
Developing An English Supplementary Writing Materials-Based On The Contextual Teaching And Learning

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ABSTRACT

The study was educational Research and Development (R & D). The procedure of the study was conducting need analysis, material development, expert validation, revision I, try out, revision II, and the final steps are the final product. The instruments of the study were questionnaires and interview guidelines. Respondents are the teacher of the English lesson and students of tenth-grade senior high school Islam Parlaungan Waru. The result shows that the students needed interesting additional writing materials. The product of this supplementary writing material is entitled Write for Future. The study guide book is completed with a warming up, discussion, and practice. The additional English writing materials book consists of four chapters. Each chapter has a topic that is different from one another. Those are 'You Also Need To See A Doctor for the first topic, "Let Me Tell You" for the second topic 'When I Visit My Viillage' for the third topic, and 'Let's Makes Brownies' for the last topic. It can be seen as the result of the process. As a result, the supplementary English writing materials using Contextual teaching and learning have been appropriate with the tenthgrade senior high school students' needs.

Keywords: Writing materials and Contextual teaching and learning.

I. Introduction

English has an essential role in education, trades, and communication in Indonesia. English is necessary for Indonesian students is enabled students to communicate with the international world ((Aziz, 2020); Reddy, 2013). By mastering English, people will learn more knowledge, gather more information, interact, and communicate with people worldwide.

Writing as one of the four skills of listening, writing, reading, and writing has always formed part of the syllabus in the teaching of English (Maulidah & Aziz, 2020). It means that writing as a part of teaching English is essential in education and learning English. Writing involves language components (text, grammar, vocabulary, and punctuation) (Wahyuni, 2017). It is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. Because the ability to communicate in a second language on the paper can become as basic of understanding students and help students review material they have learned (Langan, 2006). The students feel so bored when they are ordered to write some writing tasks, then developing their writing skills is somewhat tricky. Here, the teacher should be an exciting way to build their writing skills (Masrurah & Anif, 2013).

In mastering the writing skill, the students should get some instructions from the text as the guidelines (Maulidah & Aziz, 2020). Because of

those reasons, the students need materials that are more appropriate for them. Writing Academic English, there are three stages of the writing process: prewriting, planning, and writing revising draft. These stages have to be followed to compose a good writing product. However, some English coursebooks do not provide those guidelines (Oshima & Hogue, 1998). A book is one of the sources of knowledge that gives facts and instructions. It means that the guide included one of the media in the teaching and learning process because the directory can help the student follow the research and make the student easier to understand the material from the teacher.

In teaching writing, there are many designs of learning materials approaches. One learning approach teaching is based on Contextual Teaching and Learning (CTL). CTL is an approach to teaching and learning that helps the teacher relate subject materials to realworld situations and motivates students to connect knowledge and its application to their daily lives ((Aziz & Dewi, 2019); Satriani et al., 2012). It also encourages the writer to design the material contextually based on the students' real life, students' needs, students' previous knowledge, and students' meaningful learning experience. By looking at the importance of the concept, Contextual Teaching and Learning is considered the aspect in designing a set of instructional English writing materials in this research. Helping learners participate in meaningful communication in which they use languages to

achieve intended outcomes is essential to developing their communicative competence (Tomlinson, 2008).

Based on the explanations, developing writing materials is worth doing as an additional lesson besides the coursebook to enhance the students' writing ability. Therefore, this research also tries to help the teacher to develop supplementary writing materials using Contextual Teaching and Learning that can be used in the teaching/learning process.

II. Literature

The nature of writing

English is divided into two skills: productive and receptive skills (Aziz, 2018). One of the adequate skills in the English teaching-learning process is writing. There are some definitions of writing, according to some experts. Written language is like spoken language; they are in graphics instead of auditory signals. The written language is called the graphic representation of spoken language (Brown, 2000).

Three definitions of writing. First, writing is a physical and mental activity. Writing is a physical activity because of the activities, whether writing or typing ideas. Furthermore, writing is a mental act because writing aims to develop ideas and arrange them into sentences that the reader can easily catch. Second, writing aims to express and impress ideas from the writer to the reader. Third, writing is a process and product (Anderson, 2003). Writing is a process of learning through constructing

complete thoughts on paper. Writing is the process of thinking about what is read and then translated into writing (Hibbard & Wagner, 2013). In conclusion, writing is one of the productive skills. Writing is an act in the graphic signal language to express the ideas into sentences to inform the readers.

