefore, listening materials should make use of students' prior knowledge in order to improve students' listening comprehension. This is because activating students' background knowledge not only helps students to comprehend but also motivates them by bringing their lives into the lesson (Brown, 2006). This is in lines with (McDonough & Shaw, 2003) who argue that listening comprehension requires the activation of contextual information and previous knowledge. This is also strengthened by (Nation & Newton, 2009) with their theory about top-down process in listening.

Based on the researcher's observation at a high school in Pontianak, Indonesia, English subject was the most difficult subject for students. Listening skill which is the first and the core component that can influence reading and writing skill has also never been the main focus in the classroom due to a lack of audio materials. The existing materials were also difficult to comprehend because they talk about things which the students never heard of before.

Considering how important listening skill is, the researcher has attempted to design samples of listening comprehension teaching materials based on Contextual Teaching and Learning (CTL) approach to overcome the problems mentioned above. CTL was chosen because it can help students to connect the content of the materials they are learning to their life contexts (Berns & Erickson, 2001). The philosophy of CTL is based on constructivism theory. (Johnson, 2002) states that this method will help students to be a more independent and natural learners in their effort to develop their knowledge. In Indonesia, CTL stands on seven principles. The seven components of CTL based on (Nurhadi, Yasin, & Senduk, 2004) are: (1) Constructivism, as the foundation of CTL approach, which stated that knowledge was build by human step by step where the result is explore through limited context; (2) Questioning, is viewed as the teacher activity in order to motivate, nurture, and assess the students' ability of thinking; (3) Inquiry, is a

main of CTL approach which stated that students' knowledge and skill are not derived from a series of memorizing fact but instead are the result of inquiry or finding; (4) Learning community, suggests that the result of learning process is derived from the result of interaction with others; (5) Modeling, suggests that learning certain skills and knowledge is followed by models that can be imitated by the students; (6) Reflection, is a chance for the students to reflect back what they have learned. The purpose of reflection is to construct innovation; and (7) Authentic assessment, as a scoring procedure that asks the students to show their real ability. This scoring is not only at the end of periods but also along the learning process. To fulfill the students' needs, the researcher purposely designs local-content materials.

Not only concerned with the components of CTL, the researcher also paid attention to the principles of material design (Hutchinson & Waters, 1987), aspects of material design (Tomlinson & Masuhara, 2004), and principles of listening material development (Celce-Murcia, 2001). The materials designed by the researcher are intended to be used as supplementary materials in teaching listening.

## **METHODOLOGY**

Using ADDIE (Analyzing, Designing, Developing, Implementing, and Evaluating), the research was conducted at a high school in Pontianak, Indonesia, where the participants were the tenth grade students and the English teacher. In conducting this research, there are technique and tools of data collecting.

### **Techniques of Data Collecting**

The researcher used observation and interview in preliminary study. Observation was used to observe the existing materials and the context of teaching and learning process. Interview was used to gain the teacher's perception towards the teaching and learning process.

Direct assessment was needed for the evaluation phase. The researcher needed direct assessment from the experts to complete the evaluation process.

### **Tools of Data Collecting**

Tools of data collecting in this research were observation checklist, interview guidelines, questionnaire, and assessment rubric. The researcher interviewed the teacher in order to get the information about the difficulties which she faced in teaching listening, the syllabus, and the listening materials which were used by the teacher. The questionnaire was prepared to get the teacher's perception on the materials designed by the researcher. The researcher also prepared the assessment rubric for the experts to evaluate the listening comprehension teaching materials and tasks designed by the researcher.

