

# Need Analysis of CTL-Based English-Speaking Material for the Chemistry Industry Students

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## Abstract

Proficiency in English is a requirement in today's industry. Adequate preparation of students for future workplace communication necessitates accurate planning and development of English-speaking materials. The process of conducting a need assessment is crucial in developing educational materials. This study aims to identify the requirements of students in the chemistry industry department at a vocational high school in Malang, Indonesia. This research serves as a foundation for creating speaking materials tailored to meet the industry's specific requirements. This study employs a qualitative methodology intending to acquire thorough data. Using questionnaires and interviews, data was gathered from a sample of 125 students, one English teacher, one chemistry industry teacher, and one professional chemistry industry worker. The results indicate that most students possess sufficient English proficiency, while only 12.50% achieved an outstanding level of proficiency. The teaching method employed is Contextual Teaching and Learning (CTL), while the assessment method is performance-based. The suggested materials for the chemistry industry topic are also provided, along with an evaluation of the current class.

**Keywords:** Contextual Teaching and Learning, Need Analysis, Speaking

## Introduction

Teaching English in Indonesia is widespread and extensive, primarily because of its significance in education and its widespread usage for communication purposes. Practical verbal communication skills are unquestionably crucial in today's global company landscape (Haerazi et al., 2019). The current circumstances necessitate the workers to communicate proficiently and fluently in English. Proficiency in English provides workers with a distinct advantage. The privileges include seamless employee communication, additional allowances, job advancements, etc. Teachers need extra tools to provide vocational students with career-specific English materials to enhance their skills in response to the notable change in language instruction. Teaching vocational and regular high school students presents distinct and demanding challenges. Within society, high school graduates express their intention to pursue higher education either at colleges or universities. Simultaneously, vocational school graduates aim to enter the workforce quickly after their education. Vocational school students prioritize cultivating their practical skills over the theoretical skills of their peers. The situation has altered the activity of teaching and learning (Tomlinson, 2016). Contextual Teaching and Learning (CTL) is an instructional approach that considers students' specific needs when designing and implementing teaching and learning activities (Dini, 2015). Contextual Teaching and Learning is an educational methodology that aims to enhance students' comprehension of academic content by connecting it to their daily experiences, including their individual, societal, and cultural contexts (Dewi & Primayana, 2019)

To help students at the Chemistry Industry department improve their English-speaking skills, it is necessary to create well-designed English-speaking materials that are most suitable

for their needs. The design seeks to offer alternative vocational speaking materials by updating and enhancing the quality of the existing learning materials. The first stage of material development involves identifying suitable materials through a process called Need Analysis (NA) (Putri, 2017). According to Brown (2006) in (Kurniasih, 2022) NA is "the systematic gathering and analysis of all the information required to define and validate a curriculum that can be justified." The primary goals of NA are to ascertain the proficiency of learners in their language skills, assess the effectiveness of the course, pinpoint any deficiencies in the student's abilities and requirements, and identify any obstacles to learning (Kivunja & Kuyini, 2017). Furthermore, the need assessment must identify eight specific elements, as stated by (Nawas, 2018). Initially, conducting a comprehensive analysis of the current situation and establishing clear objectives to ascertain the students' professional background and future aspirations in utilizing the English language is imperative. Furthermore, wants, means, and individual needs. These terms encompass students' learning experiences, cultural knowledge, learning patterns, motivation, etc. Furthermore, the current situation analysis evaluates the student's level of language proficiency.

The student needs a more explicit focus on comprehending the disparity between their current level of language proficiency and their future expectations. Furthermore, it is essential to elucidate the students' learning preferences in the education process. Sixth, linguistic, discourse, and genre analysis are analytical approaches that examine how language and communication skills are employed in a specific context. The student's objective for enrolling in the course is seventh in importance. The term "eighth" refers to conducting an analysis, known as MA, to comprehend the surrounding conditions of a given situation or context. The primary aim of an MA is to acquire extensive knowledge about teachers, teaching methodologies, administration, and student resources, as well as to observe the execution of the course (Rahman, 2015). The research on NA has been examined by multiple scholars in the field of nursing (Alanazi & Alharbi, 2021), physical education Pranoto & Suprayogi (2020), and vocational pharmacy (Syakur et al., 2020). The research above indicates a need for more assessment findings regarding English-language materials in the context of the chemistry industry. Hence, the findings of this research hold great importance in creating an English chemistry-speaking curriculum and instructional resources utilizing the Communicative Language Teaching (CTL) methodology. Furthermore, this study is of utmost importance for the continuation of the subsequent research, which aims to create English-speaking materials for CTL learning.