Characteristics of Writing

There are some characteristics of written language. They are; *Permanence*; Written language is permanent because it can be read many times. To increase students' confidence in writing, the teacher can help them revise their product. *Production time*, Written language needs more time to achieve the final product. The problem is in an educational context; students only have limited time. In addition, the teacher should train students to be good writers in dealing with the limited times. *Distance*, one of the problems with written language is the distance between the writers and the readers. Each people have different interpretations, so the writers need to read their text from the readers' perspective. *Orthography*: Various machines are used in written language, from simple to complex. *Complexity*, The complexity of written language is students have to learn how to make a clear illustration. They have to learn to avoid redundancy, arrange sentences, and revise a text. *Vocabulary*, Written language has a richer vocabulary than spoken language. Students have to choose the appropriate words to make a specific text. *Formality*: Students have to follow

some rules in writing texts, especially academic writing. It is the most challenging activity for students because they must follow more complex rules than the other types (Brown, 2000).

Teaching and Learning Writing

In writing, some texts should be taught by the teacher. Learning is acquiring or getting knowledge of a subject or a skill by research, experience, or instruction. The process of learning often happens around people every day. We often see the students learn from their teacher or experience. Talking about learning is not getting out of teaching. Similarly, education, which is implied in the first definition of learning, may be defined as showing or helping someone learn how to do something, giving instruction, guiding in the research of something, providing knowledge, causing to know or understand (Brown, 2007).

Process teaching-learning is a sequence of operations or actions by which something is done; writers should know the process thoroughly in writing. The writing process refers to everything a writer does from the moment they start thinking about writing until it is completed. This process emphasizes ideas to write down and the form in which the statements are written down. Then they divide it into steps or stages; the writing process approach includes five steps: prewriting, drafting, revising, editing, and publishing (Kurniasih & Rahmawati, 2018).

It can be concluded that teaching and learning writing is giving knowledge from the teacher to the students to make students understand and know about something based on subject or skill.

Contextual Teaching And Learning

CTL is a conception of teaching and learning that helps teachers relate subject matter or content to real-world situations and motivates students to connect knowledge and its applications to their lives. It focuses on the context of what we teach from the students' point of view ((Aziz & Dewi, 2019) Berns & Erickson, 2001). Defines the foundation of Contextual Teaching and Learning is constructivism, which emphasizes that learning is memorizing and reconstructing or constructing new knowledge and new competence through factor proportion they experience in their lives (Muslich, 2007). This theory views learning as where the students create their understanding based on prior knowledge and experience and apply them in a new situation. Constructivism calls for active participation from the students. It means that they will maximize their understanding if they learn through real-life context materials.

Students in a Contextual Teaching and Learning (CTL) discover the meaningful relationship between abstract ideas and practical applications in a real-world context. Students internalize concepts through discovery, reinforcement, and interrelationship. By connecting their background knowledge and

real-life experience, students can absorb the knowledge effectively based on the communicative purposes of the ability.

CTL is an educational process that helps students see meaning in the academic subject with the context of their daily lives, that is, their personal, social, and cultural circumstances (Johnson, 2002). To achieve this aim, it covers the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments. In other words, when we talk about context, most people say that it is related to their social life.

CTL means teachers should present the students' real world inside the Classroom in classroom teaching.

III. Research Method

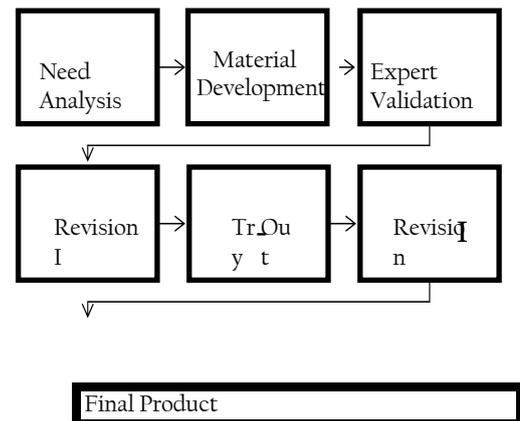
Research Design

In this research, the researcher uses educational Research and Development design. It is appropriate to develop writing task materials for the tenth-grade students of senior high school. The researcher's proper technique applied the research and development (R & D). Educational research and development is one research designed to validate educational products.