The purpose of expert evaluation is to find out whether the materials designed by the researcher already fulfilled the seven components of CTL, principles and aspects of material design, and principles of listening material development. The expert validation data then was analyzed by rating scale. Adapted from Harry Walker's instrument (Walker, 2013), rating scale was scored by this formula:

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of catagories} = 4 \times 14 = 56} \times 100$$

P = Percentage

Then the result will be measured by this table:

**Table 1**  
**Guideline for Expert's Recommendation**

Percentage (%)	Interpretation
0 – 25	Bad (revise)
26 – 50	Poor (revise)
49 – 75	Good
76 – 100	Very good

The result of assessment rubric became consideration in revising the material. The expert assessment would help researcher to figure out whether the material was already acceptable or not.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Analyzing Phase**

In analyzing phase, the researcher analyzed several aspects such as the curriculum, the learning process, the textbook used by the teacher, the students' and teacher's attitude towards English subject, and the school. These aspects needed to be analyzed in order to design the listening materials that suit the students' needs.

The first aspect was the curriculum. School-Based Curriculum was used in the school, and it has mandated that listening activities should be taught in the classroom. Nevertheless, it could not be done due to the lack of audio materials for teaching English. In teaching English, teacher relied on only one book which was *Developing English Competencies* written by Achmad Doddy, Ahmad Sugeng, and Effendi and published by the Minister of National Education in 2008. Each material in the textbook was divided into four language skills: listening, reading, writing, and speaking. Because the goal of this research was to design sample of listening comprehension teaching materials based on Contextual Teaching and Learning Approach, researcher tried to analyze the strengths and the weaknesses of the listening materials in the book based on the CTL components. The researcher then found out that there was no chapter in the book which used all components of CTL. Teacher and the school acknowledged the research and the approach that the researcher proposed. Based on the teacher's opinion, CTL could help students to engage in the classroom. the teacher also suggested that the design of the materials should have been attractive in order to catch students' attention.

### **Designing Phase**

In this phase, researcher designed first draft of the material based on the learning problems. Based on (Richard & Rodgers, 2001), design is level of method analysis in which we consider (a) what the objective of the method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the role of the learners; (e) the role of the teachers; (f) the role of instructional material.

The objectives of CTL in this research were to help students connect their lesson with the real-life context, to make students easier in understanding the materials, and to stimulate students' prior knowledge.

Based on the syllabus, the basic competence of listening skill for the second semester of the tenth grade students was to respond meaning in monologue text which uses oral language style accurately, fluently, and appropriately in form of narrative, descriptive, and news item text. The Standard Competence for listening was to understand the meaning in the form of a narrative, descriptive, and news item monologue text in the context of everyday life and to access popular science.

Task-based teaching and learning was used in this research. Researcher designed the materials based on Contextual Teaching and Learning Approach components and divided them into each task. The students have to do the tasks individually, in pairs, and in groups.

The roles of the learners are (a) learner uses a self-directed and discipline-based process to analyze, collect, and interpret the knowledge or information, (b) learner uses the materials based on the instruction in every section, and (c) learner constructs their own understanding in order to do every task.

The roles of the teacher in this research are: (a) teacher acts as a facilitator in the learning, (b) teacher distributes the material, (c) teacher gives examples and instructions, (d) teacher answers or addresses a few major issues or concept as an expert, and (e) teacher motivates and monitors the students.

The roles of the instructional material are: (a) materials will focus on understandable, relevant, and interesting exchanges of information rather than on the presentation of grammatical form, (b) materials will be the reference source for learner to learn different kinds of text which they can use to develop their competence through a variety of different kind of activities and tasks, and (c) materials will provide opportunities for self-evaluation and progress in learning.

### **Developing Phase**

In this phase, the researcher developed the model of the materials. The syllabus was the main consideration in developing the materials. Furthermore, the layout design of the materials also became researcher's concern because the presentation of the materials was very important. In designing the layout of the materials, researcher used Microsoft Office Publisher as designing programs because it is reliable and famous program in book designing. The researcher also used Ivona text-to-speech program in preparing the audio materials.

Based on the purpose of the research, researcher designed the listening comprehension teaching materials based on CTL components. There were three units which were designed by the researcher. Unit one was listening narrative text.

