

**DEVELOPING CHARACTER BASED ENGLISH MATERIALS FOR THE
NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL IN SMP
NEGERI 1 PETANG**

**By
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ABSTRACT

This study is a Research and Development study (R&D) which aimed at developing character based English material for the ninth grade students of Junior High School in SMP Negeri 1 Petang. The development model used in this study was adapted from the development model by Sugiono (2011). The research was started by analyzing the existing English material used by the teacher and the students of grade IX of SMP Negeri 1 Petang to obtain the weaknesses of the English material being used in the school. The result of the analysis showed that the existing materials suffered from several flaws, such as; the absence of explicit statements about character aspects that need to be included in students' activities, lack of use of clear instructions and examples that supported the clarity of the materials, and the monotonous content and lay-out. These weaknesses were concluded from the result of the questionnaire analysis and observation which found that only 33% the existing materials comply with the teachers' need.

Based on the problems, the researcher developed new design of character based English materials which complies with the School Based Curriculum with character building, the criteria of good English material and also the teacher and students' respond through the use of questionnaires.

The final product of this research was the character based English material completed with compact disc (CD) for listening material.

Key Words: *character building, School Based Curriculum, research & development (R&D)*

1. INTRODUCTION

Indonesian national education system law number 20 year 2003, chapter 3 states that the goal of national education is to develop educated people with life skill and good character building. So that, all levels of our education should integrate character values into curriculum, syllabus, lesson plan and also in the teaching learning materials. Indonesian minister of education develops grand design for implementing character values in all level of education. The grand design consists of four foundations namely, spiritual and emotional development (*olah hati*), intellectual development (*olah pikir*), physical and kinesthetic development (*olahraga dan kinestik*), and affective and creativity (*olah rasa dan*

karsa). From the four foundations, it will produce thousand of good character building.

Tantra (2012) states that there are four reasons why character building should be integrated in education. First, education is an effective process to develop character. It is widely agreed that the character building should be started from the family, and then school and also environment. Education in the family is the fundamental education to develop a child with good character building. Education in the school will also be developed to strengthen the good character building which child has from the family. And in the environment, child will have a chance to implement the good character building in daily life interaction. Second, education is a long term process. It means that education is stated from child till died. Character building should be learned from a child. It is also supported by “World fit for children 2002”. One of the goals is to teach character stated from child. Third, by educating character building beliefs to avoid bad character. Education is not only to develop intellectual quotient, but also develop emotional quotient, social quotient, adversity quotient, ecological quotient, and spiritual quotient. Through education based on character building the students will have opportunity to develop their potentials become optimal. And the fourth is through education, the character building can be thought to the teachers, students and all of the steak holders of the school.

After knowing that character building is very important to be integrated with education. Then, in this study the researcher would integrate character building with language teaching especially in teaching learning material.

Based on the preliminary findings above, then it is concluded that there is a need to develop the character values based English material for the ninth grade students of Junior High School in SMP Negeri 1 Petang which can be used by the teachers as the source in the teaching learning process in the classroom.

Based on the background above, the problem can be formulated: (1) what character based English materials are needed to be developed for the ninth grade students of Junior High School in SMP Negeri 1 Petang? (2) How to develop a good character based English materials for the ninth grade students of Junior High School in SMP Negeri 1 Petang? This study is aimed at accomplishing the

purpose: (1) to identify character based English materials are needed to be developed for the ninth grade students of Junior High School in SMP Negeri 1 Petang. (2) To develop a good character based English materials for the ninth grade students of Junior High School in SMP Negeri 1 Petang.

In designing character based English material especially for the ninth grade students of SMP Negeri 1 Petang the researcher used Tomlinson theory (1998) and also Sugiarta's theory (2009).