Procedure Of Development

The research procedure used in developing English supplementary writing materials based

on contextual teaching and learning was adapted from Hyland. There are seven steps in designing the materials. The adapted stages are (1) need analysis, (2) developing materials, (3) expert validation, (4) revision I, (5) product try out, (6) revision II, and (7) final product (Hyland, 2019).



Picture 1 Model Development RnD adapted and adopted From Hyland

Need Analysis

Need analysis is the process that the researcher does for developing. In this step, the researcher looked for as much as possible from teachers and students. Some information collected by the researcher is about writing task materials existence, the problem of teacher and students in learning materials, and their hope by writing materials for developing writing materials for students.

In this part, the instrument is necessary to collect data needing analysis. The tool that used in this step is the questionnaire guide. The questionnaire is to obtain information about students' English writing habit, the existence of

English writing materials in the school, and their need for the content of materials.

In this part, the researcher distributed questionnaires to students to find the difficulty of learning English. This activity also helped the answer to decide the issue in learning. In this research, the researcher just identified the problem in writing skills. Based on the result of a questionnaire distributed to the students conducted with the teacher, it was found that most of the students agreed to develop writing materials.

And also, the researcher does a structured interview with the teacher. A structured interview is when the interviewer has already made and prepared a list of questions. The interview has some advantages, such as the purpose of the discussion being more apparent and not deviating from the goal; the answers were easier to note and gave code, and the data were easier to process.

The interview that the researcher applied is a structured interview. The research took the data by asking some questions prepared before in the consultation given to the English teacher of SMA Islam Parlaungan Waru Sidoarjo. Discussion in this development focuses on the English writing materials and the students' ability in writing English text. The researcher suggests the materials taught in the class are more attractive to the students and make the students easier in writing English, such as descriptive, narrative, and recount.

Besides the questionnaire and interview, the researcher also uses a syllabus to develop the writing task materials. In the syllabus and previous book, writing is monotonous and does not interest students. So, the researcher wanted to create an English writing task material.

Developing The Material

The following procedure of this research is the development of writing materials based on the information collected from the analysis.

Based on the students' thoughts, writing materials must be accessible to understand, engage, and find any good topics for writing text. The researcher used Contextual Teaching and Learning instruction to develop the material. In the development of materials, the researcher took supplementary materials from some books and other references—Paper and multimedia based to be the material classification of the researcher.

Validating By Expert Judgement

The validating English writing material to the expert is to know whether the planned English writing material is effective or not. The researcher accepted the suggestion from an expert and revised the product based on the expert suggestions. The expert just gave measurement rationally because of the researcher who understood the factual condition in the field. In this research, the researcher validated supplementary the product to one of the teachers in the SMA Islam Parlaungan Waru Sidoarjo and one of the lecturers in INKAFa and an expert of design.

First revision

Two experts revised the first draft materials to make them more suitable based on the students' needs. Then, the researcher adjusts the product based on the validation of content and design to create the appropriate learning materials and can order to field trying. At this stage, the materials revised must to more suitable, Useful, and applicable based on the students' needs.

Try-out

After the product was revised as an expert suggestion, the researcher conducted a try-out to obtain feedback from the field subject. The researcher also teaches when doing try-outs to tell the objective of each unit. The try-out aimed to collect data about the applicability of the materials. The subject of the try-out is the student in the tenth grade of SMA Islam Parlaungan Waru Sidoarjo. That class consisted of 35 students. After trying out the step, the researcher needed to revise the product again to agree with the actual condition of students. The try-out is done by giving the students writing materials. The researcher asked students to fill out a questionnaire about revising the materials in the last meeting. The subject of try-out is tenth-grade students of SMA Islam Parlaungan Waru Sidoarjo.