## Method

This research utilized a qualitative approach to gather exhaustive and thorough data Nassaji (2015) on the requirements for developing English-speaking materials based on the communicative language teaching (CTL) approach. This study gathered data from multiple sources, including students, lecturers, and professionals in the chemistry industry. One hundred twenty-five students in the chemistry industry willingly filled out the questionnaires. One English teacher and one chemistry industry teacher from a private school in Malang took part in the unstructured open interview segment. Three seasoned chemistry industry professionals employed by a national corporation were also interviewed to gather insights on using English in chemistry. The participants were chosen to gather extensive data regarding the necessity of creating CTL English-speaking materials. The questionnaire, derived from the works of (Nartiningrum & Nugroho, 2020), is designed to gather student information. It covers various aspects such as personal information, evaluation of previous speaking classes, learning

objectives, preferences for speaking materials and assessments, opinions on the speaking class atmosphere, and learning motivation.

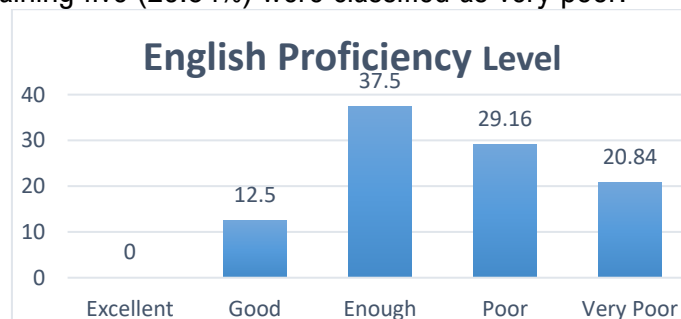
The teacher interview encompassed inquiries regarding syllabus utilization, English proficiency level of students, availability of speaking materials in the Learning Management System (LMS), preferences for online teaching and learning media, teaching methodology, challenges in learning, assessment methods, and recommendations for developing speaking materials. The interview questions for professional chemistry workers encompassed inquiries regarding personal details, duration of employment, the importance of communication proficiency in business, the identification of relevant chemistry discourse subjects, and recommendations for creating speaking materials. The questionnaires and interview questions underwent scrutiny, revision, and validation by ELT practitioners. The data collection was carried out through a series of sequential steps. Initially, the document about the English proficiency level of third-year students in the Chemistry Industry department was scrutinized. The data was extracted from the teacher's document.

Furthermore, the questionnaires intended for students were disseminated through the students' WhatsApp group. A total of 125 students willingly completed the questionnaires. Furthermore, the interviews for teaching and professional chemistry roles were carried out at the physical location. The interview lasted forty-five minutes and was recorded. The data were recorded in written form. The data analyses were conducted using the following steps. Initially, the students' English proficiency scores were examined to determine their level of English proficiency. The percentages were derived from the data obtained from each indicator in the questionnaires completed by the students. The highest and lowest percentages reflected the students' perspectives on the course. The interview transcription for the teacher and the professional chemistry workers were thoroughly examined and chosen based on the questions.

## Results

### *The Students' English Proficiency Level*

The student's performance is different between one student and the others. The analysis determines that the English proficiency of the Chemistry Industry students was satisfactory. The outcome of the examination can be succinctly summarized. No student achieved the excellent category, with a 0% success rate. Then, three students (12,50%) reached the good category. Following that, a total of nine students, representing 37.50% of the group, reached adequate achievement. Out of the total number of students, seven (29.16%) were classified as poor, while the remaining five (20.84%) were classified as very poor.



**Figure 1. English Proficiency Level**

As shown in the figure above, most students have adequate English proficiency. Only 12.50% attained an excellent classification. Their English proficiency could have been better. Students studying the chemistry industry need more English proficiency skills in a vocational school. Consequently, students need more to compete effectively in the global market.

