DEVELOPING SPEAKING MATERIALS BY INCORPORATING CHARACTER BUILDING ASPECTS FOR EIGHTH GRADERS AT SMPN 3 BATU

IndraPratiwi

Mohammad Adnan Latief

State University of Malang

ABSTRACT

Based on the needs analysis stage, it is found that the existing speaking materials do not employ character building aspects as demanded by the curriculum.Therefore, new speaking materials that incorporate character building aspects need to be developed. Research and Development (R&D) by Borg and Gall (1983)was used in this research involving the needs analysis, material development, expert validation, try-out, and final product.Five units with various tasks and activities which include both individual and group activities were developed containing the topics ofFriendship, Speak Up, Making Telephone Call,Share Your Story, and Indonesian Folktales. The researchers adopted the task-based and project-based learning principles. Particular aspects of character building were chosen based on the activities to be done by the students so that the students will be aware that they learnmoral values during the lesson. To help the English teachersthis materials provides teacher's guide so that the teacher knows what s/he should do to teach character building aspects. After being validated by two education experts and tried out, the product is considered appropriate and acceptable to be taught to eight graders at SMPN 3 Batu.

Key words   : **Material, Speaking, Character Building Aspects**

English is widely taught in Indonesia because it plays an important role in education since many people use English as a means of communication. Furthermore, it is stated that the goals of the teaching of English at MTs/ SMP are to develop the students' oral and written competence at the level of functional literacy, to make the students have the awareness of the nature and the importance of English so as to improve the nation's competitiveness in the global world, and to improve the students' understanding about the interrelationship between language and culture (Depdiknas, 2006).

Speaking is intuitively one of the important skills in communication. Nunan (1999) explains that speaking skill does not only include linguistic skills but also sociolinguistics and conversational skills that enable the speakers to know how to say what, to whom, and when to say.

Furthermore, Richard at al(1985) provide the characteristics of communicative or speaking skill. The first is the knowledge of grammar and vocabulary of the language. The second is the knowledge of rules of speaking (knowing how to begin and end, knowing what topic can be talked about in different types of speech event, knowing

which address forms should be with different person one speaks to and in different situation). The third is knowledge of apologies, thanks, and invitation. The fourth is knowledge of how to use the language appropriately. However, English speaking can be very difficult for many students. In speaking, they not only need to be able to produce right pronunciation, intonation, or stress but also to be fluent and contextualized. In relation to classroom activity, most of the students are afraid of being laughed at by others. Those problems make the teaching of speaking more difficult to succeed.

The problems are indicated by the data obtained from needs analysis done in SMPN 3 Batu. English practice is the main problem in the activity of students. They tend to withdraw from the interaction with other students in class.When they were forced to communicate with others, they felt worried and unsure if their speaking can be understood.

Another problem also appears dealing with speaking materials. Generally, materials are considered as the important component as a facility so that the process of learning will run well. According to Richards (2001) instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. For inexperienced teachers, materials also serve a form of teacher training, providing ideas how to plan and teach lessons as well as formats that teachers can use. Some teachers use instructional materials as their primary teaching resource. The materials provide the basis for the content of the lessons, the balance of the skills taught, the kinds of language practice students take part in other situations, and materials which serve primarily to supplement the teacher's instruction.

From the interview to the English teachers, it was found that the school had not applied 2013 curriculum, the syllabus they used did not contain character building aspects. For the goals of curriculum, all the materials provided in the current compilation materials were made by the teachers in the school. The materials were used over and over without many changes in activities and exercises. The tasks for students were likely imitating what the teachers carried out, reading the dialogue with partner and making dialogue played in front of the class. Seemingly, thematerial was suitable to the demand of the curriculum. However, the activities in the book did not well-matchthe purpose and needs of students because the activities and tasks were limited in reading and writing skills. Also, tasks and practices were limited because the book was made to provide material rather than activities. Therefore, the book did not provide enough activities to be applied by the teachers and made the activities in every meeting monotonous.From this situation, the students found difficulties in comprehending the material and exploring their ability and creativity in speaking as demanded by the curriculum.

The speaking activities in the materials were both individual and group tasks. For the individual tasks, students were assigned to answer the questions related to a dialogue they have read. For the group tasks, students were assigned to read the dialogue and play it in front of the class. The exercises presented in the book were in line with the topic discussed. However, the type of the exercises did not vary nor did it explore students' creativity toward speaking English. In addition, the books or materials mostly used by the teachers were the commercial materials so it did not match the characteristics of English subject.