The theme for unit one was folktales and the text was about Betangkup Stone and Puteri Junjung Buih. Unit two was descriptive text, which the theme for unit two was about places. The texts in this unit were about Lake Sentarum and Pontianak city. The last was news item text. News about Equator Monument and president visit West Kalimantan were the texts presented in this unit. The seven components of CTL could be seen in the table below.

**Table 2**  
**Components of CTL in the materials designed by the researcher**

<b>Components</b>	<b>Explanation</b>
<b>Constructivism</b>	In unit one, two, and three, constructivism could be found in pre-activity, whilst activity, and post activity. In pre-activity, students were given some pictures and questions to activate their prior knowledge. There was a game to stimulate their background knowledge, too. In whilst activity, students were instructed to find the meaning of several words. In the post activity, students were expected to do some projects.
Questioning	Questioning could be found in the pre-activity of all units. The students were given several questions about the pictures which were related to the topic.
Inquiry	In inquiry, the students observed and analyzed the data gained from the observation to produce their own discovery of information or knowledge. Inquiry could be found in unit one, two, and three in discussing text organization of the text. In the task, the students had been given an explanation about the generic structure of narrative text (unit one), descriptive text (unit two), and news item text (unit three) before they were asked to find out the generic structure of the text given.
Learning community	Learning community in the three units in the listening comprehension teaching materials designed by the researcher was in form of pair-work and group-work.
Modeling	In unit one, two, and three the students were given an example on how to pronounce some words. This was important because in order to comprehend the listening materials better, the students had to know how the words were pronounced.
Reflection	At the end of each unit, there was an opportunity for the students to think about what they had learned from the materials designed by the researcher. In this task, the students were asked what they liked best, what they did not like, and the improvement they made after learning English in the unit.
Authentic assessment	In unit one, authentic assessment could be found in task one, two, four, five, six, and seven. In task one, the

students had to listen to the monologue and complete the missing information. In task two, the students had to answer some questions. In task four, the students had to distinguish which statements were true and which were false. In task five, students had to match the words with the meanings. In task six, students discussed the generic structure of the text and in task seven, students had to do a project.

In unit two, authentic assessment could be found in task two, three, four, and five. In task two and four, students had to answer several questions. In task three, students had to complete the missing information from the monologue text, and in task five, students needed to find out the text organization.

In unit three, authentic assessment could be found in task one, three, four, and five. In task one, students were asked to complete a monologue text. In task three, students needed to answer some questions. In task four, students had to find out the generic structure of the text. Lastly, in task five students had to do a project.

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### **Implementing Phase**

Based on (Branch, 2009), the purpose of the implementing phase is to prepare the learning environment and engage the students. The Implement phase indicates the conclusion of development activities and the end of formative evaluation. In this phase, the materials designed by the researcher were tried out in the classroom. To gain the feedbacks from the students, the researcher used an open questionnaire. The feedbacks could be seen in the following:

- 1) There should be interesting back sound in the recording.
- 2) The objectives of every chapter should be written clearly.
- 3) How to pronounce the words should be included in Let's Say It Right.

### **Evaluating Phase**

The purpose of the evaluation phase is to assess the quality of the instructional products and processes, both before and after implementation (Branch, 2009). The researcher conducted expert evaluation to find out whether the materials were already fulfilled the principles of material design, aspects of material design, and principles of listening material development. In this case, the evaluation was done by the teacher and the expert in teaching listening. Teacher's perception was presented in a questionnaire, while the expert's was showed in the assessment rubric.