### The Students' Questionnaires

The following table summarizes the students' responses.

**Table 1. The Students' Questionnaires**

No.	Item	The students' responses							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	The English class focuses on teaching general English content rather than suited to the needs of chemistry students.	25	20%	90	72%	10	8%	0	0%
2.	I require appropriate English resources to enhance my ability to speak orally.	82	65,6%	39	31,2%	2	1,6%	2	1,6%
3.	I require appropriate English resources to bolster my upcoming profession.	81	64,8%	42	33,6%	2	1,6%	0	0%
4.	I require English resources for everyday conversational purposes.	30	24%	75	60%	20	16%	0	0%
5.	I require English resources specifically designed for academic purposes.	59	47,2%	55	44%	11	8,8%	0	0%
6.	I require English resources and tasks that specifically emphasize pronunciation.	40	32%	69	55,2%	15	12%	1	0,8%
7.	I require English resources to enhance my fluency.	64	51,2%	59	47,2%	2	1,6%	0	0%
8.	I require English resources that specifically emphasize grammar.	44	35,2%	77	61,6%	4	3,2%	0	0%
9.	I require English resources that specifically target vocabulary related to chemistry.	75	60%	49	39,2%	1	0,8%	0	0%
10.	I require enhancement of my self-assurance in the context of my ability to speak in class.	65	52%	60	48%	0	0%	0	0%
11.	I require a project assignment that will enhance my proficiency in speaking.	29	23,2%	73	58,4%	22	17,6%	1	0,8%
12.	I require an individual task as opposed to a collaborative task.	18	14,4%	62	49,6%	30	24%	10	8%

13.	I require an engaging educational exercise for the classroom.	65	52%	60	48%	0	0%	0	0%
14.	I require the utilization of a Zoom meeting platform as opposed to a Learning Management System (LMS).	21	16,8%	74	59,2%	30	24%	0	0%
15.	I need to improve my willingness to participate in English class.	11	8,8%	32	25,6%	62	49,6%	20	16%

The table 1, summarizes significant results regarding students' assessment of English-speaking materials, learning objectives, preferences for speaking materials, assessment methods, preferred learning media, and motivation for enrolling in the course.

Most students, precisely 72%, agreed that the current English-speaking materials were general English. 65,6% of students strongly agreed that English materials were necessary to improve their speaking skills. A considerable proportion of students, precisely 64.8%, expressed that participating in the course equips them for their future professions. 60% of students asserted the necessity of being proficient in everyday conversation. 47,2% of students expressed a requirement for English resources for academic purposes.

The students expressed their need to enhance their proficiency in pronunciation, fluency, grammar, and chemistry English vocabulary, boost their self-assurance in oral communication, and engage in enjoyable classroom activities. The data indicated that 55,2% of students, approximately half the population, expressed a need to acquire pronunciation skills. Additionally, 51.2% of students expressed the necessity to enhance their fluency through training. Most of the population, precisely 61,6% of students, expressed the necessity to acquire knowledge in grammar. 60% of students expressed the necessity to acquire vocabulary in a chemistry context. 52% of students agreed strongly regarding enhancing their speaking confidence. The data additionally indicated unanimous agreement among all students regarding their willingness to participate in an enjoyable classroom activity.

Concerning the speaking evaluations, 58,4% of the research participants preferred a project assignment, indicating a slight majority. Furthermore, a majority of 49,6% of the students expressed a preference for individual assignments as opposed to group assignments. Nevertheless, a significant proportion of students (24%) strongly disagreed with an individual assignment.

Online classes were conducted using synchronous virtual meetings on Zoom, Google Meet, and LMS via the Canvas platform. A majority of 76% of students preferred having a Zoom meeting during class instead of using the Learning Management System (LMS). The issue of motivation is also a factor to consider in English-speaking courses. 65,6% of students reported having motivation. Conversely, a mere % of individuals, precisely 34,4%, expressed a need for more motivation to participate in an English-language course.