Second revision

At the revision, the researcher revised the developing supplementary writing textbook based on the feedback from the try-out. It can help the researcher determine the repair of the

product. Data were collected from students' opinions and achievements and are analyzed to give feedback for revision of the product (Latief, 2012).

Final product

The final product is the last step of the development procedures. The researcher needed to re-check the product until confident that the product could be published perfectly. The book aimed to improve students' ability to write the English text using Contextual Teaching and Learning and enjoy classroom activities. It also contained some pictures colorfully to make the book more interesting.

Data Collection

The data collection techniques used in this research were distributing questionnaires for students and interviewing the teacher. The questionnaires were applied in the needs analysis stage. The students' characteristics and learning resources were observed by analyzing the need. The following technique of data collection was interviewing the teacher. The result of the interview was used in the process of development. The writer also used a questionnaire for an expert to evaluate the first designed materials. After that, the last step was concluding.

Data Analysis

There were two types of data collected in this research. They were qualitative and quantitative data. The Qualitative data were obtained from the interview. The interview was based on the interview guideline. The

quantitative data were obtained from the first questionnaire in the needs analysis and the second questionnaire. The frequency formula was used to analyze the data from the first questionnaire. The data was presented in the form of a percentage.

IV. Result

The Result of Questionnaires

The Description of Students' Profile.

The class X of SMA Islam Parlaungan Waru Sidoarjo consisted of 35 students. There were 16 male and 19 female students in the class. They were mostly 15 years old, and the rest were 16 years old.

The Description of Students' Needs Analysis Background Knowledge

No.	Question	Items	N	%
1	Since when have you learned English?	A. Pre-School	3	8,5%
		B. Kindergarten	11	31,4%
		C. Elementary School	20	57,1%
		D. Junior High School	0	0%

Question number 1 aimed to find the information about students' background knowledge. The result showed that most students have been learning English since kindergarten. Background knowledge is the information that is essential to understand a situation or problem. By looking at the result, it can be concluded that students were already familiar with English since their early childhood.

Goal

No.	Question	Item	N	%
		A. very interesting	3	8,5%

2	How is the English teaching and learning process in the classroom,	B. quite interesting	5	14,2%
		C. not interesting	11	31,4%
		D. very not interesting	16	45,7%
	especially in writing activities?			
3	How important is the ability to write English?	A. very important	17	48,5%
		B. quite important	12	34,2%
		C. not important	4	11,4%
		D. very not important	2	5,7%

Questions number 2 and 3 were aimed to find the information about the students' opinions and interest in learning writing. The questions were related to the students' idea of writing activity in the Classroom and the importance of the learning writing activities. Based on the questionnaire result, 8,5% of the students assumed that the writing activity in the Classroom was already quite intriguing. The students realized that learning writing was essential for them. In number 3, the rest of the students stated that the writing ability was necessary for English. It means that the students needed the writing activity to improve their skills, and they want to learn writing in an exciting activity.

N o.	Question	Item	N	%
4.	What are your expectations of the enhancement of writing activities?	A. To be able to improve the vocabulary	3	8,5 %
		B. To be able to write a text correctly	15	45,7%
		C. To be able to get good grades	13	37,1 %
		D. To be able to mastery on punctuation	3	8,5 %
5	What are learning	A. Continuing the story	2	5,7 %

writing activities do you like?	B. Rewriting the story using the students own	16	45,7%
	word		
	C. Composing a text based on the picture or the story	15	42,8%
	D. Completing the blank paragraph	2	5,7%

The aim of questions number 4 and 5 was to find out the students' desire to learn English, especially in writing activities. More of the students expected that they could write a text correctly. It can be seen that 45,7% of the students chose "b." The rest of the students preferred to rewrite a story. Based on the table, in questions number 5, 16 students chose "b." It means that most students want to write a text correctly and improve their writing skills by rewriting a story. It can be concluded that in learning writing, the students want to write correctly, and they want to learn paper by rewriting a story.

Input

The attraction of the topic.

