

DESIGNING READING MATERIALS ON PROCEDURE TEXT BASED ON CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH

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Abstract

This research aimed at designing supplementary ELT material on procedure text combining seven elements of Contextual Teaching and Learning (CTL) approach of reading skill for student's Hotel Accommodation Study Program grade XI semester 2 at SMK Panca Bhakti of Kubu Raya Regency of Kalimantan Barat Province. The research method was development research using analysis, design, and development of ADDIE procedures. The participants of this research were the teacher of Hotel Accommodation study program, English teacher, and 23 students. Questionnaire was used to collect the response of participants toward the usability of reading material designed by the writer. Based on the data analysis, the result of mean score of questionnaire of the teacher of Hotel Accommodation was 90% in strongly agreed, English teacher was 85% also in strongly agreed, and the students was 74,3% in agreed responds. As conclusion, according to respond of the participants to reading material on procedure text based on CTL approach was usable for students grade XI of Hotel Accommodation at SMK Panca Bhakti in academic year 2017-2018.

Keywords: *Contextual Teaching and Learning, Materials, Procedure Text, Reading*

INTRODUCTION

ELT material as informative resource is one of the main learning supplements in order to achieve the learning outcomes. Significantly John (1998) pointed out as a source of language, a learning support, for motivation and stimulation, and for reference, it is a reason why materials should be existed more on ELT process. Building on that view, it is considered for English teacher as learning designer to create a variety of learning materials based on students' interest and life context. Moreover, it should be designed for being educated, motivated and meaningful materials.

So far as concerns with this, the effective learning materials contribute to the whole aspect of real life and connect to the learning context of students and the needs of context itself. As Richard (2002) explains that the materials provide the basis for the content of lessons, balance of skill taught, and the kinds

of language practice student take part in. With this statement, material design is intended to be effective resources in increasing the quality of learning.

In fact, many instances around the world may argued that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject but may never have to speak the language (Shaw, 2003).

Regularly, reading consists of some parts including the reader, text, and activity as Emery (2014) stated that reading is comprised of three elements: the reader (who is reading), text (what to be comprehended), and activity (effort needs to be made in relation to meaning making. In one hand, Snow (2002) explained that comprehension entails three elements: (a) The reader who is doing the comprehending that include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading; (b) The text that is

to be comprehended that broadly construed to include any printed text or electronic text; (c) The activity in which comprehension is a part. include the purposes, processes, and consequences associated with the act of reading.

Surrounding to the learning context, contextual ELT material refers to the material that allows the student in processing new information by seeking the meaning related to their own real context, especially English for SMK. Hudson & Whisler (2008) said that Contextual Teaching and Learning (CTL) is defined as a way to introduce content using a variety of active learning techniques designed to help students connect what they already know to what they are expected to learn. Meanwhile, Sears (2003) argued that contextual teaching and learning (CTL) is a concept that helps teachers relates subject matter to real world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives.

In addition, Douglas (2002) in Romo (2006) argued that the language used in the different academic, vocational, and professional fields has become very precise. Thereby contextual material is an instrumental guidance how to connect between the content of the text and students' prior knowledge wholly either listening, recognizing, and applying indirectly.

In vocational area, reading materials should be designed specifically in order to get easy constructing the meaning of texts. English reading should be designed contextually framed to provide students with rich reading experiences that allow for development learner's reading ability, language competence, and content knowledge (Moore, 2014). In addition, Richards (2001) said that English for Specific Purposes materials may therefore seek to provide exposure to the specialized genres. It believes that while reading framed on the specific contents of language forms, learners would commonly come across within their fields of specialization.

Besides, there was ethnographic research project undertaken in a secondary vocational school in East Java, Indonesia. While there was an urgent need for using English in students' vocational context such as the hotel hospitality industry, English teachers in the school have yet to employ English reading tasks which are based on this vocational area because they assume that specialist or vocational teachers are responsible for this (Moore, 2014).

Furthermore, contextual learning is designed compatible with a variety of learning skill such as English, religion, vocational subjects and so forth. As reference, there are some previous researchers that conducted development study related to contextual ELT material. They are; Nureffendhi (2013) was conducting ELT material development by considering on Culinary Art at SMK Muhammadiyah Wonosari based on some problems which were the students didn't get the appropriate exposures of English material, there were no considerations about the target situation and the target needs of the students, and the texts were adapted from general English course books. While Budiantari (2013) was conducting ELT material development at SMK Negeri 1 Kubutambahan based on students' interest in learning English that was low, the activities in the course book and students' worksheet (LKS) were monotonous, and the teacher mostly dominated the teaching learning processes.