### The Interview with English teacher

A face-to-face interview was conducted with two teachers in SMK PGRI 03 Malang. The teacher had experience in teaching English courses for more than five years. Miss DRR (pseudonym) has taught English courses for eight years.

#### Excerpt 1

- Question 1 : Do you implement the syllabus into your teaching methodology?  
 Miss DRR : Yes, but sometimes the material doesn't fit my students major.

Excerpt 1 above confirms the use of the syllabus in teaching English courses. The teacher asserted that she obeys the school regulations to apply the syllabus in the Chemistry industry classroom practice

### Excerpt 2

Question 2 : What is your opinion of the student's proficiency level in the English-speaking course?

Miss DRR : Mostly beginners. Few are intermediate.

Excerpt 2 presents the students' proficiency level in English-speaking classes. The data indicate that mixed abilities were found in the classroom. The majority of the students are identified at the beginner and pre-intermediate levels. Only a small number of the students are intermediate and upper intermediate level.

### Excerpt 3

Question 3 : What is your opinion on the English language learning resources provided in the Canvas Learning Management System (LMS)? Is there a need for improvement in the speaking materials?

Miss DRR : I think it is enough as it has pre-activity, whilst-activity, and post-activity. However, I think we need to make materials more complex to fit vocational students. Also, the students need to have more meaningful exercises. I think the students also need challenging exercises and practice. Also, we need to teach rich expressions related to their major.

Excerpt 3 presents the teacher's point of view on the existing speaking material in Canvas LMS. Teachers argued that the material was already as good as the standard speaking materials. In addition, the teachers highlighted some points: the material's complexity level, the lack of expressions, and the lack of meaningful speaking exercises. Also, the materials needed to adjust to vocational students' levels must be arranged based on the difficulty level. She also argued that the students must have a challenging and meaningful speaking exercise and be rich in expressions related to their major.

### Excerpt 4

Question 4 : What platforms are utilized for teaching English courses?

Miss DRR : Canvas LMS, Whatsapp group, and Google Classroom.

Excerpt 4 presents the various learning media used in the English-speaking virtual class. Teachers used Canvas LMS, WhatsApp group, and Google Classroom to conduct the class.

### Excerpt 5

Question 5 : Which methodology is utilized in the teaching of English language courses?

Miss DRR : Drilling, active learning, collaborative learning, etc. At every meeting, the students have assignments. So I can monitor their progress in each meeting.

Excerpt 5 Several teaching methods were mentioned in English teaching and learning practice. Drilling, active learning, collaborative learning methods. In addition, the teacher also mentioned that the students do weekly assignments—this task is aimed at supervising the students' learning progress.

### Excerpt 6

Question 6 : What are the linguistic challenges encountered by students in the English-speaking course?

Miss DRR : Self-confidence. I find that most of the students are reluctant to

speak up in classroom discussions. They are afraid to make errors, producing fewer words and utterances. It has a huge impact; I find that their assignments are similar to the examples available in Canvas LMS but are less creative. Grammar and pronunciation are also problems.

Excerpt 6 identifies the students' problems in the English-speaking course. The students were observed to have low self-confidence. They were also afraid to make errors in speaking. The students tended to copy the utterances examples available in Canvas LMS. Then, the students struggled with grammar and pronunciation.

#### **Excerpt 7**

Question 7 : Which evaluations do you typically use in English language courses?

Miss DRR : In every meeting, the students must submit individual or peer assignments, usually via WhatsApp voice recorder. The students will have a project assignment in the mid-test and final test. Such as a video has to be uploaded on Instagram.

Excerpt 7 explicates formative and summative assessment. For the formative assessment, the lectures use weekly WhatsApp voice note recordings. For the summative assessment, the lectures use a project in the form of video recording.

#### **Excerpt 8**

Question 8 : Do you utilize a scoring rubric to evaluate students, taking into consideration variables such as pronunciation, fluency, language proficiency, and vocabulary?

Miss DRR : Yes, I add one thing, content. For your information, my students are so creative in creating content for speaking assignments. I value their ideas and creativity, for example, when they create a video. They feel shy if they actively speak in classroom discussions, but they make amazing videos and look more confident.