In materials development, Nunan (1991) mentions six principles to be fulfilled. First of all, materials should be clearly linked to the curriculum planning in the form of the assessment and the analysis of the needs of the target clientele followed by the formulation of the syllabus objectives. Secondly, materials should be authentic in terms of text and task. Texts and tasks are authentic if they are designed for purposes of language teaching. An example of an authentic text is one from a magazine. Authentic task would be one which people perform on their daily activities. Thirdly, materials should stimulate interaction. Students' interaction promotes language learning in several ways, including: (a) providing greater opportunity for students to use language, (b) creating a less stressful environment for language use, (c) allowing students to use a greater range of language functions, (d) encouraging students to help one another, and (e) increasing students' motivation to learn. Fourthly, materials should allow students to focus on formal aspects of the language. A focus in part of each unit on grammatical structure relevant to the initial teacher input, either spoken or written, enables the students to improve their spoken and written English in the context of overall emphasis on meaning. Fifthly, materials should encourage learners to develop learning skills and skills in learning. It is important to help students learn independently.

Furthermore, the current materials did not employ explicit moral values development both as the objectives of the lessons and as the guidelines to develop tasks or practices as the demand of education in Indonesia currently. The exercises in the existing materials did not nurturemoral values development. In other words, the existing teaching materials in classroom were done only for improving students' hard skill, not their soft skill.

Recently, many social problems occur in Indonesia such as corruption, violence, sexual abuse, etc. which are done by educated people. Also, it commonly happens in school environment that a person, student or teacher, is able to speak fluently, but not politely. It shows that the problem on moral behavior currently becomes serious in education. Some solutions and alternatives are proposed such as making regulation and strengthening law enforcement. Therefore, it is better to give more attention to culture education and national characters as it is mentioned in National Education System No. 20 in chapter 3 that the function of the national education is to develop academic ability and build good character to create better life in the country.

There are 17 character building aspects in national character and cultural education, namely religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curious, nationalistic, loving nation, sporting and respectful, friendly /communicative, peace loving, excited in reading, caring and compassionate, and eco-friendly. However, only eight character building aspectsare included in the material namely communicative/ friendly, honest, tolerant, disciplined, nationalistic, creative, and curious. Based on the indicators, those character building aspects match with the materials and activities in the speaking materials. For example, in the material of asking and giving information, the students are expected to be aware that they have to be friendly/ communicative in asking for information and honest in giving information. Therefore, each topic of the material provides related character building aspects so that the students are aware of what aspects of character building they learn while doing certain activities.

Dealing with the activities in classroom, the English teachers sometimes do not know how to make the students aware of character building aspects while they are teaching speaking. Therefore, the proposed materials are completed with teacher's guide so that the teacher knows what s/he should do to teach speaking that incorporates character building aspects. The materials providing varied activities or exercises are highly expected to help students achieve speaking competence.

RESEARCH METHOD

The design of this study is Research and Development (R & D) by Borg and Gall (1983). The purpose of this study involves development of materials or book, so the R & D is appropriate for that purpose. R & D method fits well with how to best develop materials. R&D involves continuous collaboration between researcher and practitioner. The researchers and practitioner collaboratively investigated the usage of the materials. Finally, the R & D methodology was found to be a very effective way to fill the gap between theory and practice. The stages of this development include needs analysis, materials development, expert validation, try out, and final product.

The needs analysis stage covers the information obtained from the English teachers and the students of grade eight at SMPN 3 Batu. The first data wasobtained from the interview to the English teachers in SMPN 3 Batu. It covers some important information needed for developing the speaking materials incorporated with particular character building aspects .The interview was started by asking questions about the curriculum, the existing materials, information about the expected materials, and the information about the teaching of character building aspects.

The second data was obtained from the students of grade eight atSMPN 3 Batu. To obtain information of the students' needs toward the speaking materials, the researchers distributed the questionnaires to the 100 eight graders. The data were about the students' problem in speaking English, activity, topics, and design of materials they preferred. Since the purpose of the questionnaire is to explore students' opinions, students were allowed to choose more than one answer so that the total percentage of all components would not always be 100%.

Based on the results of the needs analysis, materials development was accomplished following these five stages: reviewing the syllabus (Competence Standard and Basic Competence) which gave information of knowledge and comprehension of speaking skill, arranginginstructional objectives which allowed students to experience and explore communication competence, and selecting the topic material in terms of topic and level, and it lent itself to an exploitation that was relevant to learners' needs and objectives of the learning, deciding activity and project that were adopted from other sources and some of them were made by the researchers based on the result of needs analysis of students, selecting character building aspects that matched the activity in each unit.

Following the needs analysis and materials development is expert validation which aims at obtaining feedback, comments, and suggestions from experts for developing materials. Two experts were involved in this research. Their competence and

experiences contributed the refinement of the developed materials. The aspects to be validated are, namely, the quality and the applicability of the developed materials. The first expert validated the quality of the developed materials and the second expert validated the applicability of the developed materials. To give decision on product quality, the researcher used achievement level conversion as 5 for yes, 3 for partially, and 1 for no. The score was converted into description by following the range of 5-Scales criterion proposed by Kuswandi (2001) in Batunan (2011).