Moreover, Ghazali (2011) was conducting to develop English material integrated at SMK that focused on tourism competence. In his dissertation, it was considered to the limited contents of curriculum and English textbooks for SMK available, and there was no evaluated empirically and systematically toward textbooks, students' worksheet, and handouts used. Purwanto (2017) was also designing a listening workbook by using TBLT approach for marketing students of SMK that applied curriculum 2013 and contextualized in business and administration or working situations. The major gaps related to that research were namely the need of having well-

made listening activities with recordings, less suitable learning resources were available and less accessed books on curriculum 2013.

While Gita (2018) was on designing a comic strip based on Kalimantan Barat folklore to support teaching reading started from limited learning material of local contents. Most of contents were focused on themes about national and international culture contents. With these lines, designing ELT materials contextually and specifically should be appreciated more in order to evolve and enrich the students' competence by using informative resources in their learning.

In fact, Satriani (2012) informed that some studies that used the CTL approach had been conducted in Indonesian students' classroom settings. From their studies, it was revealed that CTL effectively improved students' comprehension, interests, and competence in writing and reading skills. Completely, based on the result of research by Muhlisson (2011) concluded that the students' reading scores taught by Contextual Teaching Learning are better than taught by non-CTL Method.

Based on the English syllabus of SMK especially in grade XI, the students' level must be followed in elementary level. A2 is one of reference levels in basic user specially for reflecting the Council of Europe content specification (Council of Europe, 2006). Concerning with this, the level of reading activities for Students grade XI of SMK is in A2 level which understand to short and simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.

Procedure text as one of the genres of text is not only focused on the simple instructional learning, but also more complex to be implemented. They also include documents as diverse as teaching texts, medical notices, social behavior recommendations, directions for use, assembly notices, do-it-yourself notices, itinerary guides, advice texts, savoir-faire guides etc Aouladomar et al in (Saint-Dizier, 2008). Moreover, Moore (2014) explained that in vocational education, texts are social and cultural reproductions of

diverse vocational worlds (e.g., tour guide, travel management, hotel hospitality).

Besides, reading material on procedure text for SMK especially student's hotel accommodation covered contextually with hotel's procedural activities, such cleaning equipment, cleaning public areas of hotel, and customer services in order to adapt how learning English networking to professional content of learning. Actually, teaching materials mostly should be covered to student's characteristic. Frequently, as Ministry of Education lists that the content of materials produced are not appropriate relates to students' background such social environment, geographical, culture, and so on (Badan Standar Nasional Pendidikan, 2005).

Furthermore, providing a variety of teaching materials are permitted to enrich information relates to build teacher training and students' competence as The Regulation of the Ministry of National Education Number 41 Year 2007 (Badan Standar Nasional Pendidikan, 2005). While in the preliminary research at SMK Panca Bhakti, the writer has conducted interview to the English teacher and the teacher of Hotel Accommodation study program and checked also the teaching material used especially focus on reading skill.

For the result, the writer found that most of material content was focus on learning expressions. Genres of texts were limited especially for procedure text. In addition, the English teacher had not ever make own learning material, and the textbook was limited one as main of teaching material. Surely, a teacher is demanded to develop their teaching material as their capability in teaching, and it should be appropriate with the target of student's characteristic such as social environment, culture, student's level and interest, etc as The Regulation of The Ministry of National Education Number 16 of 2007 and PP number 19 of 2005 (Departemen Pendidikan Nasional, 2008).

Teaching materials should be designed effectively and contextually as Celce-Murcia (2001) said that text materials should complement students' intellectual levels and

be at appropriate levels of difficulty, potential sources of difficulty for L2 readers include assumed background knowledge, cultural assumption, demanding topics, grammatical complexity, length of texts, new conceptual knowledge, organization, unusual formatting, and vocabulary.

