



DEVELOPING ENGLISH MATERIALS FOR CHARACTER BUILDING BASED ON 2013 CURRICULUM FOR EIGHTH GRADE STUDENTS

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Abstract

This research developed English Instructional materials for character building based on 2013 Curriculum. The research was carried out in a class of 8th graders of SMP Darul Falah Blitar. The 23 students were involved in this research in the phase of obtaining information, needs analysis and trying out. The result of needs analysis became the basis of how the researcher composed the English instructional materials with Scientific Approach, official approach of 2013 Curriculum. In the product, an English textbook, the four skills are balance improved; listening, speaking, reading and writing. All of the materials are appropriate with 2013 Curriculum and the contents refer to students' character building. The materials are for a year of 8th grade which are packaged into seven units. All the steps of learning and exercises in the materials are based on Scientific Approach which has five steps: observing, associating, experimenting, associating and communicating.

Keywords: English Materials, Character Building, 2013 Curriculum.

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1. INTRODUCTION

According to Global Prosperity Index, Indonesia today is the 63rd rank. It indicates that Indonesian education is the low level. The result from research of PISA (The Program for International Student Assessment) in 2009 shows that Indonesian education is left behind with its neighbors, whereas education is a main prosperous factor of the country. With the conviction that each human was created same and was born like blank paper, it depends on how the human will be taught and what he/she will be made (the view of Empirisme). Then the result of this reflection is only one that what the national education teaches to Indonesian students is different with the era demand. Thus, that condition is a reason to develop education in Indonesia. Today, National Education Ministry of Indonesia begins to implement 2013 Curriculum. The base of it is INPRES No. 1, 2010 about "implementation speed of national rise priority: perfecting curriculum and active learning method based on culture values to gain competence and national character."

Character building here envelops the characters of responsibly, democracy, autonomy, creativeness, capability, erudition, health, love, and strength faith to God. These are compatible to the purpose of national education. Moreover, in Pasal 3 UU No 20 Sisdiknas, 2003 about the purpose of national education says: “developing learners’ potency to be humans who has strong faith to God, noble character, health, erudition, capability, creativeness, autonomy, democracy and responsibility.” Based on the purpose of national education above, it is understood that The new 2013 Curriculum emphasizes on knowledge, skill and attitude equally. Because of it, there are some changes in teaching learning, included English lesson.

The researcher conducted research for developing English instructional materials for character building based on 2013 Curriculum for 8th grade students of SMP Darul Falah Blitar. The purpose of this study is to develop English Instructional materials for character building based on 2013 Curriculum for Eighth Grade Students of SMP Darul Falah Blitar. The product hoped can be reference material for English teachers to develop their teaching English using 2013 Curriculum that emphasizes on knowledge, skill, and attitude, and improving students’ character building all at once. Based on the above illustration, the following research question is developed: “What is the appropriate English instructional materials for Character Building Based on 2013 Curriculum for Eighth grade Students of SMP Darul Falah Blitar?”

1.1 The product specification

This research resulted English Instructional materials that emphasize on conversation, reading, and writing practice as government demand in 2013 Curriculum in which the content materials contain character building. The developed materials are based on 8th grade English syllabus in a year. Thus, all materials contribute to the students’ growth of knowledge, skill, and attitude.

The result of this research is a textbook that supports Buku Babon (the main book) from the government. As a supporting book, of course, it is development from Buku Babon, but it is set more reliable with the students’ needs and SMP Darul Falah’s environment, in order to reach the national education’s and 2013 Curriculum’s aims to create the national character students who master knowledge, have high skill and good attitude.

As the supporting book based on 2013 Curriculum, this book has the characteristics:

- a) The book based on activities
- b) Each topic uses contextual and trans disciplinary approach
- c) Encouraging students to seek more about the topic based on their understanding
- d) Each topic covers three competencies; knowledge, skill and attitude
- e) Each chapter, theme or topic contains one or more projects to be done and presented by students
- f) Each topic has one or more lessons of national characters. The national characters are responsible, democratic, autonomous, creative, capable, erudite, healthy, charitable, and strong faith to God.

