



Developing Digital English Materials Based on Contextual Teaching Learning for Economics Students

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Abstract: This study refers to the problem study of the teaching and learning needs which requires English learning resources in order to meet the expectations of students during the ESP pandemic teaching and learning process. The fundamental goal of this research is to create effective digital English learning resources for students at the University of Serang Raya's Economics faculty. The main goals of creating a digital English coursebook based on contextual teaching learning are to help Economics students enhance their English language skills and to meet their learning demands. This research was carried out using the PSDD model as a research and development method (Preliminary Study, Design, and Develop). The information is gathered using a questionnaire and a speech assessment form.

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INTRODUCTION

English is the worldwide language that is spoken almost everywhere. English has been recognized as the globalization key access. Hutchinson and Waters (1987:6) argue that the impact of the advanced technology within the worldwide is to make all the people eager to learn English language, not due to pleasure or prestige of knowing the language, but English is that the access to enter the global world of technology. In other words, the importance of English affects an enormous number of individuals eager to learn English as foreign or second language. What a matter today is know how the way to use

English for students' daily communication instead of just knowing it.

Nowadays, people are getting aware that the English language is needed to learn, even happen almost the whole countries in the world. Likewise in Indonesia, the people in Indonesia have a huge interest in learning English language in order to be able to deliver the ideas or thoughts and speak to the people from around the world, and for their job carrier the people must be skilled with English language competence in oral and written language. Teaching and learning an English language at universities must be emphasized on how to help the students-

in order to be able to have a better English language competence both in written and spoken language.

English for specific purpose is designed as an exclusive class program and part of supplementary subject in the curriculum of management study program for the undergraduate students of management study major to develop their English language competence that is related to the English business context as their study background. The undergraduate students who study the English Specific Purpose are from the third semester of management major program and are given English language learning that is dealt with their major program. English teachers and facilities have already been settled, but there is one aspect unavailable, it is the English coursebook for English Specific Purpose class program. There are no specific language materials used in the English Specific Purpose Class Program that focuses on improving the undergraduate students' English language speaking skill. For the effectiveness of the English specific purpose, the English coursebook for the undergraduate students are supposed to be considered as the crucial factor. Without appropriate English textbook as the language learning and teaching materials, the class program will not run smoothly. To get the suitable language materials, the English textbook should be referred to the need analysis. In line with the designed coursebook, teachers, students and coursebook are among the crucial elements of foreign or second language classroom (Hasmiati et al., 2015). Coursebook as the learning materials plays very important role to create the more conducive teaching and learning of English language. Developing the learning materials that based on contextual teaching learning (CTL) approach provides two advantages. Firstly, it enables the students interested in improving their language skills.

Secondly, this learning material will be more useful and effective because the students are engaged actively in the process of designing learning materials in order to meet the students' need. Thirdly, the designed learning materials make the students prior knowledge that have been learned improved. Therefore, it is highly important to supply the higher education students with the proper coursebook that must be based on students' need and their study background.

Moreover, there are three logical reasons that the coursebook take into accounts: Firstly, coursebook represents learning materials for the EFL teachers, secondly, it is helpful to achieve the learning objectives, and finally, it can optimize the learning process in current teaching and learning practices. New technologies may create much greater chances and new challenges as well in the language learning teaching situation. In the 21st century, we witness that the printed learning materials have already been transformed with the digital ones.

Additionally, the multimedia tools which have been used widely in education have proven to increase the process of teaching and learning in the language classroom. Multimedia significantly supports the EFL teachers to mediate and arrange the language learning activities more attractive and innovative. Therefore, using a digital coursebook based on contextual teaching learning as a learning media to teach Business English to future economists is affordable. The good textbook will be able to provide systematic course content, the complement of skills taught, and variety of language exercises students participate in (Ramadhana et al., 2019).

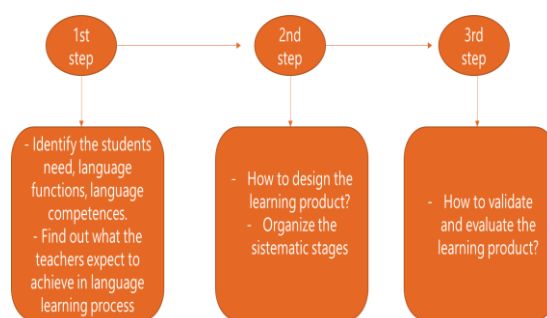
With digital learning materials becoming spread out widely, many studies have begun to be carried out about the use of technology in the teaching and learning language process. In line with the digital tools in EFL learning and teaching,

the interactive digital learning media can also provide students with opportunities to conduct quasi-experiments and explorations to provide a learning experience, rather than simply listening to teachers (Hastini, 2018). The learning effectiveness is determined by the extent to which planning carried out by the EFL teacher. Thamarana as cited from Bykonina stated that many aspects of the use of interactive multimedia tools used for teaching purposes are open to discuss (Bykonina et al., 2019). Learning media that enables to improve EFL students learning process is expected to improve students learning outcomes. The suitable use of media helps students to learn according to their abilities and can clarify the way information is presented.