Following expert validation istry-out which aimed at knowing how the developed materials can be applied in the classroom. The try out activity was done to measure the applicability of the developed materials in the field. The try out activity also provides feedback for the developed materials especially when some problems appear during the implementation. The try out was conducted in the classroom with one of the teachers as the practitioner who tried out the materials using certain topics of the developed materials. During the try out the researchers observed the activity to record important information concerning the usefulness of the materials. The aspects of developed materials to be observed consist of the suitability of the topics for the students, the applicability of the activity, the design, and the language. Also, in this stage students'individual or group performance and interaction with their classmates in the classroom were observed. Some notes on problems encountered by students and the teacher's information about how much the developed materials were applicable and suitable to be used in the classroom were taken as additional information. Finally the revisions were conducted based on the result of the observation during the try-out stage to eliminate the weaknesses in the developed materials.

The subjects of the try out were 20 students taken randomly from different classes at SMPN 3 Batu. Thematerials were tried out for about one month.

Result of Development
The developed materials contain five topics: Friendship (asking, giving, rejecting help; asking, giving, and denying information; and making, accepting, and declining invitation), Speak Up (asking for, giving, refusing opinion; asking and giving agreement; and clarifying), Making Telephone Call(starting, extending, ending conversation on the phone and giving attention to speakers), Share Your Story (retelling stories/ experiences (recount); starting, extending, and ending a conversation; and compare two kinds of letter), and Indonesia Folktales (responding to Narrative texts). Each unit of the materials contains a model of dialogue, expressions to be used in interaction, and activities. The speaking activities in this research include communication gap, role-playing, and discussion.

Besides tasks and practices, the materials also include some character building aspects namely communicative/ friendly, honest, tolerant, disciplined, etc. It was done not only as a demand of curriculum but also to help the teacher in teaching character building to students. The examples of those activities are group tasks in discussing some issues related to moral values.

Besides speaking materials needed by the students, the product includes teacher's guide to help the teachers know what they are going to do before the class begins.

From expert 1 in material development, the expert suggested to revise the materials (incomplete of materials, unclear instruction, and some language errors).Then, in the second validation, the expert suggested to try out the product. It means that the developed materials did not need to get major revision. The revision was related tolanguage errors and unclear instruction. From expert 2, the materials were rated very good. However, the expert suggested orally that the 'debate activity' should be changed into 'small discussion'. After being revised, the expert suggested the researcher to try it out. All of experts show score above 75% which mean the developed materials is eligible to be used by users.

The materials which were developed by using Borg and Gall's model (1983) obtained positive comments from students and the teacher since it can motivate students to learn speaking in the target language. Besides, the materials help the students to realize the importance of character building aspects in their daily life. It is due to the fact that the developed materials have been developed based on the students' needs; the product has been validated both on contents and applicability, and has accommodated the suggestions from the experts and students as users.

The developed materials can provide enough practice and tasks that are beneficial for both students and teacher. The various tasks and exercises help students improve their speaking competence as well as the speaking performance. The students do not only deal with the content of the materials, but also the values from the activities and the tasks. Especially in speaking, the students learn seventeen moral values or character building aspects (communicative/ friendly, honest, tolerant, disciplined, nationalistic, creative, and curious). In other words, the students do not only improve their hard skill especially in speaking English but also improve their soft skill.

Every unit in the developed materials is intended to prepare students for the final project and character building aspects that the students have to be aware about. The discussions deal with theories and also practice performance so that at the end, students have no burden to prepare their performance. Finally, the material is equipped with colorful and interesting pictures which can make students feel motivated to learn the material and to do the practice, exercises, and tasks on the book as it is stated by Tomlinson (1998) that the materials design and illustration (visual element) are necessary to achieve impact by being able to attract students' curiosity, attention, and interest, to keep using the material and to help the students to feel at ease. In conclusion, with the strength of the developed materials, it is hoped that the materials can improve students' competence in speaking based on the demand of the learning objective.

Since there is no specific time allotment to finish the tasks in each unit, the teacher needs to decide which one should be done in class and which one should be assigned as the homework.

CONCLUSIONS
Several conclusions are drawn for the process of the research: (1)the final product of this development is the speaking materials which are incorporated with particular character building for eight grade students of SMPN 3 Batu, (2) the product was developed in the forms of sets of lesson, designed in a systematic format and completed

with teacher's guide, (3) the speaking materials are suitable for facilitating and helping the students in their speaking practice and also helping them aware of character building aspects, (4) the product is appropriate for the students since it covers the language functions which are relevant to the students communication needs, (5) the appearance of the materials such as appeal of the illustrations and the appeal of the activities can improve the students' interest in the learning process.

