

DEVELOPING CHARACTER BUILDING-BASED ENGLISH MATERIALS FOR GRADE X OF SENIOR HIGH SCHOOL STUDENTS

PENGEMBANGAN MATERI BAHASA INGGRIS BERBASIS PEMBANGUNAN KARAKTER UNTUK SISWA KELAS X SEKOLAH MENENGAH ATAS

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Abstract

This study is aimed at finding out the learning needs of the senior high school students grade X, finding out the suitable learning strategies for the senior high school students grade X, and finding out the development of character building-based English materials for the senior high school students grade X. This study used Research and Development (R&D) method by Masuhara in Tomlinson (2011) with some modifications. This study was done after going through 8 stages namely conducting needs analysis, defining goals and objectives, designing the course grid, developing materials, getting an expert judgment, revising the materials, field testing, and revising the materials to develop the final product. The results of the study was a set of English materials and the book guidance created by considering the students' needs.

Keywords: *Character building, English learning material, High school*

Abstrak

Penelitian ini bertujuan untuk mengetahui kebutuhan belajar siswa kelas X Sekolah Menengah Atas (SMA), mengetahui strategi belajar yang sesuai dengan siswa kelas X SMA, dan mengetahui pengembangan materi bahasa Inggris berbasis pembangunan karakter yang tepat untuk siswa kelas X SMA. Penelitian ini menggunakan metode penelitian dan pengembangan atau Research and Development (R&D) oleh Masuhara dalam Tomlinson (2011) dengan beberapa modifikasi. Penelitian ini dilakukan melalui 8 tahapan, yaitu dengan mengadakan analisis kebutuhan belajar siswa, menentukan tujuan dan sasaran pembelajaran, merancang silabus, mengembangkan materi pembelajaran, mendapatkan hasil uji materi oleh ahli, merevisi materi, menguji materi di lapangan, dan merevisi materi pembelajaran untuk menghasilkan produk akhir. Hasil dari penelitian ini adalah seperangkat materi bahasa Inggris beserta buku panduannya yang dibuat dengan mempertimbangkan kebutuhan siswa.

Keywords: *Pembangunan Karakter, Materi Bahasa Inggris, Sekolah Menengah Atas*

INTRODUCTION

Education plays big roles in humans' lives because education shapes mindset, mindset changes behavior, behavior sets habits, and habits build cultures. Besides, education is very important since it shapes students' characters. It is also stated in the law of Republic Indonesia number 20 of the year 2003 on National Education System that the national education has functions to develop abilities and to shape characters and a dignified nation. Derived from law, the Curriculum 2013 emphasizes on teaching

character values. Therefore, teachers should put character values in their teaching and learning process.

Building students characters can be done through many ways, including listening, reading, and practicing. Sugirin (2011, cited in Pusparini, 2014) stated that there are two ways in teaching character values to the students. The first way is by giving a brief lecturing on a certain virtue or vice and the second way is by using a written or recorded material under the theme of virtue or a vice. In other words, teaching character values

can be done by telling the students directly about the characters being implemented and by using materials which help students to achieve the characters.

Nonetheless, some of English learning materials used nowadays seem to be lacking in good character values. Septianingsari (2015) found that three English text books for senior high school students grade XI that she observed were dominated by bad character values that did not represent the religious aspects, such as cheating in the class, drinking alcohol, and believing in a fortune teller.

Report shows that high school students nowadays get moral degradation which is proved by the facts that they undoubtedly hurt and even kill their friends in a brawl or a persecution so-called *klithih*. Chief of Yogyakarta Regional Police, Police Brigadier General Ahmad Dofiri (2016, cited in Rahardjo, 2016) stated that in 2016, there were 43 brawl cases which killed a senior high school student in the end of the year.

School as one of the environments where the high school students spend at least 6 hours a day holds an important role in fixing this degradation. English as one of the compulsory subjects in the senior high school should take action regarding this issue. Therefore, developing English materials containing character building is needed to encounter the problems.

RESEARCH METHOD

The Type of Research

The study went through several stages which was started by conducting need analysis and ended by creating English materials.

Therefore, the research type used in this study was research and development method (R&D).

Research Settings

The research was conducted on 11th and 12th September 2017 in MAN 1 Sleman and on 25th September 2017 in SMA Muhammadiyah 3 Yogyakarta.

Research Subjects

The subject of this research were 117 students of grade 10 coming from 4 different classes; 1 natural science and 1 social science class of each school, and the English teachers who handled those classes.

Research Procedures

The procedures of this research study were adapted from Masuhara in Tomlinson (2011). The model was divided into 5 steps namely need analysis, goals and objectives, syllabus design, methodology/materials, and testing and evaluation.

