

Developing an English Speaking Book Based on Contextual Teaching and Learning

Ulul Azmi¹, Dewi Furwana¹, St. Hartina¹

¹Faculty of Tarbiyah and Teacher Training, State Islamic University of Palopo, Indonesia

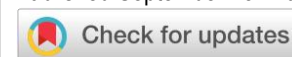
*Correspondence: 42164800020@uinpalopo.ac.id

ABSTRACT

This study aimed to develop and validate an English Speaking Book based on the Contextual Teaching and Learning (CTL) approach for eighth-grade students at SMPN 1 Noling. The study was motivated by students' difficulties in speaking English and the need for supplementary materials that could provide structured opportunities for contextual speaking practice. A Research and Development (R&D) design using the 4D model—Define, Design, Develop, and Disseminate—was employed. The participants were 24 eighth-grade students. Data were collected through needs-analysis questionnaires, expert validation questionnaires, student-response questionnaires, observations, and teacher feedback. The needs analysis showed that movies and music were the most preferred topic category, while fear of making grammatical mistakes was the most frequently reported speaking difficulty. These findings were considered together with the instructional context in selecting topics for the developed book. The final product consisted of three chapters with three units in each chapter and incorporated vocabulary, useful expressions, dialogues, and speaking activities such as dialogue completion, gap filling, vocabulary matching, pair work, and role play. The product integrated seven CTL components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Expert validation produced a mean score of 3.88 (97%) from the language expert, 3.70 (92.5%) from the material expert, and 33 out of 36 points (91.67%) from the design-and-layout expert. Student responses produced a mean score of 3.38 (84.5%), categorized as Good. The findings indicate that the developed English Speaking Book was feasible and appropriate as supplementary material for speaking instruction. However, because the study did not employ a pre-test, post-test, or control group, it does not establish a causal effect on students' speaking proficiency.

ARTICLE HISTORY

Published September 25th 2026



KEYWORDS

Contextual Teaching and Learning, English Speaking Book, English Speaking Materials, Research and Development, 4D Model.

ARTICLE LICENCE

© 2026 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

In English language education, speaking is an essential skill because it enables learners to communicate ideas, experiences, and information through real-time interaction. However, speaking practice may receive less attention than reading, writing, and listening, particularly when classroom instruction is strongly oriented toward assessed written skills. Limited opportunities to use English orally can leave students with insufficient confidence and limited experience in meaningful communication. Research on speaking instruction has therefore emphasized the importance of activities that provide learners with opportunities to use English actively and communicatively (Abd Rahman et al., 2022; Aryaputri & Kaniadewi, 2024; Ritonga et al., 2020; Anggriyani et al., 2025; Andini et al., 2026; Hafid et al., 2026; Yaumi et al., 2023).

One approach that can connect language learning with meaningful communication is Contextual Teaching and Learning (CTL). CTL emphasizes the relationship between classroom knowledge and real-life situations so that students can understand how what they learn can be applied in their everyday lives. In language learning, contextualization can be realized through dialogues, role plays, pair activities, questioning, and other tasks that resemble situations students may encounter outside the classroom. Yuniastuti (2020) describes CTL as an approach that connects learning materials with real-life situations and encourages learners to apply their knowledge in meaningful contexts.

Previous studies have reported the use of CTL in the development of English learning materials. Wulandari et al. (2021) developed English speaking materials based on CTL for junior high school students, while Siregar et al. (2020)

developed speaking materials through CTL for a vocational study program. Padang et al. (2019) and Silitonga et al. (2019) also developed contextual speaking materials for senior high school learners. These studies indicate the relevance of CTL for speaking-material development, but the learner contexts and educational settings differ from those of eighth-grade students at SMPN 1 Noling.

The preliminary observation and needs analysis conducted in the present study indicated that eighth-grade students at SMPN 1 Noling experienced difficulties in speaking English. The needs analysis also revealed that students had different preferences concerning learning topics and experienced particular difficulties when speaking. Movies and music emerged as the most preferred topic category, whereas fear of making grammatical mistakes was the most frequently reported speaking difficulty. These findings were important because they indicated that the students needed not only interesting topics but also structured and supportive speaking practice.