**Table 3**  
**Questionnaire for the teacher**

No.	Statements	Response	
		Yes	No
1	Can the students construct their own understanding and knowledge in learning the listening materials?		
2	Do the listening materials provide questioning activities?		
3	Do the listening materials provide inquiry activities in which the students can discover their own knowledge and skills?		
4	Do the listening materials provide the opportunities for the students to cooperate?		
5	Do the listening materials provide opportunities for modeling activities in which the students are given model to do something?		
6	Do the listening materials provide opportunities for reflection activities so that the students can reflect on their own learning?		
7	Do the tasks in the listening materials assess the students' learning process (authentic assessment)?		
8	Do the listening materials motivate students to learn?		
9	Do the listening materials contain interesting texts?		
10	Do the listening materials provide opportunities for the students to use their existing knowledge?		
11	Do the listening materials help to organize the teaching and learning process so that the teacher knows what should be learned by the students first and what should be learned next?		
12	Do the listening materials provide the real language use in the real life?		
13	Are the instructions for the tasks clear enough to be understood by the students?		
14	Are the illustrations connected to the content of the listening materials?		
15	Are the illustrations interesting?		
16	Is the appearance or the layout of the materials interesting?		
17	Are the listening materials relevant to the students?		
18	Are the listening materials relevant to the learning objectives?		
19	Can the listening materials be used in other classes?		
20	Can the listening materials be used in out-of-school situation?		



**Table 4**  
**Assessment Rubric**

No.	Criteria	Bad 1	Poor 2	Good 3	Very Good 4
1	<p><b><u>Materials provide a stimulus to learning.</u></b>  <i>Materials motivate students to learn.  Materials contain interesting texts and opportunities for learners to use their prior knowledge.</i></p>				
2	<p><b><u>Materials help to organize the teaching-learning process.</u></b>  <i>Materials help to organize the teaching and learning process so that the teacher knows what should be learned first and what should be learned next.</i></p>				
3	<p><b><u>Materials embody a view of the nature of language and learning.</u></b>  <i>Materials reflect the goal of the learning process.</i></p>				
4	<p><b><u>Materials reflect the nature of the learning task.</u></b>  <i>The tasks are in line with the materials.</i></p>				
5	<p><b><u>Materials can have a very useful function in broadening the basis of teacher training.</u></b>  <i>Materials provide teacher an opportunity to explore new techniques.</i></p>				
6	<p><b><u>Materials provide models of correct and appropriate language use.</u></b>  <i>The language and vocabularies in the materials are appropriate for learners.</i></p>				
7	<p><b><u>Texts are used as a basis for a unit in a set of materials.</u></b>  <i>Texts engage the learners affectively and cognitively.  Texts offer rich experience of both language and life to the learners.</i></p>				
8	<p><b><u>Texts are used as a basis for reading/listening skills lesson.</u></b>  <i>Texts are used for a particular skill, but they can be also useful for other skills.</i></p>				
9	<p><b><u>The instructions are clear.</u></b>  <i>The instructions are seen and understood clearly.</i></p>				
10	<p><b><u>Materials contain interesting illustration.</u></b>  <i>Illustrations provide visual explanation, give aesthetic experience, provoke thought and reactions, and give contexts.</i></p>				

- 11 **Design and layout is appealing.**  
*The use of colors, icons, fonts, boxes, and illustrations are appealing and easy to use or follow.*
  - 12 **The materials are relevant to the learners.**  
*Materials focus on things with real-life relevance (about things around the learners or things they are familiar with).*
  - 13 **The materials can be used in other classes or out-of-school situations.**  
*The activities mirror real life. Materials provide the information that can be used by the learners outside the classroom.*
  - 14 **The tasks focus on language use tasks.**  
*The purpose of language use tasks is to give students practice in listening for information and immediately do something with it.*
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The result of evaluation can be seen below:

$$P = \frac{48}{\text{amount of point} \times \text{amount of catagories} = 4 \times 14 = 56} \times 100$$

$$= 85.714 \%$$

Based on Table 1, the listening comprehension materials designed by the researcher were considered Very Good. Nonetheless, there were several things needed to be revised after the evaluation. The expert suggested that key answers and glossaries also should be included in the materials.