Research Instruments and Data Collection Techniques

The instruments used to collect the data in this study were questionnaire and interview. The questionnaire was distributed to the students twice. The first questionnaire was used to find out students' needs including necessities, lacks, wants, and learning strategies. The second questionnaire, a practicality test questionnaire, was distributed when conducting try out of the materials to find out whether the developed materials were suitable and practical enough for

the students. The interview was held to get the students' need as well as the character values that were needed by the students from the teachers' point of view.

Data Analysis Techniques

After the data were gathered, they were analyzed by using quantitative and qualitative research. The qualitative research was used to find out the result of the need analysis which was conducted by giving questionnaires to the students and holding interview with the teachers. The quantitative research, which was used to find out the result of the expert judgment, was analyzed by using formula proposed by Suharto (2006). The result of this expert judgment was used to revise the draft of the English materials, which was, then, tried out to the students at school.

RESEARCH FINDINGS AND DISCUSSION

Based on the objective of this research study, there were three points to be discussed, namely the learning needs of the senior high school students grade X, the suitable learning strategies for the senior high school students grade X, and the development of character building-based English materials for the senior high school students grade X.

According to the result of the questionnaire distributed to 117 students of senior high school, the students' learning needs consisting of necessities, lacks, and wants were found. In terms of necessities, most of the students stated that the most needed skill to achieve currently was speaking skill, which then

followed by reading skill, listening skill, and writing skill respectively. It was in line with their goal of learning English which was to communicate using English. Besides, getting information, passing the national examination, and studying abroad were also set to be their goals of learning English. These findings are in line with the Communicative Language Teaching theory stated by Littlewood (2002) that communicative language teaching method focuses on the communicative functions besides considering the language structures (grammar and vocabulary). They are also in line with Richards' (2006) theory that one of the aspects of communicative competence is the ability to hold the communication even though having lacks in language knowledge.

In terms of lacks, the students stated that they were low in vocabulary mastery that made them felt difficult to write and speak in English. The students also felt that they lack in almost all of the micro- and macroskills presented. From this result, it could be concluded that the students' level of competence was in low intermediate.

In terms of wants, the students mostly wanted to be able to understand the content of a book or article written in English. It is in line with the 3rd aspect of communicative competence by Richards (2006) which is the ability to create and understand different types of texts. The students also want to understand English movies without reading their subtitles, and greet and talk to the English native speakers confidently. They are in line with the first and the last aspects of communicative competence by Richards (2006) which are the ability to use

language in various purposes and functions and the ability to hold the communication even though having lacks in language knowledge. Furthermore, the students preferred daily life to be the topic for the English materials. It is in line with Canale and Swain's theory (1980, cited in Fulcher and Davidson, 2007) in which one of the communicative competence aspects is sociolinguistic knowledge or the knowledge about the context, culture, and the participant. The students preferred daily life as the topic for the English materials since it was the most understandable topic for them.

The result of the need analysis questionnaire also showed the learning strategies that were best applied to the students. In terms of reading activities, most of the students chose reading stories, news, articles, and poems. Those activities chosen follow Brown's theory (2004) about principal strategies for reading comprehension, some of which are finding the gist and main ideas by skimming the text, finding the specific information by scanning the text, and differentiating the literal and implied meanings which often be found in stories, news, articles, and poems.

For the listening activities, the students preferred to do listening and matching pictures or words, listening and finding certain explicit information, listening and finding certain implied information, and listening and predicting things or events. These activities are in line with Buck's theory (2001) about 3 characteristics of communicative test items which are authentic texts, providing a communicative purpose, and authentic tasks.

For the speaking activities, the students liked to describe things, people and places, do role-play, deliver speech, and present storytelling.

For the writing activities, they preferred writing description about people, places, or things, filling in crosswords, re-ordering jumbled word, filling in the blanks, and re-writing a story from movies or novels. Those activities follow Brown's theory (2004) about types of writing. Writing description about people, places, or things is the third type of writing which is self-writing; filling in crosswords, re-ordering jumbled word, and filling in the blanks are the third type of writing which is imitative writing or writing down; and re-writing a story from movies or novels is the second type of writing which is intensive or controlled writing.

In terms of tasks completion, the students preferred working in a group and working in pairs. They also wanted to get involved actively in pairs or group works activity. They are in line with the communicative language teaching theory where in order to complete the tasks, the students need to communicate with their partners. In term of input, the students preferred video, stories, and recording or audio as their learning resources. For the teacher's role, most of the students chose their teacher to play a role as a model or controller which means the teacher acts as the role model to be imitated by the students. The teacher also has a task to control all of the activities the students do, including designing activities to reach the goals, ensuring the next activities for the students, and maintaining the time spent of each activities. Unfortunately, this teacher's role preference does

not follow the communicative language teaching method where the teaching and learning process should be learner-centered.