The preference for movies and music was not directly reproduced as the dominant content of the final book. Instead, the topic preference was considered together with the instructional purpose of the product and the need to provide speaking practice in familiar communicative situations. The final book therefore focused on school and everyday public contexts, including introducing oneself and others, daily routines and family life, shopping, and asking for directions. These contexts were selected to provide learners with situations in which functional English expressions could be practiced through dialogues, pair work, and role play.

The needs analysis also indicated that fear of making grammatical mistakes was an important speaking difficulty. This finding was addressed through the structure of the developed materials. Rather than requiring students to immediately produce extended oral responses, the book provided vocabulary, useful expressions, model dialogues, controlled exercises, pair activities, and role-play tasks. This progression was intended to provide linguistic support before students were asked to perform more independently.

The needs analysis was important because material development should consider learners' age, proficiency, needs, interests, and learning context (Tomlinson, 2010). However, the results should not be interpreted as showing that all students preferred contextual daily-life materials. The needs-analysis responses showed positive but not universal agreement regarding the usefulness and motivational value of relevant topics. Therefore, the present study interprets these findings as evidence supporting the inclusion of contextual materials rather than as evidence of an overwhelming student preference.

Based on this background, the present study focused on developing an English Speaking Book based on CTL for eighth-grade students at SMPN 1 Noling. The research question was: How can English speaking materials based on the Contextual Teaching and Learning approach be developed and validated for eighth-grade students at SMPN 1 Noling? The objective was to develop and validate an English Speaking Book that was appropriate to the students' needs and contextual learning requirements.

2. Methodology

This study employed Research and Development (R&D) because the primary purpose was to produce and evaluate an educational product in the form of an English Speaking Book. R&D is appropriate for educational studies that identify a learning need, develop a product, validate it, revise it, and prepare it for use in an educational setting (Husamah et al., 2022; Siregar, 2023). The development procedure adopted the 4D model consisting of Define, Design, Develop, and Disseminate stages.

The research was conducted at SMPN 1 Noling, South Sulawesi. The participants were 24 eighth-grade students who participated in the needs analysis and product trial. The development activities were conducted over the research period described in the thesis, beginning with preliminary observation and needs analysis in August 2025, material design in September 2025, expert validation in April 2026, product try-out in August 2026, and dissemination in August 2026.

2.1 Development Procedure

2.1.1. Define

The researcher identified problems and learning needs through preliminary observation, interviews with the English teacher, and a questionnaire administered to 24 students. The questionnaire addressed students' interests, frequency of English use, perceived importance of speaking, learning goals, preferred topics, speaking difficulties, preferred learning resources, and expectations for English learning materials.

The needs analysis was used as one source of information for determining the characteristics of the product. Because the students showed different preferences, the development did not simply reproduce the single most-preferred topic category. Instead, the findings were considered alongside the instructional purpose of the book, the need for contextual speaking practice, and the types of communicative situations represented in the learning materials.

2.1.2. Design

The needs-analysis findings were used to plan the structure and content of the English Speaking Book. The design was guided by the seven CTL components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

The book was organized around contextual topics that could provide opportunities for functional oral communication. The topics included introducing oneself and others, daily routines and family life, shopping, and asking for directions. Speaking activities were planned in the form of dialogues, vocabulary exercises, pair and group tasks, interviews, and role play.

Particular attention was given to students' reported fear of making grammatical mistakes. The materials were therefore arranged progressively. Students were first introduced to vocabulary and useful expressions, followed by modeled dialogues and controlled activities before participating in pair and role-play tasks. This structure was intended to provide linguistic support and reduce the pressure of immediate free production.

2.1.3. Develop

The initial product was developed and then evaluated by language, material, and design-and-layout experts. Revisions were made based on the expert evaluations. A limited trial was then conducted with eighth-grade students, and student responses, teacher feedback, and observations were collected to evaluate the product.

2.1.4. Disseminate

The final product was introduced and distributed to students and the English teacher at SMPN 1 Noling. The dissemination activity explained the structure, learning objectives, vocabulary, useful expressions, dialogues, and speaking exercises and showed how the CTL-based activities could be used as supplementary material.