Formally in designing, often writer starts with resources taken from books, modules, internet, or magazines. However, to realize that many of sources for teaching materials that have been created by someone or copyright permission may be required are adapted or modified (Richards, 2001). Regards to the points, reading material designed was also adapted and modified taken from some resources such restaurant service basics by Sondra J. Dahmer, Genre, text, grammar: technologies for teaching and assessing writing by Watkins and Knapp, hotel housekeeping by Tutorials Point Pvt. Ltd, housekeeping room attendant by Latino Hotel Association, introduction to hospitality by Chan and Murray, Hong Kong: Education Bureau, etc.

For being goodness, designing ELT materials have some important aspects. Nuttal in Brown (2000) offered three criteria for choosing reading texts for students: (1) Suitability of content: material that students will find interesting, enjoyable, challenging, and appropriate for their goals in learning English; (2) Exploitability: a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (Listening, speaking, writing); (3) readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.

In summarizing, teaching material on procedure text designed was created in curriculum 2013 and combined also with seven elements of contextual teaching and learning approach namely constructivism, inquiry, questioning, modeling, learning community, reflection, and authentic assessment as material activities of textbook. Intend to the material used as supplement

which contained some procedural activities in hotel subject such cleaning equipment, cleaning public areas, customer services, and silverware use.

METHODOLOGY

Development research is conducted in this study. According to Richey and Klein (2005) development research is focus on the design, development, and evaluation. This research adapted ADD of ADDIE procedure consist of analysis, design, and development phases. While the participants were the Hotel's teacher, the English teacher and 23 students of Hotel Accommodation at SMK Panca Bhakti Kubu Raya grade XI semester 2 in academic year 2017-2018.

In collecting data, this research was applied by some techniques. First documentary study in analysis phase, the researcher checked the information about the curriculum apply, the contents and the activities of learning materials of English and Hotel's book used. Secondly, self-evaluation in phase of design was to monitor the fulfillment the aspects need of material designed namely: content of ELT material, the language skill, genre of text, curriculum apply, core competence, learning objectives, learning material activities, resources, Figures, colors, and fonts as layout.

While self-evaluation for phase of development, the researcher finished the prototype by combining the seven elements of CTL Approach and the sequences of the activity within the ELT material designed. Furthermore, the researcher distributed the questionnaires to get a clear respond as the improvement of material designed from Hotels' teacher as the expert, English teacher, and 23 students of hotel accommodation.

In collecting data of this research, the procedures used by the researcher were analysis, design, development and distribute the questionnaires as respond of ELT material designed. The procedures are explained as follows:

Analysis Phase

This phase took information from the students' book used both in English and Hotel class related to the curriculum apply, the contents and the activities of learning materials.

Design Phase

A prototype of ELT material was designed that focused on the content of ELT material, the language skill, genre of text, curriculum apply, core competence, learning objectives, learning material activities, resources, Figures, colors, and fonts as layout.

Development Phase

In development, the prototype was finished by combining the seven elements of CTL Approach namely constructivism, inquiry, questioning, modeling, learning community, reflection, and authentic assessment as learning material activities within the ELT material designed.

Questionnaires Distribution

The questionnaires were distributed to get a clear respond as the improvement of material designed from Hotels' teacher as the expert, English teacher, and 23 students of hotel accommodation.

The way of analyzing the data done by focusing of each phases of the process of collecting data; analysis, design, development, and distribute questionnaires. By analyzing step by step, the data were displayed to take easily before making a conclusion.

Specifically, they were analyzed by using mean score. The mean score of respondents was obtained by accumulating the scores of all aspects, then divided it with maximum score, and times with 100%. Each alternative answer of questions of the questionnaire item is calculated to determine the result according to the table 1 below.

Table 1. The Level of Response

No.	Range	Category
1.	0% – 20%	Strongly disagree
2.	21% – 40%	Disagree
3.	41% – 60%	Hesitate
4.	61% – 80%	Agree
5.	81% – 100%	Strongly agree

Source: Adapted from (Kothari, 2004)

RESULT AND DISCUSSION

Result

Finding in analysis phase, the Curriculum applied is Curriculum 2013 (K13). Meanwhile, learning material used in English subject is forward an English Course for Vocational School Students created by Shyla K. Landed and Eka Mulya Astuti that published by Erlangga in 2016. Anyway, there are some focuses of Curriculum 2013 presented in that book, they are: students as the center of the learning process; using Interactive, Group-based, and Networking methods; and The Scientific approach. In addition, the features of book also completed

with observing, questioning, experimenting, associating, and communicating, Warm up activities, grammar and vocabulary collections. In addition, there are 9 units of learning material that consist of core competencies, learning competencies, and learning activities as part of material contents.