Excerpt 8 presents the scoring rubric for assessing the students' speaking performance. The scoring rubric consists of four aspects: pronunciation, fluency, language use, and vocabulary. The teacher added the students' creative ideas to make content in the above data.

#### **Excerpt 9**

Question 9 : Can you provide recommendations for the development of speaking materials?

Miss DRR : I think the materials should provide more practice. The references to develop materials should be recent. Another concern is about language, and the language should be related to their major.

Excerpt 9 presents the lecture's suggestion for developing speaking materials. The lectures highlight several points in the speaking materials; rich speaking exercise, language novelty, and related to their major.

### **The Interview with Chemistry Industry Professionals and Chemistry teacher**

The interview conducted as part of a linguistics analysis is to determine how the language was used in the target situation. The interview was done by interviewing professional chemistry industry workers who work in a national corporation and one chemistry industry teacher. The

pseudonyms used here are A who has worked in human resource development and P as a teacher in the chemistry industry for over five years. The following excerpts demonstrate the result of the interview.

### Excerpt 1

Question 1 : Do you believe that efficient speaking abilities are necessary in a professional environment? For what reason?

A : Yes, the employee must have this skill. Based on my personal experience, I consistently prioritize candidates who possess strong English communication skills. This is due to the fact that English is our primary language of communication in daily life. We engage in communication with our international customers, our departmental leader, and colleagues located abroad. Not only speaking but also reading, writing, and listening. They are required to explain and showcase their report. English plays a crucial role in our everyday communication.

P : Of course, if my students have to work with international colleagues and they have an international client, they should speak English very well. They must have the ability to demonstrate exceptional presentation skills. Prior to presenting their product, they must acquire a more comprehensive understanding of their company.

Excerpt 1 clarifies the fundamental rationales behind having proficient English language abilities in the workplace. According to the above interview, it is unquestionably crucial to be able to speak English. The workers utilize the English language to engage in communication with their international colleagues and customers. In addition, the workers must acquire proficiency in other language competencies such as reading, listening, and writing in order to facilitate their work effectively.

### Excerpt 2

Question 2 : Could you please specify the context in which English is commonly used in a professional setting?

A : The presentation must be conducted in the English language. This presentation will cover strategies for effectively managing and organizing presentation materials, as well as delivering them to the audience clearly and engagingly. The key to success lies in being a proficient orator and possessing unwavering self-assurance.

P : The product's presentation and reporting should be conducted in English. Professionals in the field of chemistry must possess an extensive knowledge of vocabulary specific to their discipline. Being well prepared entails possessing two key skills: effective communication and expertise in their specific field. Possessing exceptional speech skills and self-assurance is crucial, as it enables individuals to convey their message and connect with the audience effectively.

Excerpt 2 showcases various work scenarios that require employees to communicate in English. Proficiency in various aspects of presentation is required, including effectively delivering a presentation, organizing persuasive presentation materials, and articulating product descriptions. In addition, they are establishing effective communication channels to negotiate with their respective customers.



### Excerpt 3

- Question 3 : What recommendations do you have for the development of speaking materials?
- A : It should encompass all communication requirements about the specific subject. The materials should enhance students' proficiency in reading, writing, listening, and speaking. Possessing that skill is crucial for workers to perform effectively within the company.
- P : I have numerous suggestions. Create materials that are exceptionally well-suited for a specific purpose. Prior to this, I encountered certain English textbooks that primarily emphasized theoretical concepts and grammatical principles. Having committed it to memory, I found it arduous to articulate. Provide more intellectually demanding tasks and commence the book by presenting a specific scenario. Are you familiar with the current assessment required for employment? The majority of bosses present the problem or the case. An examination will be administered to evaluate your knowledge and abilities. Currently, our customer base includes individuals from Europe. Presented here is our product. Present this product to him. This relates directly to the tangible ability rather than the numerical outcome.

Excerpt 3 outlines the recommendations of professional workers and teachers regarding the key factors to be taken into account when creating speaking materials for the subject of chemistry. The materials should encompass the domains of speaking, listening, reading, and writing that are directly relevant to business communication. The materials should prioritize practical exercises over theoretical content. P also emphasizes the evaluation of job seekers' fundamental skills. The employer has a preference for presenting a problem and observing how the job seeker takes the initiative and resolves the given problem.