No	Question	Items	N	%
6.	Do teachers provide interesting topics in learning activities in the classroom writing?	A. Very Interesting	1	2,8%
		B. Interesting	4	11,4%
		C. Not interesting	17	48,5%
		D. Very not interesting	12	34,2%

The question aimed to know about students' previous writing materials topic to

decide the new issue to be more attractive for them. The topic can be a topic they found in their earlier book, which they have once used in the past or the current book. Most of the students in the class stated that their previous topic was not attractive. This result helped the researcher choose the reference for the developed materials book's topic.

The relation between their previous topics and critical thinking development.

No	Question	Items	N	%
7.	Are the topics used	B. Very enhance	1	2,8%
	in writing activities in the class can enhance your critical thinking?	D. Enhance	3	8,5%
		F. Not enhance	18	51,4%
		H. Very not enhance	13	37,1%

To develop students' critical thinking, the choice of topics should capture their previous knowledge to build new knowledge. As a result of question 7, the materials used in the class were not enhanced them to develop their critical thinking. Students need more appropriate

No	Question	Items	N	%
B.	Are topics used in the writing learning activities in the Classroom may provide new information?	A. Very provided new information	2	5,7%
		B. Provided new information	2	5,7%
		C. Not provided	19	54,2%
		D. Very not provided	12	34,2%

topics to improve their critical thinking by seeing the result.

The benefit of the topic given in students.

This question aimed to answer the role of the topic they have learned in the class. 54,2 % of students stated that the issue given by the teacher in their class was not provided, giving them new information they need. This result showed that students need new topics which give them new things to learn.

The kind of writing they would like.

No	Question	Items	N	%
9.	What kind of writing text would you like to have in the Classroom?	A. Narrative text	9	25,7%
		B. Descriptive text	9	25,7%
		C. Recount text	9	25,7%
		D. Procedure text	8	22,8%

This question aimed to find out the most exciting text to teach writing. It would be easier to learn new knowledge if their interests text were already engaged with the material. The mean of them said that they preferred to learn writing all of the kind text.

Developing materials input.

No.	Question	Item	N	%
10.	What kinds of writing	A. Short story	18	39%
		B. Picture	11	23%

	materials do you want to have?	C. Article	2	20%
		D. Games of writing	4	18%
12.	Is the textbook currently used in learning writing in the Classroom attractive?	A. Very interesting	2	5,7%
		B. Quite Interesting	4	11,4%
		C. Less interesting	16	40%
		D. Not interesting	13	12 %
13.	Is the textbook which is currently used in learning	A. Very improving the writing ability	2	5,7%
	writing in Classroom improving your writing ability?	B. Quite improving the writing ability	7	20%
		C. Not improving the writing ability	14	40%
		D. Very not improving the writing ability	12	34,2%
14.	Is the textbook which is	A. Very sufficient	1	2,8%
	currently used in learning writing sufficient?	B. Sufficient	14	40%
		C. Less sufficient	18	51,4%
		D. Not sufficient	2	5,7%
15.	In your opinion, do you think that picture is essential in writing learning?	A. Very important	19	54,2%
		B. Important	13	37,1%
		C. Not important	3	8,5%
		D. Not very important	0	0%

This question aimed to find the materials input that the students preferred to learn. Information has a significant role in the developed materials. Students can choose inputs they like to have in the developed materials by selecting the answer. The researcher decided to

create a product by writing a short story and picture by seeing the result.

Topics they preferred to learn.

No	Question	Items	N	%
11.	In your opinion, what kind of theme for the topics would you like to have in the writing learning process in the Classroom?	A. Cultural theme	6	17,1%
		B. Education theme	4	11,4%
		C. Daily Life theme	21	68,5%
		D. Technology theme	4	11,4%

This question aimed to find the topic they preferred to learn in the developed materials. 68,5% chose to learn writing in daily life themes. It proved that the students liked the everyday life topics in the developed materials

Materials

The question aimed to determine the appropriateness of the materials' content, language, and presentation. Those questions were measured whether the student's English writing textbook was exciting or not. In line with the table above, questions number 7, 8, and 9 were asked about the textbook appropriateness. It can be concluded that the student. English writing textbook was less exciting, and it was sufficient to fulfill the students' need of writing activity, and students need a picture in writing learning.