Furthermore, the Curriculum applied in hotel accommodation subject is also Curriculum 2013. However, learning material based on Curriculum 2013 has not available for students until now. Because of that, the students only use some modules in KTSP 2006 versions (School based curriculum) that

entitled “Modul Membersihkan Lokasi/Area dan Peralatan untuk SMK dan MAK” created by Luluk Darmayanti that published by Erlangga in 2009, “Modul Menyediakan Layanan Akomodasi Reception untuk SMK dan MAK” created by Richard D. Magany that published also by Erlangga in 2009, “Modul Menyediakan Layanan Porter/Bellman untuk SMK dan MAK” created by Richard D. Magany that published by Erlangga in 2010. In addition, there are four of core competencies that consist of that modules are able to cooperative with colleagues and customers, able to work in different social environments, able to follow the working procedures in health, safety, and security, and able to develop and renew of knowledge about hotel industry.

Finding in design phase, ELT material was designed by the writer that focus on procedure text. While material contents were objected to hotel competence activities consist of cleaning equipment, cleaning hotel’s public areas, customer services, and silverware use. In skill building, material designed was for reading. Moreover, the curriculum 2013 was applied on material designed by following core competence available in syllabus namely Analyzing social functions, structural of texts, and linguistics of procedure text in manuals and tips based on the context applied. It was designed to achieve three learning objectives, they are: (1) The students are able to read the procedure text properly; (2) The students are

able to identify generic structure and language features of procedure text; (3) The students are able to respond the meaning of procedure text.

In addition, the sources in supporting and completing material designed were adapted from some books, modules and online sources related to hotel competence activities like housekeeping, receptions, and food & beverages areas. Meanwhile, the activities of material designed were combined with seven elements of CTL approach namely: constructivism, inquiry, questioning, modeling, learning community, reflection, and authentic assessment. The activities also contained constructing students’ background knowledge, reading activities, sharing ideas to others, solving some tasks and tests, and reflecting important points about what students had learnt. Lastly, the layout was provided with times new roman of letter, 12 of font size, Figures and colors matched.

In development phase, CTL approach was combined into material designed in order to complete the activities required by following seven elements of CTL approach namely: constructivism, inquiry, questioning, modeling, learning community, reflecting, and authentic assessment based on each of their functions. The layout and learning activities of reading material combined to seven elements of Contextual Teaching and Learning approach described as following Figures below.


Unit 1		PREFACE	
How to do		This reading material is sample designed based on core competence determined by curriculum 2013 and combined with seven elements of Contextual Teaching and Learning approach, is written to meet with the need of sources for teaching and learning English in vocational schools.	
 PROCEDURE TEXT	Core Competence	It may require for elementary level (A2) of vocational students grade XI is intended to improve their comprehension in learning procedure text of reading ability.	
	Learning objectives	This reading covers:	
	Guidelines	<ol style="list-style-type: none"> 1. Activity 1 contains figure 1.1 to 1.3 with some questions intent to students will build their perception based on prior knowledge about Hotel Accommodation subject toward learning procedure text as constructivism of Contextual Teaching and Learning approach. 2. Activity 2 contains are you ready? and You should know intent to students will seek the truth and information related to learning procedure text is covered by Hotel resources as inquiry of Contextual Teaching and Learning approach. 3. Activity 3 contains are you ready? and You should know intent to students will seek the truth and information related to learning procedure text is covered by Hotel resources as inquiry of Contextual Teaching and Learning approach. 4. Activity 4 contains do you know and is it correct? intent to students will complete the tasks as stimulates responses of learning procedure text as questioning of Contextual Teaching and Learning approach. 5. Activity 5 and Activity 6 contains three passages and tasks as model how procedure text is organized, and students may require sharing ideas in group as modeling and learning community of Contextual Teaching and Learning approach. 6. Activity 7 contains have students will review the generic structure and language features of procedure text from activity 1 to 6 to get the learning points as reflection of Contextual Teaching and Learning approach. 7. Activity 8 contains task 4-6 and test your understanding which the students will do assessment as students' learning outcomes toward procedure texts have been delivered as authentic assessment of Contextual Teaching and Learning approach. 	

