DESIGNING INTEGRATED CHARACTER VALUES LEARNING MATERIALS FOR TEACHING SPEAKING

Nur Syafa'ah[1], Raharjo[2]
Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang Indonesia
Syafaahnur17@gmail.com, raharjo@walisongo.ac.id

ABSTRAK

Membangun karakter yang baik dalam diri siswa menjadi perhatian bersama. Salah satu cara untuk mewujudkan kepedulian tersebut adalah dengan mengintegrasikan nilai-nilai karakter ke dalam materi pembelajaran dan kegiatan pembelajaran. Penelitian ini bertujuan untuk mengembangkan dan menguji seperangkat bahan pembelajaran untuk pengajaran berbicara. Penelitian ini menggunakan pendekatan Research and Development. Partisipan penelitian ini adalah 21 siswa kelas VII, 2 guru sebagai praktisi, dan 3 ahli. Data yang diperoleh dari angket dan wawancara dianalisis untuk mengetahui bahan-bahan seperti apa yang dibutuhkan siswa. Diketahui bahwa siswa membutuhkan materi yang lebih menarik dan interaktif untuk belajar berbicara. Nilai-nilai disiplin, tolong menolong, keberanian, kesantunan/hormat, tanggung jawab, kesadaran, dan kemauan perlu diintegrasikan sesuai dengan analisis kompetensi dasar materi yang dikembangkan. Produk akhir penelitian berupa modul "Smart and Good English" yang terdiri dari buku guru, buku siswa, dan media interaktif. Modul tersebut telah divalidasi oleh para ahli dan diujicobakan. Dari hasil observasi dan wawancara saat diujicobakan, modul tersebut membantu guru untuk menginternalisasikan nilai-nilai karakter dan membantu meningkatkan perilaku siswa.

Kata kunci *: Nilai-nilai karakter; Pembelajaran Bahasa; Pembelajaran Berbicara; Pengembangan Materi Ajar.*

ABSTRACT

Building good character in students is a shared concern. One way of realizing such a concern is integrating character values into learning material and instructional activities. This study aims to develop and examine a set of learning materials for teaching speaking. This research employs Research and Development approach. Participants of the research were 21 seventh-grade students, 2 teachers as practitioners, and 3 experts. The obtained data from the questionnaire and interview were analysed to know

what sort of materials the students need. It was known that the students need more attractive and interactive materials to learn speaking. The values of discipline, helpful, courage, politeness/respect, responsibility, awareness, and willingness were needed to be integrated according to the basic competence analysis of the developed material. The final product was a module named "Smart and Good English" that consisted of a teacher's book, a student's book, and interactive media. It was validated by the experts and tried out. From the observation and interview when it was tried out, the module helped the teachers to internalize character values and gave students' behavior improvement.

INTRODUCTION

The essence of education is in the process of teaching and learning. Thus, the government designed the 2013 curriculum with the implementation of character values in an attempt to create good quality human resources (Yunita Adriyanti, 2021). The integration of character values can be implemented into 3 domains, the teaching and learning process, extracurricular activity, and school culture (Bahri, 2015).

Thoyyibah et al. (2019) discovered the implementation of character values in SMP 1 Demak that was done by the teachers. They had integrated some character values into the syllabus and lesson plan and then implemented them within the teaching and learning process in every topic being learned. The most frequent character values which were inserted in teaching and learning activities were religiousness, honesty, discipline, perseverance or hard work, independence, democracy, curiosity, achievement respect, responsibility, and communication skill.

The integration of character values can also be implemented into extracurricular activities. Marini (2017) also found out that building students' characters through extracurricular at 63 elementary schools in Jakarta has already been effective. The character values were related to praying together, punctuality, discipline, active behavior, fun situation, teamwork, competition, rewards, character values, facilities, independence, and religious values.

This study is to support and enrich the findings of the previous studies related to the implementation of character values for students. The previous studies can be categorized into 3 tendencies. They are the integration of character values in the textbook (Komalasari & Saripudin, 2018; Setyono & Widodo, 2019; Widodo, 2018), the implementation of character values through teaching and learning activity (Suyitno et al., 2019; Syamsuddin et al., 2021; Tabroni et al., 2021), and the implementation of character values in the extracurricular activities (Hasanah, 2021; Nuraini et al., 2020; Sudiami et al., 2019). Those research tendencies had not been reaching the whole process of character values integration in a module or teaching material and also implemented in the teaching and learning process simultaneously especially teaching speaking. As a result, the following three research questions were developed: First, consider how character values can be integrated into the teaching speaking. Second, how the pattern of the character values integration in teaching speaking. Third, consider the implications of incorporating character values into the teaching speaking.