2. RESEARCH METHOD

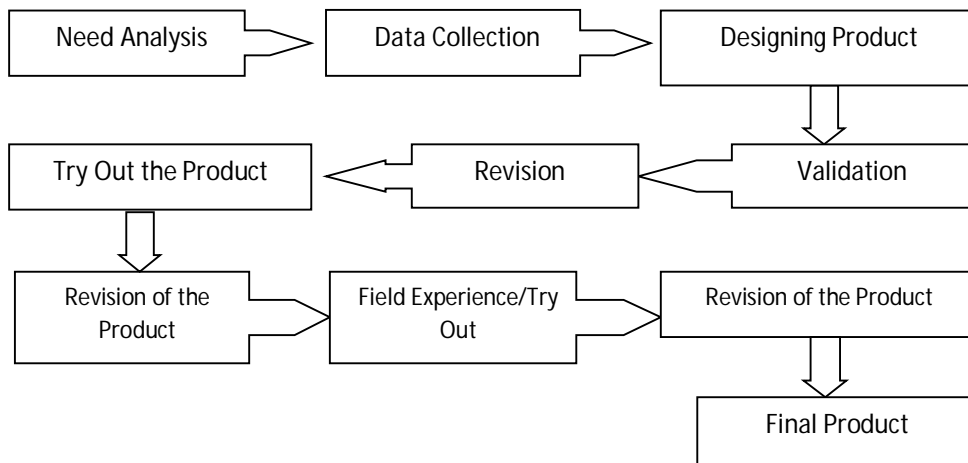
This study can be categorized as Research and Development. It refers to the evaluating materials in which the findings of the study are used to develop a new product (Gall & Gall, 2003).

In relation to the above definition, this research can be considered as a preliminary research and development (R&D) since the aim of this research is to design a new product of character based English materials for the ninth grade students of Junior High School in SMP Negeri 1 Petang in the academic year 2011/2012 in terms of their appropriateness towards School-Based Curriculum with character building and criteria of good English materials.

The design of these character based English materials for the ninth grade students of Junior High School is adapted by using the Sugiyono model. This draft, then, tried out in the class. In each stage, there are two activities, namely evaluation or review and revision towards the draft. The three reviews are (1) the review by the experts from the two English lecturers of English Education Department Undiksha , (2) by English teacher of SMP Negeri 1 Petang (3) by the ninth grade students of SMPN 1 Petang. Then, the product of this study were character based English materials and also the listening material in the form of Compact Disc (CD) containing the whole listening material and the soft copy of the listening transcript.

Since this is a preliminary study of research and development in relation to the designing of character based English material, the procedure of this research adapted from Sugiyono (2011).

Figure 2.1 Sugiyono model (2011).



Beside that, the product of character based English material for the ninth grade students of Junior High School analyzed quantitatively by using the following formula:

Score	Criteria
$\bar{X} \geq Mi + 1.5Sdi$	Excellent Material
$Mi + 0.5Sdi \leq \bar{X} < Mi + 1.5Sdi$	Good Material
$Mi - 0.5Sdi \leq \bar{X} < Mi + 0.5Sdi$	Average Material
$Mi - 1.5Sdi \leq \bar{X} < Mi - 0.5Sdi$	Below Average Material
$\bar{X} < Mi - 1.5Sdi$	Poor Material

(Candiasa, 2010)

Note:

$$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$$

$$Sdi = \frac{1}{3} (Mi)$$

Mi = the Ideal Mean

Sdi = the Standard of Deviation

\bar{X} = The Score of the teacher.

For the implementation data the step of analysis can be explained as follows: The researcher obtains the Mi and Sdi using the formula:

$$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$$

$$Sdi = \frac{1}{3} (Mi)$$

3. FINDING AND DISCUSSION

3.1 The character based English materials which are needed to be developed for the ninth grade students of Junior High School

The researcher developed the topics for the character based English materials based on the requirement of the School Based Curriculum with character building, specifically the Competency Standard, Basic Competency and character building of the School Based Curriculum for the ninth grade students of Junior High School in the first semester. This was done to ensure the compatibility of the materials developed with the requirement of the School Based Curriculum with character building, and to ensure that the material will be able to fulfill the needs of both teacher and students. The followings are the topics developed by the researcher.

Table 3.1 The topics of the character based English material for first semester

	Topic		Character building
	SEMESTER I	Listening	1) Asking and giving certainty 2) Asking repetition 3) Showing attention 4) Expressing admiration 5) Advertisement. 6) Announcement. 7) Monologue of procedure text 8) Monologue of report text
Speaking		1) Asking and giving certainty 2) Asking repetition 3) Showing attention 4) Expressing admiration 5) Advertisement. 6) Announcement. 7) Monologue of procedure text 8) Monologue of report text	Friendliness, joyfulness, courage, creativity, caring, determination, purposefulness, and unity
Reading		1) Procedure text 2) Advertisement 3) Report text: animal 4) Announcement	Unity, caring, courage, responsibility, courage, purposefulness, determination, excellence, and tolerance.
Writing		1) Procedure text 2) Advertisement 3) Report text: animal 4) Announcement	Creativity, purposefulness, excellence, and determination

The relationship among the competency standard, basic competency, topics, and lesson number can be seen in the table below.