Figure 1. Foreground of Reading Material Designed

Unit 1 as Figure 1 covered core competence, three of learning objectives, and the guidelines of each reading material activities as guidance how use the material. Besides that, a preface page was also available

explained that material designed base on the curriculum 2013, the material activities combined with seven element of CTL approach, used for hotel accommodation students grade XI in elementary level.



Figure 2. Activity 1 & 2 of Reading Material Designed

For each element, in Figure 2 showed that constructivism was applied on activity 1 contained figure 1.1 to 1.3 as samples of procedure text with also some questions intended to students would build their perception based on prior knowledge about Hotel Accommodation subject toward learning procedure text as constructivism of Contextual Teaching and Learning approach. While activity 2 was provided as inquiry

element of CTL approach contained one describing session about housekeeping position and types of room available in hotel. There was also one sample of procedure text available intended to students would identify and seek for truth and information related to procedure text covered by Hotel resources. This activity might also be exercise to analyze how generic structures and language features of procedure text.

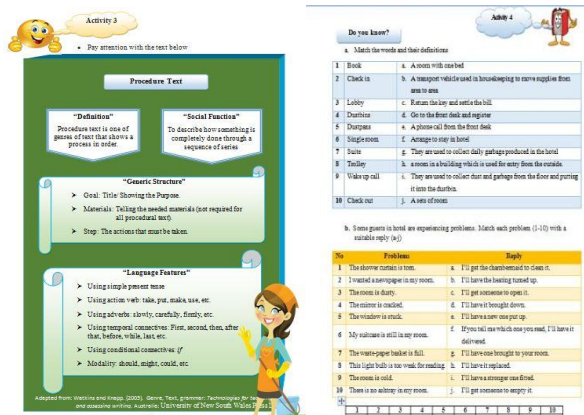


Figure 3. Activity 3 & 4 of Reading Material Designed

As Figure 3, Activity 3 was represented as inquiry element included the explanation of generic structures and language features of procedure text as clue to activate students

learning how procedure text about. Students would read individually to get more information about how procedure text consisted as inquiry of Contextual Teaching

and Learning approach. Then, activity 4 consisted of three tasks and two models of hotel information to build students curiosity about procedure text truly. It was also

intended the students would complete the tasks as stimulate responses of learning procedure text as questioning of Contextual Teaching and Learning approach.

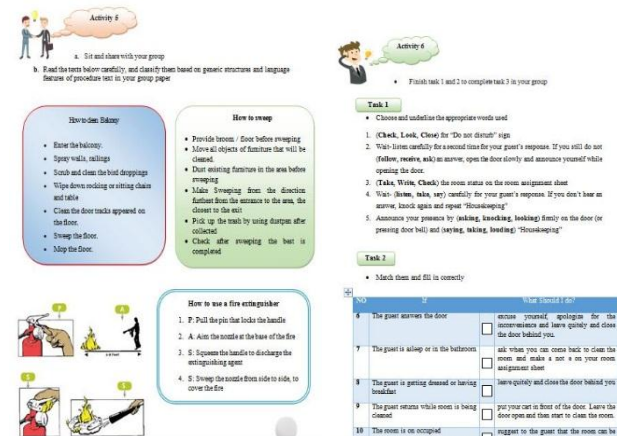


Figure 4. Activity 5 & 6 of Reading Material Designed

For learning community and modeling elements were in same activities. They were activity 5 & 6 as shown in Figure 4. These elements contained three passages and three tasks as model how procedure text was

organized, and students might discuss to identify the generic structures and language features of texts with other in group, and then they focused to share and give their opinions or ideas to complete the tasks.