The materials were related to other media, such as pictures, to make the students interested in writing. It can be seen in the table that 54, 2%

of the students assumed that picture was essential in learning writing. The use of images in the textbook presentation affected the students' interest in writing because they thought the concept was crucial to gaining their interest.

Lacks

No.	Question	Item	N	%
16.	What is the difficulty factor in learning writing?	A. Comprehend the grammar	4	11,4 %
		B. Comprehend the vocabulary	4	11,4 %
		C. Decide the topic	14	40 %
		D. Develop the ideas	13	37,1 %

This question was aimed to find out the students' difficulties in learning writing. Fourteen students chose "c," which meant that the difficulty factor of learning writing was deciding the topic. Some of the students assumed that settling the case was difficult to improve their writing skills.

Needs

No.	Question	Item	N	%
17.	In your opinion, do you need additional writing materials besides the current English textbook in	A. Very need the additional writing materials	17	48,5%
		B. Need the additional writing materials	14	40%

	improving the writing ability?	C. Not need the additional writing materials	4	11,4%
		D. Not very need the additional writing materials	0	0%

According to the result of the data above, most of the students assumed that additional writing materials were needed. It can be seen that 48, 5% of students chose "a" in question number 17.

Students' and teacher's role

No	Question	Items	N	%
18.	Do teachers give more examples than explanation in writing	A. Always giving examples	8	22,8%
		B. Giving examples	10	28,5%
	Learning activities?	C. Not giving examples	15	42,8%
		D. Never giving examples	2	5,7%
19.	How do you expect to finish the writing task?	A. Individually	24	68,5%
		B. In pairs	5	14,2%
		C. In group	4	11,4%
		D. Whole class	2	5,7%
20.	What do you do when you find a problem while writing a text?	A. Asking a teacher	7	20%
		B. Asking a friend	21	60%
		C. Trying to solve problem by yourself	5	14,2%
		D. Doing nothing	2	5,7%

The question aimed to find the students' and teachers' roles in teaching and learning. Question number 18 desired to know about teachers' role in education; the result shows that teachers often do not give examples when

teaching for the following question about the students' role in doing the tasks. Based on the table above, students often do the homework individually. Therefore, most of the materials developed in the supplementary writing materials should be individual tasks. The last question was number 20, which aimed to obtain the students' role in solving the problem while doing an assignment. It can be seen in the table that 21 students solved the problem by asking their friends.

The Result of the Interview

The interview was administered to the English teacher of tenth-grade students of SMA Islam Parlaungan Waru Sidoarjo, designed using literature reviews. The researcher prepared five questions related to the English teaching and learning process in conducting the teacher interview. The question consisted of the technique in teaching writing, the source of the materials, and the teacher's opinion about taskbased writing materials.

The first question asks about the previous book used by the teacher in teaching writing. The teacher used *LKS* as the learning source to help the teaching process. *LKS* or additional materials help the students improve their writing skills individually because they can do the task at home. The teacher also stated that the limit of time in learning English based on the Curriculum 2013 obstructed the English teaching writing process.

The second question asks about the recent *LKS* are less attractive because the input

materials have expired, and the tasks in the LKS are not related to the use of the handbook. The teacher hopes that the learning material will be more interesting because of the complementary material done by individual students. The teacher also stated that learning materials could be more interesting if related to students' lives.

The third question asked the teacher about the difficulties faced in teaching writing. The teacher said that the problem the teacher faced during teaching writing was getting students to practice writing in English because the teacher thought that if students could practice writing in English, they could write English text well.

The fourth question asks about the language used by the teacher in teaching English. The teacher said that the language used by the teacher was Indonesian. Because the teacher considers students' understanding of English is still low. This means that students rarely explain the material that uses English, even though they are learning English.

The fifth question asks the teacher about the material given to students whether the material correlates with their real life. The teacher said that the material given to students did not associate with students' real lives because the LKS writer listed the material based on national standards. In contrast, students needed material that correlated with their real life in the environment. This shows that the material provided by the teacher based on the LKS does not have a significant impact on students to practice in the daily lives of students

in their environment, even though they need it to be practiced.