Based on the problems found and discussed previously, the researcher intends to conduct the developmental research by designing the digital English learning materials for EFL students of English for Specific Purpose Class in management major program, the language learning materials that emphasize on the students' speaking language competence. Additionally, the researcher designed the English materials by using Flip PDF Professional as the applicable software that can integrate audio, video, animation, and flash. The result of this research is expected to be very useful especially for the Economics students in management study program, assist the teachers to arrange systematically the language learning activities, achieve the learning objectives, and fulfill the students' need in order to improve their language skills.

METHOD

Developmental design model that is used in this research is a model adapted from (Sugiono, 2012) that there are 6 (six) developing stages of 10 conducted in the study and can be described as follow;



1. Preliminary study

At this stage, researcher identifies problems about students' needs of Economics who take English courses. The researcher investigates things related to the students' need to learn, language feature, and language competences they need to learn.

2. Materials Design

This stage, the researcher has designed the learning materials that fit to students' need with some guidelines; (1) develop general objectives, (2) develop specific objectives, (3) develop syllabus, (4) organize the teaching materials into unit, (5) develop the structure for each unit, (6) unit sequencing.

3. Development

This stage consists of: (1) expert validation towards the digital learning materials that is designed in draft I. (2) revision, produces draft II. (3) peer validation on the feasibility of learning materials in draft II. (4) revision, produce draft III, (5) test the effectiveness of learning materials design within implementation. Researcher asks the input from some experts in the field of English (expert judgement) about the learning materials which are developed for further validation. In other words, researcher evaluates the learning materials based on the learning objective that is validated by the expert judgement.

Subjects who are involved in this developmental research are; 2 learning experts, 2 fellow lecturers, and 30 EFL students for the effectiveness test of learning materials designed. Types of data

collection used in this research are questionnaires and speaking test. Close-ended questions are used for the language experts and fellows in order to be able to figure out how effective the designed materials and applicable digital materials designed is. The test used for the Economics students is spoken test with Pre-test and Post-test designs. Then, the collecting data of students' spoken test was analyzed by using descriptive analysis statistic.

Research data obtained then analyzed; 1) the result of questionnaires is assessed by average. 2) pre-test and post-test are measured by "t" test, with alternative hypothesis (H_a), showing that the post-test result is much better rather pre-test after the designed materials implemented.

RESULT AND DISCUSSION

In this study, the product was developed in the form of digital teaching materials for Economics students. First step that is carried out in this research study is preliminary study that aims at analyzing students' needs. Gathering information as the first step to do in terms of developing the teaching materials is distributing the questionnaires. Based on the questionnaire given to the Economics students shown that most students are eager to learn English that specifically fit to the business study so that they can improve their language skill especially speaking. Additionally, teaching materials which is used currently in their classroom is general English that means the materials cannot meet the students' need in the language learning process.

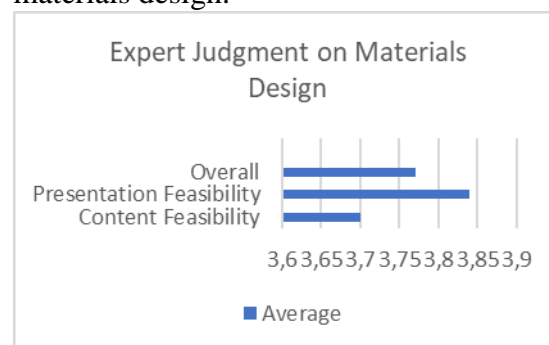
Further step in this research is designing process. There are some points to consider: First, designing syllabus that covers the learning objectives and language competences. Second, finding out some references that must be relevant to the business purposes. It is line with the learning materials relevance, Mashura as

cited in Oktarin highlighted that the designed teaching materials must be able to engage students' interest in learning process by selecting suitable materials of learning (Oktarin & Eka Saputri, 2019).

After selecting the materials, then the researcher designed the framework of teaching materials. First part, the designed English materials covers some common aspects such as; table of contents, preface, and sequencing units. There are 8 units in the designed materials of teaching. Each unit contents integrated language skills namely: speaking, writing, listening, reading, grammar, and vocabulary. At the end part, consists of glossaries, and references.

Development emphasizes several stages namely validation by expert validators using questionnaire. On the materials validation, assessment divided into two aspects; they are feasibility of content and presentation. Results of expert judgment is assessed on average and converted. The results of materials validation can be seen in the following table.

Table 1. Expert judgment on materials design.