Table 3.2. Relationship among standard competency, basic competency, topics, and lesson number.

SEMESTER I			
Competency Standard	Basic Competency	Topics	Unit
1. Listening 1.1 understanding the meaning of simple transactional and inter personal conversation in context of daily life interaction 1.2 understanding the meaning of simple oral text and monologue in form of procedure and report in context of daily life interaction	1.1.1 Responding the meaning of formal and informal form of simple transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently and acceptable in social life which is involving the expressions of asking and giving certainty.	a. Asking and giving certainty b. Advertisement c. Monologue of procedure text	Lesson 1
	1.1.2 Responding the meaning of formal and informal form of simple transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently and acceptable in daily life interaction which is involving the expressions of asking repetition; showing attention; and expressing an admiration	a. Asking for repetition b. Monologue of procedure text	Lesson 2
	1.2.1 Responding the meaning of simple oral text accurately, fluently and acceptable in context of daily life interaction	a. Showing attention b. Monologue of report text	Lesson 3
	1.2.2 Responding the meaning of simple monologue of procedure and report accurately, fluently, and acceptable in context of daily life interaction	a. Showing the expression of admiration b. Monologue of report text	Lesson 4
2. Speaking 2.1 Expressing the meaning of simple transactional and interpersonal conversation in context of daily life interaction	2.1.1 Expressing the meaning of formal and informal transactional (to get things done) and interpersonal (socializing) conversation accurately, fluently and acceptable by using simple oral language in daily life interaction which involves the expressions of Asking and giving certainty.	a. Asking and giving certainty b. Advertisement c. Monologue of procedure text	Lesson 1
	2.1.2 Expressing the meaning of formal and informal transactional (to get things done) and interpersonal (socializing) conversation accurately fluently and acceptable by using simple oral language in daily life interaction which involves the expressions of asking repetition, showing attention and expressing an admiration	a. Asking for repetition b. Monologue of procedure text	Lesson 2
		a. Showing attention b. Monologue of report text	Lesson 3

2.2 Expressing the meaning of simple text and monologue in form of procedure and report in context of daily life interaction	2.2.1 Expressing the meaning of simple oral text which used oral language accurately, fluently and acceptable in context of daily life interaction 2.2.2 Expressing the meaning in simple monologue text by using oral language accurately, fluently and acceptable in form of procedure and report in the context of daily life interaction.	a. Showing the expression of admiration b. Monologue of report text	Lesson 4
3. Reading 3.1 Understanding the meaning of short essay text of procedure and report in context of daily life interaction	3.1.1 Responding the meaning and rhetoric step of simple essay in form of procedure and report accurately, fluently, acceptable in daily life interaction 3.1.2 Responding the meaning of simple written text of procedure and report accurately, fluently and acceptable in daily life interaction	a. Procedure text: How to make something b. Advertisement : Job vacancy	Lesson 1
		a. Procedure text: How to do something b. Advertisement : product / service	Lesson 2
		a. Report text: Animal b. Announcement	Lesson 3
		a. Report text: Art and music	Lesson 4
4. Writing 4.1 Expressing the meaning of simple essay of procedure and report in context of daily life interaction	4.1.1 Expressing the meaning of short functional text which used written language accurately, fluently and acceptable in daily life interaction 4.1.2 Expressing the meaning and rhetoric steps of simple essay which used written language accurately, fluently and acceptable in form of procedure and report in daily life interaction	a. Procedure text: How to make something b. Advertisement : Job vacancy	Lesson 1
		a. Procedure text: How to do something b. Advertisement : product / service	Lesson 2
		a. Report text: Animal b. Announcement	Lesson 3
		a. Report text: Art and music	Lesson 4

The researcher used the curriculum as main guideline. All the materials developed by the researcher were based on the curriculum and the character building needed for all students' activities, in order to enable students to learn all the material and achieve all the competencies. The result of the field test showed

that the material developed by the researcher achieved 75% level of appropriateness or compatibility of the School Based Curriculum with character building, compared to the *Effective English* which only achieved 42% of compatibility with the curriculum. The following table shows the comparison between the material that should have been developed and the material developed in *Effective English*.