2.2 Instruments and Data Analysis

Data were collected through needs-analysis questionnaires, expert validation questionnaires, student-response questionnaires, observations, and teacher feedback. The expert and student-response questionnaires used a four-point Likert scale.

The qualification categories used in the analysis were: 3.60–4.00 = Excellent; 2.60–3.59 = Good; 1.60–2.59 = Fairly; and 0.00–1.59 = Poor.

Quantitative data were analyzed descriptively by calculating total scores, mean scores, and percentages. For the expert validation, percentage scores were calculated by comparing the obtained score with the maximum possible score.

Qualitative information from observations, interviews, and feedback was used to describe students' needs, perceptions, and suggestions for improving the product. The analysis focused on product appropriateness and feasibility rather than measuring causal changes in speaking proficiency.

The needs-analysis findings were interpreted cautiously. Some percentages reported in the original needs-analysis materials could not be reconstructed directly from the 24-student sample because the reported percentages do not correspond to whole-number proportions of 24 respondents. Therefore, in this revised article, those percentages are not interpreted as exact proportions of the 24 individual students. Instead, the analysis emphasizes the reported response rankings and patterns.

3. Results and Discussion

3.1 Needs Analysis

The needs analysis provided the foundation for determining the characteristics of the English Speaking Book. The questionnaire was administered to 24 eighth-grade students and addressed their experiences, interests, speaking difficulties, learning preferences, and expectations for English learning materials.

The findings indicated that students did not frequently use English outside the classroom. The largest reported response concerning the frequency of English use outside the classroom was "Sometimes." This finding suggests that classroom instruction represented an important opportunity for students to practice oral English.

The students also considered speaking an important part of English learning. Their learning goals included improving school achievement and preparing for further education. These findings suggested that the developed material needed to support both classroom learning and practical communication.

Students' topic preferences showed that movies and music were the most preferred topic category. However, the final book did not make movies and music the central topic. This apparent difference should be understood in terms of the development process. Topic preference was treated as one element of the needs analysis rather than the only criterion for selecting content. The final product emphasized communicative situations such as school interaction, family life, shopping, and asking for directions because these topics provided opportunities to practice functional expressions in familiar contexts.

The needs analysis also showed that fear of making grammatical mistakes was the most frequently reported speaking difficulty. This finding was directly considered in the design of the materials. The book did not rely exclusively on open-ended speaking tasks. Instead, students were provided with vocabulary, useful expressions, model dialogues, controlled exercises, pair work, and role play. This sequence was intended to provide students with language models and guided practice before independent oral performance.

Students also showed a preference for learning through textbooks and exercises. This finding supported the decision to develop a structured supplementary book containing explicit language input and repeated opportunities for practice.

The findings concerning contextual relevance were positive but should not be overstated. Students indicated agreement with statements concerning the usefulness of daily-life-related materials and the motivational value of relevant topics, but these responses did not represent an overwhelming majority of the sample. Therefore, the findings are interpreted as support for incorporating contextual and familiar situations into the book rather than as evidence that all students strongly preferred such materials.

Table 1. Need Analysis Findings

Needs-analysis aspect	Main finding
Use of English outside the classroom	"Sometimes" was the largest reported response
Importance of speaking	"Important" was the most frequently selected response
Preferred topic	Movies and music were the most preferred topic category
Main speaking difficulty	Fear of making grammatical mistakes was the most frequently reported difficulty
Preferred way to learn speaking	Textbooks and exercises received the highest reported response
Relevance of daily-life materials	Students showed positive responses toward contextual materials, although the response did not represent a universal preference
Relevance to students' interests	Students showed positive responses toward relevant topics

The needs analysis therefore provided two important implications for product development. First, the product needed to provide opportunities for speaking in situations that were understandable and meaningful to students. Second, the product needed to provide sufficient linguistic support so that students could practice speaking without being required to produce language independently from the beginning.

3.2 Design of the English Speaking Book

The needs-analysis findings were translated into a book structure that emphasized contextual and communicative practice. The English Speaking Book was created using Canva and was organized into three chapters, with three units in each chapter. The material combined language input with speaking tasks so that students were not only introduced to vocabulary and expressions but were also given opportunities to use them in communication.