Language learning is a conscious process that is the result of either a formal language learning situation or a self-study program. It directs students' attention to the form (structure) of the language. Language learning is also a process of social and personal invention. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members

and friends, and strive to make sense and order of their world (Oga-Baldwin, 2019).

Speaking a language is particularly difficult for second language learners because effective oral communication needs the ability to use the language appropriately in social interactions (Ravshanovna & Ixtiyorovna, 2021). Interaction diversity includes not only verbal communication but also paralinguistic speech elements such as pitch, stress, and intonation. Furthermore, non-linguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech and convey message directly without the need for accompanying speech (Pakula, 2019). Functions of speaking into the interactional, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Acquisition of language education, not exclusively to teach the understudies, yet also to make them employable individuals (Chau, 2021).

Developing materials is a component of a teacher's pedagogical competence (Tarwiyah et al., 2021). Materials for teacher professional development are designed to help teachers improve their pedagogical and professional skills. The materials are introduced using methods that allow teachers to improve their social and interpersonal skills. Materials developers are the teachers who did educational research through action research, collaborative teachers in the teachers' forum who did research and development. They may write textbooks, tell stories, incorporate advertisements into the classroom,

express an opinion, provide examples of language use, or read aloud a poem.(Thompson & McKinley, 2018).

DISCUSSION

This study was a research and development design. The participants of the research were 21 seventh graders, 2 teachers as practitioners, and 3 experts. The instruments for need analysis used were questionnaires, and interviews given to the students and the teachers. The students were asked about their behavior, attitude, and level of competence in 34 statements with a scoring range of 1 - 4. The teachers were required to answer about the students' behavior, what character values are needed to be integrated into the teaching and learning process, and the implementation of character values in the classroom within 30 statements with the scoring range 1-4 and 10 short questions. The interview was given to the students and the teacher to confirm and explore their answers to the questionnaire. From the instruments used, the data was obtained and then analyzed to know what sort of materials the students need.

The materials developed in this model were integrated with some character values through transactional and interpersonal conversations for the seven graders of Junior High School. From need analysis, some character values which need to be inserted were discipline, honesty, respect, responsibility, courage, awareness, and willingness. Those values were integrated into the Contextual teaching and learning activities through a module entitled "Smart

and Good English". By using the module, the teacher also needed to embed the character values through the habitual activities in the classroom. The teaching and learning activities were done in phases of the text-based learning approach. Then, the evaluation was done through authentic assessment in the form of written and oral tests. When the draft of the module was done, it was reviewed and validated by the experts who were a teacher and lecturers. The validation was conducted to evaluate the quality of the module consisting of the teacher's book, student's book, and interactive media. The questions were focusing on the subject developed, vocabulary and structure, exercises, appropriateness to the curriculum, and covering students' and teachers' needs. They are elaborated into sixty–three statements which validators could score 1-4 with comments on.

The aspects assessed by the the experts and teachers to validate the module such as the comformity of the materials to the basic competence in the curriculum, the compatibility of the materials to the students level, the accuracy of the materials, the character values integration, the developing skills, and the validity of the assessements. The presentation of the module was also validated through some aspects such as the use of some texts, the use pictures, graphs, and audio in the materials. The result of validation showed that the products are "good" according to the experts and "excellent" according to the teachers.
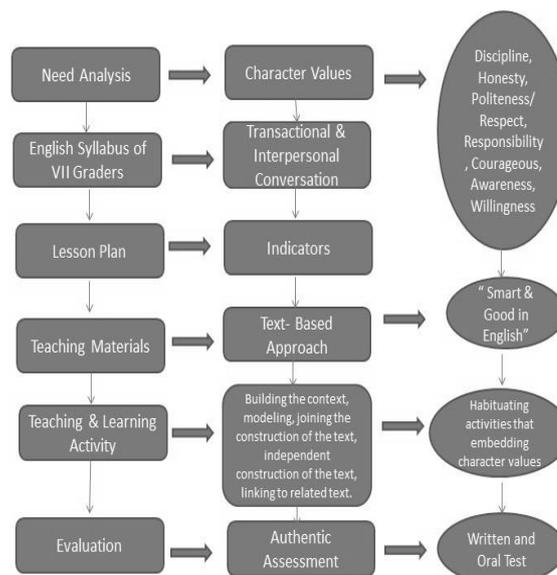