The materials have been developed, validated by experts, tried out in the field, revised, and then presented as speaking materials entitled Let's Speak Out Loud. The developed materials are hoped to give pedagogical implication as it can be used as one of the source materials for speaking to provide more exercises, tasks, or practices to help the teacher and students in the process of teaching and learning speaking. The developed materials can be used by students of SMPN 3 Batu and can be adopted by other junior high school students with similar needs.

Based on the whole process of conducting the development research, some recommendations are presented on how to make use of the product and how to make the product better. The comments from the experts, students, and also the teacher can be used to improve positive aspects of the materials. The clarity of learning objectives is required to be the basic foundation to develop the content of the materials.

RECOMMENDATION
In relation to the improvement of the developed materials, it is necessary for other researchers or other people who are interested in the product to try-out all units in the materials to get the information about the strength and weaknesses of each unit or chapter based on the user of the material. Other recommendation is to use more than one teacher or lecturer to teach so that more insight and input can be obtained.

For the future researchers especially in material development area, this research result can be used as one reference for developing materials especially for speaking. The stages can be followed and revised based on the purpose and scope of the research.For other researches, this product can be verified using experimented research design.

REFERENCES
Aniroh, K. (2009). *Developing a Textbook for the Students of Diploma III Program in Hotel Management.*Unpublished Dissertation. Malang: University of Malang.
Batunan, D. (2011). *Developing Instructional Materials for Essay Writing at the English Department of UniversitasNegeri Manado.*Unpublished Thesis. Malang: State University of Malang.
BNSP. (2006). *PanduanPenyusunanKurikulumSatuanPendidikanFormal.*Jakarta: BadanStandarNasionalPendidikan.
BNSP. (2006). *Kurikulum Tingkat SatuanPendidikan: StandarKompetensi Mata PelajaranBahasaInggrisSekolahMenengahPertama (SMP)/ Madrasah Tsanawiyah (MTs)*. Jakarta: Depdiknas.
Borg, W.R. and Gall. M. D., Gall, J.P. (1983). *Educational Research*. (5th ed.). London: Longman.

Brown, H.D. (2001).*Teaching by Principles: An Interactive Approach in Language Pedagogy*. New York: Addison Wesley Longman.

Chapmana, C. (2010). *Color Theory for Designers, Part 1: The Meaning of Color*. (http://www.smashingmagazine.com/2010/01/28/color-theory-for-designers-part-1-the-meaning-of-color/, accessed on July 27th, 2013).

Depdiknas. (2006). *Ministrial regulation of National Education of Republic of Indonesia about Standard of Competence No. 2312006*. Jakarta: Directorate General of Pimary and Secondary Education.

Elkind, David H., and Sweet, F. (2004).How *to Do Character Education.*(http://www.goodcharacter.com/Article_4.html, accessed on April 24th, 2013).

Gebhard, J. G. (2000). *Teaching English as a Foreigner or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.

Hutchinson, T. and Waters, A. (1987).*English for Specific Purposes*. Cambridge: Cambridge University Press.

Harmer, J. (2007).*The Practice of English Language Teaching* (4th Edition). New York: Longman.

Kemendiknas.(2010a). *PanduanPendidikanKarakter di SMP*. Jakarta. DitjenMendiknasmenDirektoratPembinaan SMP.

Kemendiknas. (2010b). *PengembanganPendidikanBudayadanKarakterBangsa*. Jakarta: BadanPenelitian Dan PusatKurikulum.

Muslim, A. H. (2011). *Speaking materials for the tenth grade of MAN GenukWatu Ngoro*. Unpublished thesis. Graduate program in English language teaching State University of Malang.

Nunan, D.(2005). *Second Language Teaching and Leraning*. Boston: Heinle and Heinle Publisher.

Nunan, D. (1999). *Second Language Teaching and Learning*. London: Heinle&Heinle Publisher.

Nunan, D. (1991). *Language Teaching Methodology*. Norwich: Prentice Hall International (UK).

Richards, J. C. (2001). *Curriculum Development in Language Education*. Cambridge: Cambridge University Press.

Richard, J. C. J, Patt, and H. Weber.(1985). *Longman Dictionary of Applied Linguistics*. London: Longman.

Sugiyono. (2008). *MetodePenelitianKuantitatif, Kualitatif, dan R&D*. Bandung: Alfabetha.

Syaifullah, A. (2008).*Developing Speaking Materials for the Students of Mechanical Engineering Polytechnic*.Unpublished thesis. Graduate program in English language teaching State University of Malang.

Tomlinson , B. (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University.

Wahyudin, U. (2008). *Speaking materials for the first year students of MTs NegeriSalawuTasikmalaya*.Unpublished thesis. Graduate program in English language teaching State University of Malang.