### **Discussion**

The main purpose of the research was to design samples of listening comprehension teaching materials based on Contextual Teaching and Learning approach. According to (Nurhadi, Yasin, & Senduk, 2004) there are seven components of CTL. The seven components of CTL are constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

The seven components of CTL were developed to adapt in Indonesian education context. However, they seem too rigid and only focus on the learning process in the classroom. (Johnson, 2002) on the other hand, makes it clear that CTL teachers need to establish strong relationships with the students so they will be able to know what their students need. Such important aspect of CTL, unfortunately, is missing in the seven components of CTL proposed by (Nurhadi, Yasin, & Senduk, 2004). Consequently, the CTL approach adapted in Indonesia is lack of nurturing aspect which later becomes one of the factors why Indonesian teachers rely more on the commercial materials rather than produce their own which suit the students' needs as the supplementary materials in the classroom.

To overcome this, it is safe to say that CTL teachers in Indonesia need to make use of the questioning component as the teacher activity to motivate, nurture, and assess the students' ability of thinking. In this component, also, the teachers should be able to find out what the students need in order to achieve the learning goals. This is in line with one of the teacher's roles which is teacher motivates and monitors the students.

Besides CTL, students' role and teacher's role were also considered in designing the materials. Students' roles in this research were as follows. (1) Learner uses a self-directed and discipline-based process to analyze, collect, and interpret the knowledge or information. In the materials designed by the researcher, students were provided an opportunity to analyze, collect, and interpret the information by themselves. This can be seen from all activities in every unit. The purpose of designing materials based on CTL was giving the students the opportunity to construct their own knowledge and understanding. This is in line with the first role of the learners. (2) Learner uses the materials based on the instruction in every section. In this research, students were expected to construct their own knowledge, but it does not necessarily mean that the students learned without any guidance. Therefore, the instructions were needed to make sure that the learning process runs smoothly and the learning goals are achieved. (3) Learner constructs their own understanding in order to do every task. The instructions of each task should be clear because students need to construct their own understanding to do every task. In this case, the level of understanding of each and every student is varied. It depends on the students' prior knowledge and how they process the information. To make sure that the learning objectives are fulfilled despite the different level of understanding of every student, teacher has a very important role.

Teaching and learning process did not complete without the roles of the teacher. In this research, the roles of the teachers are as follows. (1) Teacher as facilitator in the learning. The first role of the teacher was as a facilitator. Teacher facilitates the learning process, and in this case, it means that teacher was responsible in everything happened in the classroom. (2) Teacher distributes the material. Even though the students were expected to use self-directed in learning, teacher still had to distribute the materials. Therefore, teacher's guideline was important to help the teacher maintain the classroom. (3) Teacher gives examples and instructions. Teacher was the one who administered the learning process in the classroom. She knew every thing about her own class and students. The materials might have recommended what should be learned first and what should be learned next, but it was the teacher who made every decision in the classroom. Therefore, teacher was responsible to give examples and instructions on how to use the materials. (4) Teacher answers or addresses a few major issues or concept as an expert. It was not possible for the materials to cover all things that the students needed to know. The materials could not stand alone. They needed to be accompanied by the teacher who would answer students' questions. (5) Teacher motivates and monitors the students. It is important for the teacher to motivate the students because they may lose the motivation to learn quickly. It is also the part

of teacher's responsibility to monitor the students so that the learning goals can be achieved by the end of the materials.

The last thing to be discussed is evaluation. The purpose of evaluation was to find out whether the materials had already fulfilled the principles of materials design, aspects of materials design, and principles of listening material development. Based on the teacher's questionnaire and expert evaluation, it could be concluded that the listening comprehension teaching materials designed by the researcher had fulfilled principles of material design. The principles of material design can be seen below. (1) Materials provide a stimulus to learning. According to the expert, the materials designed by the researcher were good because they contain interesting texts and opportunities for learners to use their prior knowledge. Based on the teacher's questionnaire, the materials also motivate students to learn. (2) Materials help to organize the teaching-learning process. According to the expert, the materials designed by the researcher were good because they are structured. Based on the teacher's questionnaire, the materials help the teacher to know what should be learned first and what should be learned next. (3) Materials embody a view of the nature of language and learning. According to the expert and the teacher, the materials designed by the researcher were very good because they reflect the goal of the learning process. (4) Materials reflect the nature of the learning task. According to the expert and the teacher, the materials were very good because the tasks are in line with the materials. (5) Materials can have a very useful function in broadening the basis of teacher training. Based on the expert evaluation and teacher's questionnaire, the materials were good because they provide an opportunity for the teacher to explore new techniques. (6) Materials provide models of correct and appropriate language use. According to the expert and the teacher, the language and vocabularies in the materials are appropriate for learners.