Figure 1. Theoretical Framework of the Material Development

After being reviewed and validated, the module was tried out to the students. There were 21 students of seventh-graders in Junior High School in Semarang. During the tryout, a collaborator observed the teaching and learning process. An observation checklist was utilized to evaluate students' behavior. An assessment of students' competence was conducted at the end of each chapter. Then, to measure the effectiveness of the module which was tried out on the students, the students' and teachers' were interviewed to respond to the use of the module in the classroom. The students' and teachers' responses and the result of the classroom observation determined composing the final product.

The materials consisted of a student's book, a teacher's book, and a Macromedia flash interactive media. The organization of the module utilized a text-based approach which was arranged into building knowledge of the field, modeling of the text, joining

construction of the text, independent construction of the text, and linking to the related text. Text-based approach has a number of advantages in language learning. By using this approach, the ability of learners to express meaning was improved. Moreover, multimodal learning in this approach improved understanding, memorization, and learning. It also increased their ability to understand and express meanings, allowing them to participate in community practices involving language.(Mickan,2011; Mumba & Mkandawire, 2019).

The character values were determined from preliminary research by giving questionnaires and interviews with the teachers and students. Discipline, honesty, politeness/respect, responsibility, awareness, and willingness were found as the character values which need to be integrated through the indicators in the lesson plan. Puspitasari et al., (2021) demonstrated in their study that the most dominant moral values discursively depicted in three primary schools' EL textbooks were helping others, being friendly and polite, and tolerance. This implies that those values are socioculturally Some values, such as politeness, friendliness, tolerance, politeness, are known as Indonesian local wisdom that can be both explicitly and implicitly implanted into the process of teaching and learning through materials, instruments, methods, and so on (Muharom Albantani & Madkur, 2018).

Each character value was applied in the expression taught in the chapter. For example, in chapter 1, the students learned how to ask and give information. So, the

character values which were appropriate to be integrated were politeness, honesty, courage, and helping others. Some situations for the conversations were set to foster the character values in the developed materials. The teacher should give an example of how to ask and give information politely, How to give information honestly, rising students' courage to ask for information, and also teach the students to be helpful to others. Helping others is a very important value in Indonesian society, and it reflects Pancasila's second principle, "Just and Civilized Humanity." This value, which is deeply ingrained in Indonesian culture, emphasizes the importance of everyone treating others with respect (Puspitasari et al., 2021). The integration of this value in the module was placed in 3 chapters of the module. Besides, it was written in the learning objectives, this value also implied the context of spoken texts given..

Lickona, (2000) described respect and responsibility are the main of universal and public morality. They have objective, demonstrable value in that they promote the good of the individual as well as the good of the community as a whole. Respect is defined as regard for someone's or something's worth. It manifests itself in three ways: respect for oneself, respect for others, and respect for all forms of life and the environment that sustains them. Integrating respect value in the learning material was implied in the context of the spoken text and also the set of activities in the module. Whereas, responsibility value was implemented by the teacher in the teaching and learning activity.

Honesty can be defined as telling the truth, not lying, not cheating, and not deceiving others. Honesty is demonstrated by words and actions that accurately describe the current situation without deception, as well as by providing straightforward information in a brief, spontaneous, and natural manner. In conclusion, honesty can be defined as being trustworthy as a result of words and actions that are consistent with the truth (Koelhoffer 2009; Setiawan et al., 2019). This value was written in the learning objective and also implied in the context of text and set of teaching learning activity.

Discipline value was also integrated into the material from the teaching and learning activity. The teacher built up discipline in the classroom by doing activities to make it habitual. (Setiawan et al., 2019) stated that the act of order and obedience toward numerous requirements and regulations in the school is referred to as student discipline. The following are indicators of discipline among students: (1) students always arrive on time; (2) students obey school regulations; (3) students use things following their function; (4) students pick up and return things from and into their place; (5) students try to obey the agreed-upon regulations; and (6) students wait for their turn in order. The last integrated character was willingness which means the quality of being happy and ready to do something. To integrate this value, the teacher should build students' motivation and self-confidence through a teaching-learning activity. As it was stated by Dornyei, (2005); Ortega (2009); Mulyanto (2021) that students must have self-confidence and motivation in order to maintain their willingness to perform and communicate.