Chapter 1, "Introducing Yourself & Others," consisted of "My First Day at School," "A New Student Joins the Class," and "Joining an Extracurricular Club." The chapter aimed to help students introduce themselves and others, use greetings and personal information, and participate in short speaking tasks in school contexts.

Chapter 2, "Daily Routines and Family Life," included "After School," "My Weekend Activity," and "Talking about Family at School." The chapter focused on routines, family members, habits, responsibilities, and the Simple Present Tense.

Chapter 3, "Shopping and Public Places," included "At the Bookstore," "Buying School Supplies," and "Asking for Directions at a Library." The chapter focused on shopping expressions, prices, directions, and polite requests.

Each unit included vocabulary, useful expressions, dialogues, and speaking activities such as dialogue completion, fill-in-the-blank exercises, vocabulary matching, and contextual speaking tasks. These features were intended to provide meaningful and comprehensible input while maintaining opportunities for active communication, consistent with principles of language-material development (Tomlinson, 2010).

The design also responded to students' fear of making grammatical mistakes. The inclusion of models and controlled exercises was intended to create a gradual transition from language input to oral production. Thus, students could first observe how expressions were used, practice them in structured activities, and subsequently apply them in pair or role-play situations.

3.3 Integration of Contextual Teaching and Learning

The developed book integrated the seven components of CTL. Constructivism was represented by activities that connected new language with students' previous experiences. Inquiry and questioning were used through prompts that encouraged students to discover language patterns and respond to questions about familiar situations.

Learning community was implemented through pair and group activities, while modeling was provided through sample dialogues before students performed their own speaking tasks. Reflection activities encouraged students to consider what they had learned and what they still found difficult. Authentic assessment was represented by speaking performances and tasks that resembled real communication.

The integration of these components was particularly relevant to the students' reported speaking difficulty. Because fear of making grammatical mistakes was identified as an important barrier, modeling and guided practice were used before more independent speaking activities. This design does not demonstrate that anxiety was reduced, because the study did not measure anxiety before and after the intervention. However, the material structure provided opportunities for supported practice that were consistent with the need identified in the needs analysis.

The use of contextual topics was also relevant to speaking because oral communication requires learners to select and use language according to situations and purposes. Role play, dialogues, pair work, and group activities allow students to practice language as communication rather than merely reproduce isolated sentences. This orientation is consistent with research highlighting the value of contextual learning and role-playing in language instruction (Annisa, 2015; Kamengko, 2024).

The product is also in line with previous studies that have developed speaking materials around contextual needs and learner characteristics (Padang et al., 2019; Siregar et al., 2020; Wulandari et al., 2021).

3.4 Expert Validation

The developed product was evaluated by three categories of experts: a language expert, a design-and-layout expert, and a material expert.

The language expert evaluated sentence structure, effectiveness of sentences, vocabulary, language level, grammar, and the motivational value of the material. The mean score was 3.88 out of 4.00, equivalent to 97%. Based on the revised qualification criteria, this score falls into the Excellent category.

Most language criteria received a score of 4.00, while the ease of understanding of the presentation received 3.00. These results indicate that the language of the book was generally considered appropriate for the intended learners, although presentation clarity remained an area for minor improvement.

The design-and-layout expert evaluated illustrations, images, color scheme, cover, layout, punctuation, organization, source citation, and spacing. The product received a total score of 33 out of a maximum possible score of 36. Therefore, the percentage was calculated as: $33 / 36 \times 100 = 91.67\%$. This score falls within the Excellent category under the revised qualification criteria. The criteria receiving a score of 3.00 concerned layout clarity, punctuation, and spacing, indicating areas where minor revisions could improve the presentation.

The material expert evaluated the consistency of the title and content, relationship between content and illustrations, authenticity, motivational value, accuracy, comprehensibility, engagement, knowledge development, cognitive appropriateness, and overall suitability. The mean score was 3.70 out of 4.00, equivalent to 92.5%. Based on the revised qualification criteria, this score also falls within the Excellent category.