Meanwhile, the aspects of material design are selecting texts, writing instructions, using illustrations, and design and layout. Based on the expert's evaluation and also the teacher's questionnaire, the materials designed by the researcher had applied those aspects because the texts engage the students affectively and cognitively, the texts offer rich experience of both language and life to the learners. Besides, the texts are used for a particular skill which is listening, but they can be also useful for other skills. The instructions are clear. One of the students' roles is learners use the materials based on the instruction in every section, also demands the researcher to write instruction as clear as possible. The illustrations provide visual explanation, give aesthetic experience, provoke thought and reactions, and give contexts. The use of colors, icons, fonts, boxes, and illustrations are appealing and easy to use and follow. In addition, in Indonesian EFL context, it is better to use real pictures because the illustrations, in this case, are not only for aesthetical aspects but also for helping the students guessing the materials at the first glance. When trying out the materials, the students were more interested in looking at the illustrations rather than paying attention to the instructions given. Therefore, using real pictures will provide the students visual explanation before they really listen to the materials.

The next thing to be considered is the principles of listening material development. According to the expert and the teacher, the listening comprehension teaching materials designed by the researcher had fulfilled the principles of listening material development. (McDonough & Shaw, 2003) already argue that listening comprehension requires the activation of contextual information and previous knowledge. This theory is strengthened by (Nation & Newton, 2009) with their theory about top-down process. They state that listeners use top-down processes when they use their prior knowledge and experiences to understand the meaning of a message. Joan Morley in (Celce-Murcia, 2001) also explains that the first principle of listening material development is relevance. Relevance here means the listening materials are supposed to focus more on things with real-life relevance to the students. From those theories above, the researcher then designed the listening materials as contextual as possible to the students. The purpose is to help them comprehend the materials about narrative text, descriptive text, and news item text. The result shows that by using contextual materials, the students understand better and faster and also they can use the information they get to learn other skills such as reading and writing. The researcher had no independent data on students' performance in their English studies over the research period. However, the questionnaire distributed for the teacher gave the researcher insight into the development of the students' language competence. The second principle is transferability/applicability. The materials can be used in other classes or out-of-school situations because the activities mirror real-life. The listening materials designed by the researcher provide the information that can be used by the learners outside the classroom. The last principle is task orientation. The tasks in the listening materials designed by the researcher focus on language use tasks. The purpose of language use tasks is to give students practice in listening for information and immediately do something with it.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

There are five phases conducted in this research, namely: analysis, design, development, implementation, and expert evaluation. It is found that: (1) the students needed the listening materials which could motivate them; (2) the students' roles, the teacher's roles, and the roles of the instructional materials needed to be in line with the theories of CTL, principles and aspects of material design, and principles of listening material development; (3) based on the evaluation, the samples of listening comprehension teaching materials met the theoretical aspects and was proven usable. The use of CTL, the application of principles and aspects of material design and principles of listening materials development, and the use of local content materials had increased students' motivation in learning English. It can be seen from students' behavior in the classroom. Students pay more attention than before, they are more confident in answering the questions, and they also participate actively in the learning process.

### **Suggestion**

Based on the conclusion above, the writer would like to provide some constructive suggestions as follows: (1) In using the listening comprehension teaching materials designed by the researcher, teacher needs to adjust the time allocation for every meeting; (2) The listening comprehension teaching materials designed by the researcher are best used at schools which still use School-based Curriculum (KTSP); (3) The listening comprehension teaching materials designed by the researcher are also recommended for the schools which use Curriculum 2013, but with some adjustment to the syllabus.

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