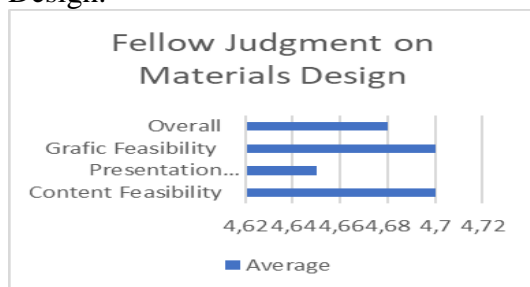


Based on the result of material expert validation (content), aspects of content and presentation feasibility entirely are very good. However, the designed teaching materials feasible to use for teaching and learning materials. This materials design must be revised comprehensively. The expert judgment shows some valuable suggestions namely;

1. Writing a variety of vocabularies must be appropriate.
2. The materials design must specify relevant learning sources
3. Font size and type must be similar so that the learners easily to read and understand the information explained in materials design.
4. Illustration and picture in use are not clear enough. The materials designer must be able to put appropriate sources.
5. The materials design is very good, but it would be much better if each unit describes the learning objectives to make the students clear what to do, what to learn, and what to expect to get.

After going through the revision process, the designed material was then validated by fellows. The result of validation can be clearly seen as follows:

Table 2. Fellow Judgment on Materials Design.



Based on the results of peer validation (fellow judgment), all aspects, namely the feasibility of content, presentation, graphic, and language. Even overall rated very good to use for teaching learning of language in the EFL classroom in Business study context. Therefore, this material designed is considered worthy and valid to be tried out. As for revision what need to be done is as follows:

1. It is necessary to explain the learning objectives at the beginning of each topic

2. There are some writing errors in few pages of digital materials design
3. It is necessary to attach suitable sources of audio listening materials in the teaching materials.

After going through the revision process, the digital materials designed is continued to the effectiveness test. The effectiveness test was carried out through Pre-test and Post-test after the digital material designed implemented in the EFL classroom of 30 Economics students for one language competence, it is focused on speaking skill. The results of test can be clearly observed through Post-test to prove whether any improvement of language learning especially the students' speaking skill after using the digital materials designed in the teaching learning process.

Before testing hypothesis, normality test was carried out using the test Lilliefors statistics on learning outcomes data with SPSS 21 program and obtained the results as following:

Table 3. Test of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
PRE TEST	.101	30	.200*
POST TEST	.105	30	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Result of normality test shows that Sig value of pre-test and post-test more than 0.05 meaning that the learning outcomes data of EFL students normally distributed.

Furthermore, the hypothesis test was used paired sample t test might be conducted because the data has met prerequisite test for normality. Hypothesis test criteria carried out at a significance level of 0.05 with SPSS 21 program. The following is the results of one sample t-test:

Table 4. Hypothesis Test
Paired Samples Test

	t	df	Sig. (2-tailed)
Pair 1 PRE TEST - POST TEST	-13.526	29	.000

From the results of paired sample t test obviously proven that the value of sig. (2-tailed) was $0,00 < \alpha$ ($\alpha = 0,05$). It clearly shows that H_a accepted, meaning that the average of Post-test result is significantly much better than Pre-test. Thus, it can be concluded that the digital teaching materials designed is successful to make the students' language competence especially speaking skill was improved. In line with the designed teaching materials, coursebook is the prior of teaching learning process because the qualified learning materials or coursebook can be the crucial factor of the effectiveness of teaching and learning language (Mahbod Karamouzian, 2016).

Furthermore, the English learning material has become the need not only for EFL students that can effectively support and engage them in language learning activities, but also the teachers can deliver the learning materials and organize the language classroom process systematically (Jefiza & Linawati, 2018). Teaching materials based on contextual teaching learning proven that it effectively engage the students in the interactive teaching learning activities if the materials designed has met the students need and suitable criteria of language skill (Wahyuni, 2017).

Based on the test results, each draft has been revised in accordance with the qualification of assessment results, comments, and suggestion. Referring to the observation on the field, reflection has been carried out to possible changes in time allocation and text simplification that fitted to the students' language skills.

Through revision of materials draft may produce the digital materials designed namely e-book that is expected feasibly to be applied and produced.

CONCLUSION

This research study concluded some points that can be considered for further study, as follows:

1. After going through the needs analysis, design and development, this research has already produced the digital materials (e-book) of English using flip pdf professional software for Economics students that its learning materials have been suitable for their study program and it can effectively help the EFL students to learn and practice the English language in Business context.
2. The results of expert judgment and peer validations have already presented that the digital teaching materials (e-book) was rated very good and feasible to be used for the teaching learning sources of ESP language classroom at Economics Faculty Universitas Serang Raya.
3. Showing the improvement of learning outcomes especially the EFL students speaking skill after applying the digital materials designed can be the authentic prove that students feel more comfortable and engaged in the English teaching learning process.

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