Culture in the EFL classroom refers to the students' own and demonstrated behavior. In other words, culture will shape or build the context or situation based on how the EFL learning activities are carried out (Mulyanto et al., 2021) . To portray the local culture, Indonesian narrative stories or folktales were also involved in the materials development. It was aimed to help the students' mastery of a foreign language through the familiar stories which they had known in their mother tongue. Besides, the stories also enriched the students' knowledge about the richness of Indonesian folktales. After listening to the folktale, the students were asked to practice a role-play or drama from the story. The conversations were arranged related to the standard competence. The character values were integrated when they played the role play beside they had involved in the moral values of the narrative text.

When used pedagogically, games can be useful in language teaching (Reyes-chua & Lidawan, 2019). Although not all students can participate in playing and acting, they do their best to perform because the majority of them are having fun while doing so. The games in section V (Let's Have Fun) in each chapter also contributed to the character values integration.

The module and media were designed to help the teacher integrating the character values with the students. The integration of character values was not merely dependent on the teaching and learning process. As stated above,

that character values building was integrated into a sequencing system of the school management. The whole parts of the school communities should take part in the realization of character values integration. So, the effectiveness of using these materials would not be very significant to building the students' character, if it was not supported by all communities of the school management. These developed materials would only give a small contribution if it was not followed by all teachers and the components of the school. This product only gave contribution to a small part of the school components, especially in learning English subjects on studying transactional and interpersonal conversations for seven graders.

CONCLUSION

This module and media contributed to integrate character values in teaching transactional and interpersonal conversations for seven graders. Some character integrated in the module were discipline, helping others, courage, politeness/respect, responsibility, awareness, and willingness. According to the validation, the module had good clarity and clear and appropriate conceptions of materials in the teaching process. The materials were attractive to the students. They accommodated an appropriate standard level of difficulty, and were easy to prepare and use.

However, building students' character is not an instant way. It needs a process to actuate it continuously in the students' daily life. So, the effectiveness of using these materials would not be very

significant to build the students' character, if it is not supported by all communities of the school management. The teacher should be aware that building students' characters is the continuous process of habituating good characters done by all school components. The teacher plays a very significant role to integrate character values in the teaching and learning activity in the classroom. Further study should be done to find a better way to integrate character values in the process of teaching and learning. Hopefully, this study will benefit for our education to create a high-quality generation with virtuous characters.

REFERENCES

Bahri, S. (2015). Dalam Mengatasi Krisis Moral Di. *Jurnal Pendidikan Karakter*, *03*(01), 57–76. https://media.neliti.com/media/publications/67939-ID-implementasi-pendidikan-karakter-dalam-m.pdf

Chau, K. G. (2021). The Effect of ICT on Learners' Speaking Skills Development | International Journal of TESOL & Education. *International Journal of TESOL & Education*, *1*(1).

Hasanah, N. (2021). The Role of Madrasah Ibtidaiyah in Building Student Characters in The Era Of The 4.0 Industrial Revolution. *Nazhruna: Jurnal Pendidikan Islam*, *4*(2), 310–319.

Komalasari, K., & Saripudin, D. (2018). The influence of living values education-based civic

education textbook on student's character formation. *International Journal of Instruction*, *11*(1), 395–410. https://doi.org/10.12973/iji.2018.11127a

Lickona. (2000). Educating for Character: How Our Schools Can Teach Respect and Responsibility. In *Bantam Books*. https://doi.org/10.1177/0192636 59207654519

Marini, A. (2017). *Building Students' Characters Through Extracurricular Activities*. *May*, 10–13. https://doi.org/10.2991/yicemap -17.2017.45

Muharom Albantani, A., & Madkur, A. (2018). Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia. *International Journal of Applied Linguistics and English Literature*, *7*(2), 1. https://doi.org/10.7575/aiac.ijale l.v.7n.2p.1

Mulyanto, et al. (2021). Factors Affecting the Indonesian EFL Students' Willingness to Communicate. *The Asian ESP Journal*, *17*(4), 124–146.