The last finding of this research study was how the appropriate character building-based English materials for the senior high school student grade X was developed. The development of these English materials was done through several stages namely conducting need analysis, determining goals and objectives, designing the syllabus or course grid, developing the materials, and testing the materials. These stages followed Masuhara's theory (cited in Tomlinson, 2011) with some modifications.

The first stage was conducting need analysis. The needs of the students were found out by processing the data from the need analysis questionnaire distributed to the students and the interview with the English teachers.

The second stage was determining goals and objectives of the learning materials. Goals and objectives were taken from the result of the need analysis as well as from the basic competences of Curriculum 2013. Since the basic competences stated in the Curriculum 2013 were exactly what the students' need, the goals and objectives were drawn from them.

The third stage was designing the syllabus or course grid which was then followed by designing the units. The course grid was developed by following the Curriculum 2013 core competences and basic competences. It presented the core competences, basic competences, unit titles, indicators, character values, materials, language focus, and activities. The activities were designed formerly in the unit design which was

arranged by following the Contextual Communicative Model of English as Foreign Language Teaching-Learning. This model contained three parts: warming up, teaching-learning activities, and closing. The teaching-learning activities part was also divided into three sub-parts: content focus, language focus, and communication focus.

The next stage was developing the first draft of the materials. There were four units inside the developed learning materials coming from four basic competences of the Curriculum 2013: basic competence number 3.1, 3.2, 3.3., 3.4, 4.1, 4.2, 4.3, 4.4, and 4.4.2. After the draft of the materials was completed, the materials were then evaluated by the expert to get the validation. There were three points to be evaluated: the content appropriateness, the presentation appropriateness, and the graphic appropriateness. According to the result of the expert judgment, the content appropriateness got the mean of 3.82. For the presentation appropriateness, the mean was 3.87, while the graphic appropriateness mean was 3.95. Calculated using the formula proposed by Suharto (2016), all of those means showed the very good category. The average of those means was 3.88 which could be concluded that the developed materials were appropriate for the students. However, there were many corrections for the materials, most of which were about grammar and dictions. Hence, the materials were revised by using the expert's corrections and feedbacks.

Table 1. The Result of Materials Appropriateness

No	Evaluation Aspects	Total Score	Mean	Criteria
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1.	Content Appropriateness	42	3.82	Very Good
2.	Presentation Appropriateness	31	3.87	Very Good
3.	Graphic Appropriateness	158	3.95	Very Good
Total			3.88	Very Good

The next stage was testing or trying out the materials to 28 students of MAN 1 Sleman. Unit 3 ‘The Grand Mosque of West Sumatra’ which was about descriptive text was chosen because the teacher wanted to review or re-teach the descriptive text. When trying out the materials, the students seemed to enjoy the learning process for they asked many questions, especially the meaning of words. It also showed that the students need more vocabularies and a box containing words with their meanings taken from the text. The students also stated that they needed more vocabularies and wanted the text to be translated. Therefore, the last stage which is developing the final draft of the materials was conducted by adding boxes containing vocabularies and their Indonesian word equivalents.

CONCLUSION AND SUGGESTIONS

Conclusion

According to the result of the need analysis questionnaire, most of the students stated that the most needed skill to achieve was speaking skill, which then followed by reading skill, listening skill, and writing skill, and the

goal of learning English was to be able to communicate using English. In terms of lacks, the students stated that they were low in vocabulary mastery in which resulting in the difficulty to write and speak in English. In terms of wants, the students mostly wanted to be able to understand the content of a book or article written in English, understand English movies without reading their subtitles, and greet and talk to the English native speakers confidently. In terms of topic, the students preferred daily life to be the topic for the English materials.

In terms of learning strategies, the students chose reading stories, news, articles and poems for reading activities. For listening activities, the students preferred to do listening and matching pictures or words, listening and finding certain explicit information, listening and finding certain implied information, and listening and predicting things or events. For the speaking activities, the students liked to describe things, people and places, do role-play, deliver speech, and present story-telling. For the writing activities, they preferred writing description about people, places, or things, filling in crosswords, re-ordering jumbled word, filling in the blanks, and re-writing a story from movies or novels. In terms of tasks completion, the students preferred working in a group and in pairs. In terms of input, the students preferred video, stories, and recording or audio as their learning resources. For the teacher’s role, most of the students chose their teacher to play a role as a model or controller. Furthermore, the students wanted to get involved actively in pairs or group works activity.

These character building-based English materials for senior high school student grade X were developed through several stages namely conducting need analysis by distributing questionnaire and conducting interview, determining goals and objectives drawn from the result of the need analysis, designing the syllabus or course grid according to the goals and objectives, developing the materials based on the course grid, and testing the materials to the students of senior high school grade X.

Suggestions

Trying out the developed materials in the field is highly suggested to find out whether the developed materials were suitable enough for the students. Besides, the goals of the learning will be achieved by using the developed materials.

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