Table 2. Expert Validation Results

Expert category	Mean/Total Score	Percentage	Qualification
Language expert	3.88	97.00%	Excellent
Material expert	3.70	92.50%	Excellent
Design-and-layout expert	33/36	91.67%	Excellent

The revised classification resolves the inconsistency in the previous version, in which scores above 90% were sometimes labeled “Good” and the language score was labeled “Very Good,” even though “Very Good” was not included in the stated qualification scale.

Overall, the expert validation results indicate that the product was considered appropriate in terms of language, content, and visual presentation, while several minor revisions were still necessary.

3.5 Students’ Responses and Teacher Feedback

After expert validation and revision, the product was tried out with students. The student-response questionnaire contained twelve criteria addressing suitability, relevance to students’ needs, diversity of input and activities, clarity of instructions, progression of exercises, individual and collaborative activities, and opportunities for active participation in speaking.

The mean student-response score was 3.38 out of 4.00, equivalent to 84.5%, and was categorized as Good.

Table 3. Student’s Responses and Teacher Feedback Results

Aspect	Mean Score	Description
Material suitability and level	3.50	Good
Alignment with students’ needs	3.40	Good
Perceived support for speaking	3.30	Good
Diversity of input and activities	3.30	Good
Engagement and ease of understanding	3.50	Good

Contextual relevance and CTL coverage	3.50	Good
Text length and sources	3.30	Good
Activity diversity	3.00	Good
Progression of exercises	3.30	Good
Clarity of instructions	3.60	Excellent
Individual, pair, and group activities	3.30	Good
Active participation in speaking	3.60	Excellent
Overall mean	3.38	Good

The revised categorization is based consistently on the stated four-point scale. Thus, the two criteria with scores of 3.60 are categorized as Excellent rather than Good.

Qualitative feedback supported the quantitative results. Students described the book as interesting, creative, easy to understand, and relevant to everyday life. The teacher also reported that the content and design were well organized and appropriate for eighth-grade students. The teacher highlighted the engaging exercises, contextual topics, bright visual presentation, and animations as features that could encourage students' participation.

The positive response can be interpreted in relation to the design principles adopted in the study. The book was developed from a needs analysis rather than from a predetermined set of topics alone. At the same time, the final selection of topics represented an instructional decision to provide functional speaking practice in familiar school and community contexts.

The inclusion of contextual dialogues and interactive activities also created opportunities for students to use English for communicative purposes. Such characteristics are consistent with the view that speaking materials should be meaningful, relevant, engaging, and supported by opportunities for repeated practice (Tomlinson, 2010).

3.6 Discussion

The findings demonstrate that the development of the English Speaking Book was connected to the needs identified at the beginning of the study. Students reported limited use of English outside the classroom and difficulties associated with speaking, particularly fear of grammatical mistakes. At the same time, students showed positive responses toward learning English and indicated that particular topics and structured materials could support their learning.

An important finding was that movies and music were the most preferred topic category. Nevertheless, these topics were not directly used as the main organizing themes of the final product. This does not necessarily indicate that the needs analysis was ignored. Rather, the development process treated topic preference as one component of a broader needs analysis. The final book prioritized contexts in which students could practice functional expressions through direct interaction, such as introducing themselves, discussing routines and family life, shopping, and asking for directions.

This distinction is important because a material-development study should not automatically equate the most popular topic with the most appropriate instructional content. A topic may be highly interesting to students while still requiring adaptation to the objectives, communicative functions, learner level, and intended use of the material. In the present study, contextual school and public-place situations provided opportunities for students to practice language that could be directly represented through dialogues and role plays.

Another important finding was students' fear of making grammatical mistakes. This finding has implications for the structure of speaking materials. If students are concerned about making mistakes, requiring immediate free speaking may not provide sufficient support. The developed book therefore included vocabulary, useful expressions, model dialogues, controlled exercises, pair work, and role play. These activities created a progression from input and modeling to guided practice and contextual performance.

However, the present study does not provide evidence that these activities reduced students' anxiety or fear of grammatical mistakes. No anxiety scale or pre- and post-measurement of speaking confidence was employed. Therefore, the appropriate conclusion is that the product design responded to the identified difficulty rather than solved or reduced it.