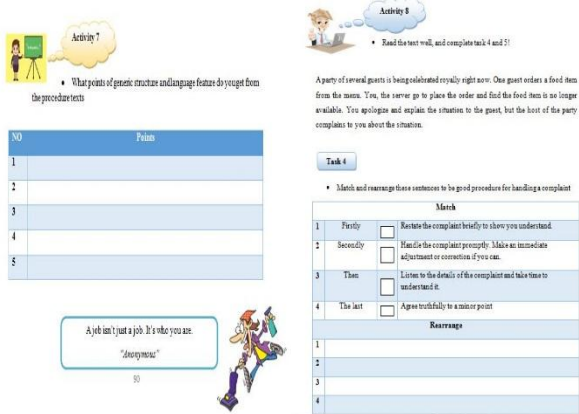


Figure 5. Activity 7 & 8 of Reading Material Designed

Furthermore, activity 7 contained how students would review about the generic structures and language features of procedure text from activity 1 to 6 to get the learning points as reflection of Contextual Teaching and Learning approach. It might be individually as students' feedback towards their concept how procedure text itself. Lastly,

authentic assessment of CTL approach was applied on activity 8 completed the task 4 to 6, and activity "test your understanding". It was contained into some tasks in essay and multiple choices forms based on learning indicators which the students would do evaluation as students' learning outcome toward procedure texts have been delivered.

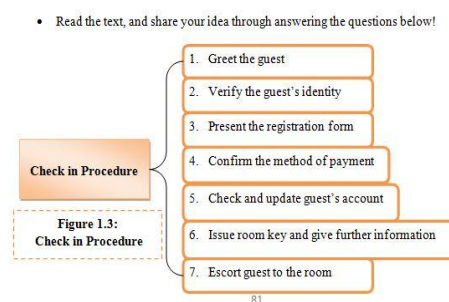


Figure 6. Sample of Procedure Text

Based on the Figure 6 above, text just included the title and steps. The other part of generic structures like the goal and materials were presented indirectly. There were some of procedure texts of reading material designed available same as Figure 6. It was chosen based on the context of student and student competence of hotel accommodation class. The word used on that text was also appropriate with elementary level of student which understand to short and simple texts on familiar matters.

While finding of the questionnaires, the first mean score of Hotel's teacher respond is $x = \frac{45}{50} \times 100 = 90\%$. It means that the hotels' teacher response about the ELT Material designed is 90% or in category strongly agree to the usable of the material designed. For the

Discussion

Curriculum 2013 applied by following some principles which one related to the relevant context of human life (Kementerian Pendidikan dan Kebudayaan, 2012). While analyzing English learning material used by students' grade XI of hotel accommodation, it was quite required in each unit based on core competence, learning objectives, and learning activities. However, it was consisted of limited text available on learning procedure text in unit 5. Its content just contained about how to make a flat glass. Regarding to design phase of this research, ELT material was produced based on Curriculum 2013 by following the learning competencies and served some various content of procedure text related to hotel accommodation competence activities.

second is English teacher's respond, the mean score is $x = \frac{64}{75} \times 100 = 85\%$. It means that the English teacher's respond about the ELT Material designed is 85% or in category strongly agree to the usable of the material designed also. The third mean score is the student's respond $x = \frac{1281}{1725} \times 100 = 74,3\%$. It means that the students respond about the ELT Material designed is 74,3% in category agree.

Based on the result of mean score of participants showed that hotel's teacher strongly agreed in 90%, English teacher also strongly agreed in 85%, and 23 students agreed in 74,3%, it concluded that reading material on procedure text based on CTL approach designed by the writer is usable for student's grade XI of hotel accommodation at SMK Panca Bhakti.

Based on the result of analysis phased, it summarized that the gaps to design ELT material on procedure text based on CTL approach were available. Phase of design as prototyped was ability to prepare a set of functional specifications (Branch, 2009). Especially, some aspects in designing reading material of this research namely material contents, learning competencies, and layout were applied. Specialized content in language teaching and learning was connected to the learning context. According to Jin (2017) "Context is vitally important in conceptualizing the construct and specifying the content of language learning, teaching, and assessment". Whereas, English material designed consist of housekeeping, receptionist, and food & beverage activities contents namely cleaning equipment, cleaning

hotel's public areas, customer services, and silverware use.

Furthermore, the aspects of learning competencies in material designed like as curriculum apply, the language skill, genre of text, core competence, learning objectives, learning activities, and resources must be applied (Regulation of the Ministry of National Education and Culture Number 103, 2014). In addition, texts for specific skills are very popular materials for self-access learning because they directly meet the needs of learners who are often looking to improve one particular skill (Tomlinson, 2008). On layout aspect, material was designed by suitability of Figures, colors, form of letter and fonts. Based on the result of design phased, it concluded that the aspects of prototyped were provided.