In developing the writing learning materials, the teacher agreed that Contextual Teaching and Learning would facilitate the student in learning writing because the focus of improving the writing skill was doing interested. The teacher considered that the use of Contextual Teaching and Learning was appropriate in learning writing since the steps guided the students to learn from the most straightforward task to the difficult ones. The teacher also assumed that the use of Contextual Teaching and Learning in developing the supplementary writing materials was an excellent method to help the students improve their writing skills.

Developing Material

The results of the needs analysis are used to write a course grid. Complementary notebooks consist of four units. The approach of this book is contextual learning, as mentioned earlier in the previous chapter. Based on the needs analysis results, most of the students of the tenth graders of SMA Parlaungan Waru Sidoarjo stated that they liked the context of daily social life as the chapter theme. Each chapter has a topic that is different from one another. Those are '*You Also Need to See a Doctor*' for the first topic, '*Let Me Tell You*' for the second topic '*When I Visit My Village*' for the third topic, and '*Let's Make Brownies*' for the last issue.

The first chapter consists of three units. That is warming up, discussion and practice.

The first chapter discusses the descriptive text's characteristics and explains the generic structure of the descriptive text.

The second chapter consists of three units. That is warming up, discussion and practice. The second chapter discusses the narrative text's characteristics and explains the generic structure of the narrative text.

The third chapter consists of three units. That is warming up, discussion and practice. The third chapter discusses the recount text's characteristics and explains the generic structure of recount text.

The fourth chapter consists of three units. That is warming up, discussion and practice. The third chapter discusses procedure text's characteristics and explains the generic structure of procedure text.

Expert Validation

The product then needs to be validated to improve its quality. This process aims to get comments, suggestions, and feedback from experts for material development. The aspect that the expert will validate is the quality and applicability of the material.

There are two experts involved in the validation process. Their competence and contribution are needed to make the product quality better and more applicable. They are English lecturers English teachers who have a lot of experience teaching and learning English subjects. And an experienced layout designer in graphic media

The first validator is the English educator, and his name is Mr. Ivan Nur Seha S. Pd. as expert validation for content.

According to the first expert, several aspects must be revised. Experts suggest providing simple instructions in each chapter to make teaching easier for teachers.

However, the expert makes good points in several aspects. The content is suitable for beginners learning to speak English for tenth graders of high school. Giving pictures as part of each chapter is another good point because it will be more interesting for product objects. In addition, the expert said that the product of the writing material book was quite good.

The second validator is the photographer and editor of Al Fikrah Suci Manyar Gresik; his name is Mr. Hudan Syifa'. S.Pd. as validation for design. According to him, the material developed can be used for research. He said the cover design is attractive, the typing is good, neat, and orderly, the front is reliable in choice and size. The spacing is appropriate and consistent; the layout is interesting.

Revision i

Based on the results of the expert judgment, there are some aspects to be revised to improve the quality of the materials. Suggestions and recommendations from the expert are essential for the developed materials.

In the content, the expert asked the researcher to make instructions to help the teacher teach and guide students in learning to write. Then the researcher added instructions

that explained how to prepare and study the developed book. So, education makes the learning process easier. Finally, the first expert approved the revision of the researcher's book so that the final product had been completed in the first revision process.

The second expert said that validating the overall design aspects was good. The cover was quite attractive, the typing was good, neat, and orderly, the spacing was appropriate and consistent, and the layout was beautiful. So, researchers do not need to change the book's design that was developed again.

Finally, on August 28, 2021, the researcher gave the second revision to the expert, and then the two experts agreed to decide that the book was ready to be tested on students.

Try-Out

The next step before being published, to get an evaluation from experts is to conduct a trial to get feedback for the second revision. This process aims to determine whether the product is good enough to be implemented or still needs to be revised. And the researchers did a try-out for four days. There are four meetings to try out; there are 40 minutes for each session.

The trials carried out for chapters I was on the first day, namely, on August 30, 2021, chapters II was carried out on September 1, 2021, and chapters III on September 02, 2021. For the implementation of chapter IV as guidelines in conducting trials from the results of the tests, the researchers found that the book was suitable for students.