The product validation results also indicate that the book met the main quality expectations assessed by the experts. The language validation score of 97% indicates strong agreement concerning sentence structure, vocabulary, language level, and grammatical accuracy. The material validation score of 92.5% indicates that the content was considered appropriate, understandable, engaging, and relevant to the learners' cognitive level. The design-and-layout score of 91.67% indicates that the visual and organizational aspects were also viewed positively.

The student-response score of 84.5% further indicates that the intended users responded positively to the developed material. In particular, contextual topics, diverse exercises, and individual, pair, and group activities corresponded with several needs identified in the preliminary analysis.

These findings are consistent with previous CTL-based material-development studies, which have emphasized the importance of contextual relevance and learner characteristics in designing language materials (Siregar et al., 2020; Wulandari et al., 2021).

Nevertheless, the results must be interpreted within the scope of the research design. The study evaluated product feasibility and user responses but did not employ a pre-test, post-test, or control group. Therefore, the findings do not demonstrate that the English Speaking Book caused an improvement in students' speaking proficiency. Similarly, the study does not provide sufficient evidence to conclude that the product reduced students' fear of grammatical mistakes. The product can instead be described as a feasible and appropriate supplementary material based on expert validation and students' perceptions.

Future research using experimental or quasi-experimental designs would be needed to examine whether systematic implementation of the book produces measurable changes in speaking performance, speaking confidence, or other learning outcomes.

4. Conclusion

The study developed an English Speaking Book based on the Contextual Teaching and Learning approach for eighth-grade students at SMPN 1 Noling. The needs analysis showed that students had limited opportunities to use English outside the classroom and experienced difficulties in speaking, particularly fear of making grammatical mistakes. Movies and music emerged as the most preferred topic category, while students also showed positive responses toward structured speaking materials and contextual learning activities.

The findings were used as a basis for designing a supplementary speaking book. Although movies and music were the most preferred topic category, the final book focused on contextual communicative situations involving school interaction, daily routines and family life, shopping, and public places. The product consisted of three chapters with three units each and incorporated vocabulary, useful expressions, dialogues, and contextual speaking activities.

The materials integrated the seven CTL components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. In response to students' reported fear of grammatical mistakes, the book provided linguistic support through vocabulary, model dialogues, controlled exercises, pair work, and role-play activities. These features were intended to provide a gradual progression toward oral communication.

The product was evaluated by language, material, and design-and-layout experts. The language expert score was 3.88 or 97%, the material expert score was 3.70 or 92.5%, and the design-and-layout evaluation was 33 out of 36 or 91.67%. Based on the stated qualification criteria, all three expert evaluations were categorized as Excellent. Students' responses produced a mean score of 3.38 or 84.5%, categorized as Good.

The results therefore indicate that the English Speaking Book was feasible and appropriate as supplementary material for English speaking instruction at SMPN 1 Noling. However, the study does not establish that the book improved students' speaking proficiency or reduced their fear of making grammatical mistakes because no pre-test, post-test, control group, or anxiety measure was employed.

The main limitation is therefore the absence of an effectiveness test. Future researchers may conduct longer-term trials, use larger and more diverse samples, and employ experimental or quasi-experimental designs to examine the

effectiveness and wider applicability of the developed material. Future studies may also investigate whether the progressive speaking activities included in the book can influence students' speaking confidence and anxiety.