Mumba, C., & Mkandawire, S. B. (2019). The Text-based Integrated Approach to Language Teaching : Its Meaning and Classroom Application. *Multidisciplinary Journal of Language and Social Sciences Education*, *2*(1), 123–142.

Nuraini, S., Safitri, D., Rihatno, T., Marini, A., Ferdi Fauzan Putra, Z. E., & Wahyudi, A. (2020). Character building model in extracurricular activities using

simulation games for elementary school students. *International Journal of Advanced Science and Technology*, *29*(8 Special Issue), 97–102.

Oga-Baldwin, W. L. Q. (2019). Acting, thinking, feeling, making, collaborating: The engagement process in foreign language learning. *System*, *86*, 102128. https://doi.org/10.1016/J.SYST EM.2019.102128

Pakula, H.-M. (2019). Teaching speaking. *Apples - Journal of Applied Language Studies*, *13*(1), 95–111. https://doi.org/10.17011/apples/ urn.201903011691

Puspitasari, D., Widodo, H. P., Widyaningrum, L., Allamnakhrah, A., & Lestariyana, R. P. D. (2021). How do primary school English textbooks teach moral values? A critical discourse analysis. *Studies in Educational Evaluation*, *70*(February 2020), 101044. https://doi.org/10.1016/j.stueduc .2021.101044

Ravshanovna, B. Z., & Ixtiyorovna, R. M. (2021). The Integration of Technology Into Language Teaching. *Middle European Scientific Bulletin*, *17*, 275–279. https://doi.org/10.47494/mesb.2 021.17.812

Reyes-chua, E., & Lidawan, M. W. (2019). *European Journal of Foreign Language Teaching GAMES AS EFFECTIVE ESL LANGUAGE CLASSROOM STRATEGIES : A PERSPECTIVE*. 111–131. https://doi.org/10.5281/zenodo. 2621548

Setiawan, A., Fajaruddin, S., & Andini, D. W. (2019). Development an honesty and discipline assessment instrument in the integrated thematic learning at elementary school. *Jurnal Prima Edukasia*, *7*(1), 9–19. https://doi.org/10.21831/jpe.v7i1.23117

Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, *30*(4), 383–397. https://doi.org/10.1080/14675986.2019.1548102

Sudiami, D., Martitah, M., & Subagyo, S. (2019). Internalization of Social Value Based on Character Education Strengthening through Scouting Extracurricular Activities in Public Junior High School 1 Batang. *Journal of Educational Social Studies*, *8*(274), 68–76.

Suyitno, H., Zaenuri, Sugiharti, E., Suyitno, A., & Baba, T. (2019). Integration of character valuesin teaching-learning process of mathematics at elementary school of Japan. *International Journal of Instruction*, *12*(3), 781–794. https://doi.org/10.29333/iji.2019.12347a

Syamsuddin, A., Babo, R., Sulfasyah, & Rahman, S. (2021). Mathematics learning interest of students based on the difference in the implementation of model of thematic learning and character-integrated thematic learning.

European Journal of Educational Research, *10*(2), 581–591. https://doi.org/10.12973/EU-JER.10.2.581

Tabroni, I., Nasihah, F., & Bahijah, I. (2021). the Implementation of School Culture-Based Character Education in Salem State Elementary School, Pondoksalam Subdistrict …. *Erudio Journal of Educational …*, *8*(December), 202–208.

Tarwiyah, S., Priyana, J., & Widyaningrum, L. (2021). *Materials Design for Improving Teachers' Pedagogical Competence: What and How Effective*. *1*. https://doi.org/10.4108/eai.14-10-2020.2303860

Thompson, G., & McKinley, J. (2018). Integration of Content and Language Learning. *The TESOL Encyclopedia of English Language Teaching*, 1–13. https://doi.org/10.1002/9781118784235.EELT0634

Thoyyibah, N., Hartono, R., & Bharati, D. A. L. (2019). The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum. *English Education Journal*, *9*(2), 254–266.

Widodo, H. P. (2018). A Critical Micro-semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook. *Situating Moral and Cultural Values in ELT Materials*, 131–135. https://doi.org/10.1007/978-3-319-63677-1

Yunita Adriyanti, K. (2021). Implementation of Character

Education in Teaching English For Young Learners. *The Art of Teaching English as a Foreign Language*, *2*(1), 17–23. https://doi.org/10.36663/tatefl.v1i2.98