Students are interested in the topic, so they are enthusiastic about writing in class. This is because they feel they need the material, which makes them excited to practice the lesson. Students are also interested in some of the pictures provided

On the first day of the trial, the researcher made the students interested in learning to write, especially in practicing writing English. For this reason, the researchers tried to do simple writing based on the available topics. And this book is by the 2013 curriculum syllabus.

The next day, the researcher continued the next chapter. It means chapter II. In this meeting, the researcher gave more knowledge to students because the topic was quite tricky. But students are happy with the material because researchers do various ways to make the learning process interested.

The next day, the researcher continued the next chapter. That is Chapter III. The researcher was more accessible to teach at this meeting than before because students understood the material enough. The teacher only gives a short description to understand better how to write English.

On the last day, the researcher taught the previous chapter, namely chapter IV, which discussed description. In this meeting, the researcher did not find it difficult to teach writing in English because the students could already, and they wrote English well. And in this meeting, the researcher gave a product

evaluation to students to find out the advantages and disadvantages of the product.

The researcher evaluates the textbook after doing a try-out. Before the researcher conducted the second revision, the researcher gave a questionnaire to the students after the trial to ensure that they received the product. And the results are astonishing because students are very accepting of the product, and they are also enthusiastic about learning to write

Revision ii

Based on the questionnaire results after trying the product, several facts were found from the questionnaire results, which became the basis for researchers to revise after trying the product. The results described in the previous presentation indicate that the book is by the needs and interests of students. Thus, this book does not require revision in the Revision II step. a set of educational products that are ready to support classroom teaching

Final Product

In this section, the researcher presents the final product of this research. This research is based on the results of the analysis of student needs and the effects of interviews with class X teachers. After the product is finished, the product is validated by a validation expert. There are two items to be validated: material validation and design validation. From this validation, the researcher revised the product based on the suggestions and comments of the experts. When the product is changed, the

product is tested on students and modified based on the trial results.

When the product is considered an appropriate English learning material for students and according to the needs of students, then the final product is published. **Discussion**

There were several discussions in this research. There were three terms in the writing target needs. They were necessities, lacks, and wants in learning writing.

The students were expected to write a text correctly and comprehend the text's language features for the necessities. The second term was lacking. As mentioned before, the lack came from the previous book, which was insufficient for the students to improve their writing skills—the limitation of time for learning writing in the Classroom. And the lack of students' motivation in learning writing. The last was wants. The students wanted to have an interesting supplementary writing book to support their learning process. The students also enjoyed a book that contained an exciting way to motivate them to learn writing.

The students' opinion about what they should do to attain the target situation is needed to know their learning needs. For the input, the students wanted to learn short texts, and the texts were taken from their daily lives to comprehend the text easily. Furthermore, they wanted pictures in the learning materials to motivate learning writing.

In learning activities, the students answered the questions based on the text. The

students liked to do the tasks individually and in group work in doing the exercises. Therefore, some of the materials could be done separately in group works. Most students liked to solve their problems by asking their friends rather than the teacher in the students' role. There were four chapters of the supplementary writing materials using contextual teaching and learning. Each chapter has a topic that is different from one another. Those are 'You Also Need to See a Doctor for the first topic, 'Let I Tell You' for the second topic 'When I Visit My Village' for the third topic, and 'Let's Makes Brownies' for the last issue. The supplementary writing materials using contextual teaching and learning were completed with the training. Training is needed to know the development of students' skills. The additional writing materials student's books had a good quality of pictures and fonts. The book was also colorful so that the book gained the students' motivation in learning writing.

V. Conclusion

As a result of observation, the researcher concludes that the students will get a new spirit in learning English writing if the English writing materials are not lazy when they write English. And the result they interested with the pictures provided from the book.

The result of the researcher in the development of a book from the researcher's analysis after conducting a needs analysis.

From the results of this book, the researcher places four topics in four chapters: You need to see a doctor (contains a warm-up, discussion, and practice), chapter 2: Let me tell you (has a warm-up, discussion, and practice), chapter 3: When I visit my village (Contains warm-up, discussion, and practice), chapter 4: Let's make brownies (contains a warm-up, discussion, and practice).

In conclusion, the product is designed and improved according to the students' needs and suitably to encourage the students to master English writing.

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