References

- Abd Rahman, N. F. N., Misman, J., Muhammad Shaharudin, M. I., & Arshad, A. (2022). Using digital storytelling in speaking activities for low-proficiency tertiary students. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 1442–1450. <https://doi.org/10.6007/ijarbss/v12-i11/15672>
- Andini, C., Youngsun, K., Sunnuraini, S., & Warouw, D. S. (2026). Developing a Chunk-Based Learning Model to Improve Korean Speaking Skills for Beginner Learners. *International Journal of L2CT*, 1(2), 156-172.
- Anggriyani, D., Pammu, A., Rahman, F., & Sahib, H. (2025, July). Sociocultural Dynamics and Their Impact on Speaking Proficiency Among Higher Education Students. In *Proceedings of International Conference on Science, Education, and Technology* (Vol. 11, pp. 87-95).
- Alfian, A. (2019). Contextual teaching and learning approach (CTL) in English teaching: Its advantages and disadvantages. *Jurnal Eduscience*, 4(2), 58–66.
- Annisa, S. (2015). Teaching speaking in English using contextual. *English Education Journal (EEJ)*, 6(4), 497–510. <https://jurnal.usk.ac.id/EEJ/article/view/2858>
- Aryaputri, N., & Kaniadewi, N. (2024). Improving students' English-speaking skills through the English Day program, 894–906. <https://doi.org/10.24256/ideas>
- Dethan, Y. D., & Modok, R. H. (2024). Keefektifan penggunaan model pembelajaran Contextual Teaching and Learning dalam meningkatkan hasil belajar pembelajaran bahasa, 6(1), 79–85.
- Hafid, A., Dalyan, M., Andini, C., Riski, H., Sunnuraini, S., & Iman, M. N. (2026). When Indonesian is not enough: English as an emotional and pragmatic resource in Indonesian digital communication. *International Journal of Innovative Science and Research Technology*, 11(9), 1737–1742.
- Husamah, H., Suwono, H., Nur, H., & Dharmawan, A. (2022). Global trend of research and development in education in the pandemic era: A systematic literature review.
- Kamengko, D. F. (2024). Empowering EFL students' oral proficiency: The impact of role-playing in enhancing speaking skills, 11(2), 419–429.
- Mukhlishin, H. (2024). Development of teaching materials based on Contextual Teaching Learning (CTL) in physical chemistry courses. *Jurnal Penelitian Pendidikan IPA*, 10(6), 3316–3324. <https://doi.org/10.29303/jppipa.v10i6.6960>
- Padang, F., Sumarsih, S., & Saragih, A. T. (2019). Developing English speaking materials based on the Contextual Teaching and Learning for Grade XI senior high school in SMA Negeri 1 Kerajaan. *GENRE Journal of Applied Linguistics of FBS Unimed*, 7(3). <https://doi.org/10.24114/genre.v7i3.12447>
- Ridwan, A., Hartono, Y., & Araiku, J. (2022). Development of Contextual Teaching and Learning (CTL) based teaching materials to train students' representation ability. In *Proceedings of the 2nd National Conference on Mathematics Education 2021 (NaCoME 2021)*, 7–14. <https://doi.org/10.2991/assehr.k.220403.002>
- Ritonga, S. N. A., Nasmilah, N., & Rahman, F. (2020). The effect of motivation and anxiety on students' speaking performance: a study at Dayanu Ikhsanuddin university. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 198-213.
- Silitonga, T., Murni, S. M., & Rika, R. (2019). Developing English speaking materials based on Contextual Teaching and Learning for Grade Ten Senior High School at SMA Negeri 20 Medan. *GENRE Journal of Applied Linguistics of FBS Unimed*, 7(4). <https://doi.org/10.24114/genre.v7i4.12457>

- Siregar, N. U., Dirgeyasa, I. W., & Husein, R. (2020). Developing English speaking material through Contextual Teaching and Learning (CTL) for Beauty Study Program. *Linguistik Terapan*, 17(1), 8. <https://doi.org/10.24114/lt.v17i1.19760>
- Siregar, T. (2023). Tahapan model penelitian dan pengembangan Research and Development (R&D), 1(4), 142–158.
- Tomlinson, B. (2010). Principles and procedures of materials development for language learning: Proposals for principled approaches to the development of ELT materials.
- Wulandari, A., Yusnita, E., & Sari, S. N. (2021). Developing English speaking material based on Contextual Teaching and Learning (CTL) for junior high school students. In *Proceedings of the 3rd Green Development International Conference (GDIC 2020)*, 482–484. <https://doi.org/10.2991/aer.k.210825.081>
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.
- Yuniastuti, R. (2020). Pendekatan kontekstual (Contextual Teaching and Learning) dalam pembelajaran bahasa dan budaya Jepang, 16(2), 1–8.