Table 3.3 Comparison of the materials in the *Effective English* and the required materials in the School Based Curriculum with character building

FIRST SEMESTER				
No	Skill	Required Topic	Topic in Effective English	Topics Missing
1	Listening	<ul style="list-style-type: none"> • Asking and giving certainty • Asking repetition • Showing attention • Expressing admiration • Advertisement. • Announcement. • Monologue of procedure text • Monologue of report text 	<ul style="list-style-type: none"> • Asking and giving certainty • Asking repetition • Showing attention - - - - - 	<ul style="list-style-type: none"> - - - • Expressing admiration • Advertisement. • Announcement. • Monologue of procedure text • Monologue of report text
2	Speaking	<ul style="list-style-type: none"> • Asking and giving certainty • Asking repetition • Showing attention • Expressing admiration • Advertisement. • Announcement. • Monologue of procedure text • Monologue of report text 	<ul style="list-style-type: none"> • Asking and giving certainty • Asking repetition • Showing attention - - - - - - 	<ul style="list-style-type: none"> - - - • Expressing admiration • Advertisement. • Announcement. • Monologue of procedure text • Monologue of report text
3	Reading	<ul style="list-style-type: none"> • Procedure text • Advertisement • Report text • Announcement 	<ul style="list-style-type: none"> - • Advertisement - - 	<ul style="list-style-type: none"> • Procedure text - • Report text • Announcement
4	Writing	<ul style="list-style-type: none"> • Procedure text • Advertisement • Report text • Announcement 	<ul style="list-style-type: none"> • Procedure text • Advertisement • Report text 	<ul style="list-style-type: none"> - - - • Announcement
Total		24 topics	10 topics	14 topics

3.2 How to develop a good character based English materials for the ninth grade students of Junior High School

In developing the material the researcher followed the steps outlined in the adapted design from Sugiyono design model.

The research was started with an observation of the classroom activities on English teaching. The researcher found that the teacher give little emphasis on character building in students' activities despite the importance of the character building for the activity. The teacher stated that the material in the existing course book were sometimes different than the ones in the curriculum. The course book was also not interesting for the students since it was not colorful; some of the students expressed their boredom on using the book. Based on the problems found in teaching learning process in the ninth grade of junior high school, the researcher then decided to develop the character based English materials which can be used in the ninth grade students of junior high school.

4. CONCLUSION, SUGGESTION, AND IMPLICATION

4.1 CONCLUSION

The final product of this research was character based English materials for the ninth grade students of Junior High School in SMP Negeri 1 Petang. The product covered the four language skills namely; listening, speaking, reading and writing. It also stated character building and the sign of success in each student's activities. For listening skill, this product completed by Compact Disc (CD) which contains the whole of listening materials. The topics in each language skills were: (1) Listening: asking and giving certainty, asking repetition, showing attention, expressing admiration, advertisement, announcement, monologue of procedure text, and monologue of report text; (2) Speaking: asking and giving certainty, asking repetition, showing attention, expressing admiration, advertisement, announcement, monologue of procedure text, and monologue of report text; (3) Reading: procedure text, advertisement, report text, and announcement; and (4) Writing: procedure text, advertisement, report text, and announcement. Moreover, this material was also complete with the character building and sign of success

needed for all students' activities then, each activity had different character building and sign of success.

The material was developed by adapting Sugiyono model and also based on the weaknesses of the existing material as well as the School based Curriculum with character building and the criteria of good English material. The material was then judged by experts, and tested in real life situation. The result of the expert judgment and the field test became the basis to further improve and correct the material into the final version, thus became the final product of this study.

4.2 SUGGESTION

This research is a preliminary research aiming at developing character based English material for students of Class IX of Junior High School. Further field test still needs to be done to this particular material. It can be conducted in different schools in order to know whether this material suitable with the teacher and the students' need there. Beside that, teachers and other researchers are encouraged to continue the material for the next semester and to develop their own material for different level of students.

In teaching the students to practice good character building, one thing that also important is teacher's learning strategy. Every teacher should know the strategies which are suitable with their students' need. So the teaching learning process will become in a good way. The students will have more chance in practicing good character building.

4.3 IMPLICATION

The implication of this study is that the teachers of class IX of SMPN 1 Petang can use the character based English material developed in teaching English. This material will be suitable for the needs of the teacher and students of class IX of SMPN 1 Petang since it was developed especially for and based on the needs of the teachers and students of class IX SMPN 1 Petang in learning English. This material will even be more appropriate if combined with other suitable material for teaching English in Class IX of Junior High School.

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