## Discussion

The overall finding indicates the viewpoints regarding the student's level of English proficiency. The document states that the student's English proficiency is equivalent. Furthermore, the teachers' interview reveals a combination of different skill levels. Hence, the creation of instructional content should be tailored to the students' respective levels of English proficiency. Most students prioritise studying English for the specific purpose of the chemistry industry, intending to equip themselves for their future professional endeavours. The English-speaking professionals referred to telephone conversations, presentations, product descriptions, and casual conversations specifically for the chemistry industry. This discovery is consistent with the research conducted by Nartiningrum & Nugroho (2020), which indicates that students prefer studying to enhance their professional capabilities.

The discovery also illustrates the significant need for creating English-language materials that concentrate on various linguistic elements, including grammar, pronunciation, and vocabulary. The student's speaking difficulties encompass low self-esteem and lack of fluency. This study has validated the findings of Wahyuningsih & Afandi (2020) research, which identified five challenges faced by students in speaking English: inadequate vocabulary knowledge, pronunciation difficulties, grammar errors, limited exposure to English input, lack of confidence, and inadequacy of the English-speaking curriculum. In addition, there were several recommendations to enhance the students' speaking proficiency by implementing small group discussions. Susanti & Wahyuni (2022) Firstly, using expressions to support the context is a

significant aspect of considering grammar material. Ha (2023) proposed that applying contextual grammar effectively enhances students' oral communication skills within a higher education setting. The foundation in the CTL approach and English for Specific Purposes (ESP) speaking materials. In the classroom, teachers utilize various strategies. Crawford (2001) as cited in (Nawas, 2018) proposes five strategies, including; relating, experiencing, applying, cooperating, and transferring known as REACT.

The student's lack of self-esteem has posed a significant obstacle. Possible methods for enhancing self-confidence in teaching include utilising motivational strategies (Cheng & Dörnyei, 2007) and engaging in classroom activities such as role-play, small group discussion, storytelling, and song (Listyani & Kristie, 2018). According to the teachers, the students interact passively during face-to-face virtual meetings. Conversely, the students show favourable attitudes towards utilising Canvas LMS in the classroom. The interview presents a case study that aims to support learners in developing their communication skills within the context of the chemistry industry. The discovery demonstrated that communication competence is essential to assist students effectively in succeeding in their chosen professions. Therefore, it is recommended that the materials be tailored to suit the students' communication skills, including engaging in casual conversation, making phone calls, and delivering product presentations. Roell (2019) supports the notion that a case study is a component of Contextual Teaching and Learning (CTL) which helps students engage in authentic communication using language. Furthermore, it enhances students' communicative and collaborative abilities (Al-Mansour & Hussain, 2014), stimulates their receptive and productive language skills, and fosters the application of advanced cognitive skills (Roell, 2019).

The data further indicates that performance-based assessment is appropriate for this particular context. This assessment prompts students to utilise their proficiency in creating an educational artefact (Aniqoh, 2018). Production in this context will be advantageous for the students as it enables them to practice and introspect their speaking abilities. The benefits include enhancing motivation and self-esteem, eliminating comparing students' grades, allowing students to exercise their creativity in constructing their responses and enabling teachers to identify their strengths and weaknesses (Espinosa, 2015).

## Conclusion

Proficiency in English speaking is advantageous for individuals pursuing careers in the Chemistry Industry department. This research finding confirms that English is the primary language used for daily communication among workers in the office. Hence, it is imperative to design and develop English-language content effectively and efficiently based on the needs analysis findings.

The earlier analyzing needs revealed multiple key findings. Initially, the discovery indicates a varied range of English proficiency among students, encompassing both novice and moderately skilled levels. Furthermore, the students' ability to speak fluently is obstructed by their lack of proficiency in grammar, pronunciation, and vocabulary. Furthermore, the existence of an effective factor, such as lower confidence, resulted in the students maintaining silence throughout the virtual meeting. The materials must be designed according to the specific requirements of the chemistry industry, as recommended by professionals in the field. Ultimately, the participants prefer performance assessment, associated with a positive impact on students.

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