Actually, learning material based on contextual atmosphere was usefulness, like as procedure text connected to the hotel's job activities. It based on Hutchinson and Waters in Burdova (2007) that materials should also function as a link between already learnt (existing knowledge) and new information. In development phased, ELT material was combined with seven elements of CTL approach namely constructivism, inquiry, questioning, learning community, modeling, reflecting, and authentic assessment. Moreover, they were provided into learning material activities as phase of teaching and learning process in order to comprehend the procedure text based on students' prior knowledge. Based on the result of development phased, it believed that seven elements of CTL approach were available and suitable in material designed.

Distribution of questionnaires as respond of participants was analyzed to be improvement of reading material designed. Firstly, its result based on the respond of Hotel's teacher as the expert that showed in strongly agreed (90%) with total scored in 45 of ideal scored 50 of ten statements of questionnaire toward the content of material designed. According to the respond of hotel's teacher, it showed that learning material designed had appropriate contents which contained procedural activities in hotel's

areas. Regarding to the suggestion of hotel's teacher, ELT material was designed more in variety of hotel's positions like food and beverages, receptions, front officer, laundry services, and housekeeping.

For the second questionnaire as respond of English teacher related to language learning competences and learning activities of material designed that combined with seven elements of CTL approach showed also in strongly agreed (85%) with total scored in 64 of ideal scored 75 of fifteen statements. Concerned with the respond, it showed that learning material designed had fulfilled the language learning competences and learning activities based on CTL approach.

While the result of third questionnaire as respond of 23 students grade XI of hotel accommodation related to the usability of material designed based on learning competences, level of students, learning activities and layout showed in agreed (74,3%) with total scored in 1281 of ideal score 1725 of fifteen statements. Based on the student's respond, it showed that ELT material designed was usable for learning and teaching process.

Therefore, regarding to the whole data included of phases of analysis, design, development, and the result of questionnaires, it concluded that reading material on procedure text based on CTL approach provided by the writer is usable for Students grade XI of hotel accommodation at SMK Panca Bhakti.

CONCLUSION AND SUGGESTION

Conclusion

Having completed this research, the writer would like to point out some conclusions, as follow: (1) Reading material designed through analysis phase obtained the gaps of the research problems as for reading material contents and limited learning about texts especially for procedure text that may needed in building reading skill; (2) The result of design phase was identified in prototyping include several aspects such learning material content, language skill, the genre of text, curriculum apply, core competence, learning

objectives, material resources, learning material activities, and layout associated of Figures, colors, and font size; (3) In finishing ELT material as development phase, prototyped was combined to seven components of contextual teaching and learning approach namely constructivism, inquiry, questioning, modeling, learning community, reflecting and authentic assessment as a sequence of teaching material activities. While the learning content, reading material contained with several hotel's job activities such as cleaning equipment, cleaning public areas of hotel, customer services, and silverware used; (4) Based on the result of distributing questionnaires as respond to reading materials designed, the percentage of mean scored of hotel's teacher as the expert existed in strongly agreed (90%) with total scored 45 of ideal scored 50 of ten statements of questionnaire toward the content of material designed.

Furthermore, the second questionnaire as respond of English teacher related to language learning competences and learning activities of material designed that combined with seven elements of CTL approach showed also in strongly agreed (85%) with total scored in 64 of ideal scored 75 of fifteen statements. The last, the result of third questionnaire as respond of 23 students grade XI of hotel accommodation related to the usability of material designed based on learning competences, level of students, learning activities and layout showed in agreed (74,3%) with total scored in 1281 of ideal score 1725 of fifteen statements.

Regarding to the points above, it concludes that reading materials on procedure text based on contextual teaching and learning approach is usable for students of hotel accommodation at SMK Panca Bhakti Kubu Raya grade XI in academic year 2017-2018.

Suggestion

Considering the result of this study, the writer would like to give some suggestions. They are as follows: (1) The English teacher as learning designer considers implementing their language skill through designing and

developing supplementary ELT materials in each building skill such listening, speaking, reading and writing as the regulation of ministry education and culture; (2) The content and context of ELT material is not only necessary provided in general, but also in specific purposes as the need of students, especially for vocational students; (3) ELT material activities should be created in fresh and interested ways in order to motivate and encourage the learners to learn enthusiastically by covers some approach, methods, and techniques required based on the students level; (4) It is necessary to another researcher conduct a further research, in order to validate and improve the result of this study.

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