1.2 The scope and limitation of the product

The researcher developed English Instructional materials to support *BukuBabon* (the main book) from the government. The materials in the book are focused on 8th grade of SMP Darul Falah, in first and second semester. The focused materials are in all skills (speaking, writing, listening and reading) which are based on 8th grade syllabus in 2013 Curriculum. The materials are in table 1.1.

Table 1.1 The materials of eighth grade based on 2013 Curriculum

1) The expressions of: a. asking to pay attention b. checking understanding c. valuing good work d. asking and giving opinion e. capability and incapability f. asking permission g. inviting someone	4) Short functional texts: a. short message b. announcement c. invitation card d. greeting card e. notice
2) Genre: a. daily activity b. descriptive text c. recount text d. narrative text 3) Songs	5) Grammar a. simple present b. present continuous tense c. simple past d. past continuous tense e. conjunctions f. quantity questions h. indefinite quantity i. comparison degree of adjective

The contents of the book are the materials which have national character values for students' character building, and are organized with character building activities and other lessons suitable with the needs of the topic or theme. From the scope stated above, it is clear that the limitation of this research is developing English instructional materials for character building for second semester of 8th Grade based on 2013 Curriculum at SMP Darul Falah Blitar.

2. LITERATURE REVIEW

In 2013 Curriculum, the education emphasizes on national character; strength belief, developing personality, intelligence, noble character, morals, tolerance, religiosity, honesty, perspicacity, democracy and tolerance (National Education Ministry, 2010). This means that the education closely relates with students' Emotional Quotient (EQ) or usually called Emotional Intelligence. It is an ability to perceive, assess, and manage the emotions of one's self, and of others (<http://www.edu-nova.com/>). Emotional Quotient (EQ) and character building are closely related in which character building can improve EQ. Character building is the process or effort to

guide, educate, make or correct characters in order to gain the good characters based on the values of Pancasila (*Wawasan Kebangsaan Dalam Kerangka NKRI*, the material training and education program for Prajabatan Grade III LAN RI, 2006).

Character building and Emotional Quotient (EQ) are in line with English for Psychology. English for Psychology is a skills-based course designed specifically for students' needs in psychology aspects. Psychology is concerned with all aspects of behavior and with the thoughts, feelings and motivations underlying that behavior (<http://www.bps.org.uk/>). One of psychological branches is personality/ classification behavior. So that psychology is closely related to one's characters. Improving good one's character is a characteristic of character building.

While 2013 Curriculum cannot be separated from Scientific Approach since, it is legal approach for 2013 Curriculum. Sarpani (in *TOT KurikulumPAI* , 2013). The *Oxford English Dictionary* defines the scientific approach as "an approach or procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of [hypotheses](http://en.wikipedia.org)." (<http://en.wikipedia.org>)

3. METHODS

This research is aimed at developing English instructional materials for Character Building Based on 2013 Curriculum for 8th Grade Students at SMP Darul Falah Blitar. To support the research, the appropriate design that the researcher applied is research and development (R & D). This research and development used qualitative approach to find out a specific style in the English instructional materials for character building based on 2013 Curriculum. The prime objective of this research was to design English instructional materials which has character building content based on 2013 Curriculum that are appropriate with the 8th grade students of SMP Darul Falah Blitar. The materials intentionally designed based on 2013 Curriculum and its syllabus in English. They were designed using contextual and multidisciplinary approach. It means it contains other lessons suitable with the topic or theme. In addition, all of the materials have character building to develop students' national character.

3.1 Subject

The research involved a number of eighth grade students of SMP Darul Falah Blitar. The research took a class that consists of 14 boys and 9 girls. They stay in the Al Falah Islamic boarding school. Then English is given in their class six hours a week.

3.2 Model of developing materials

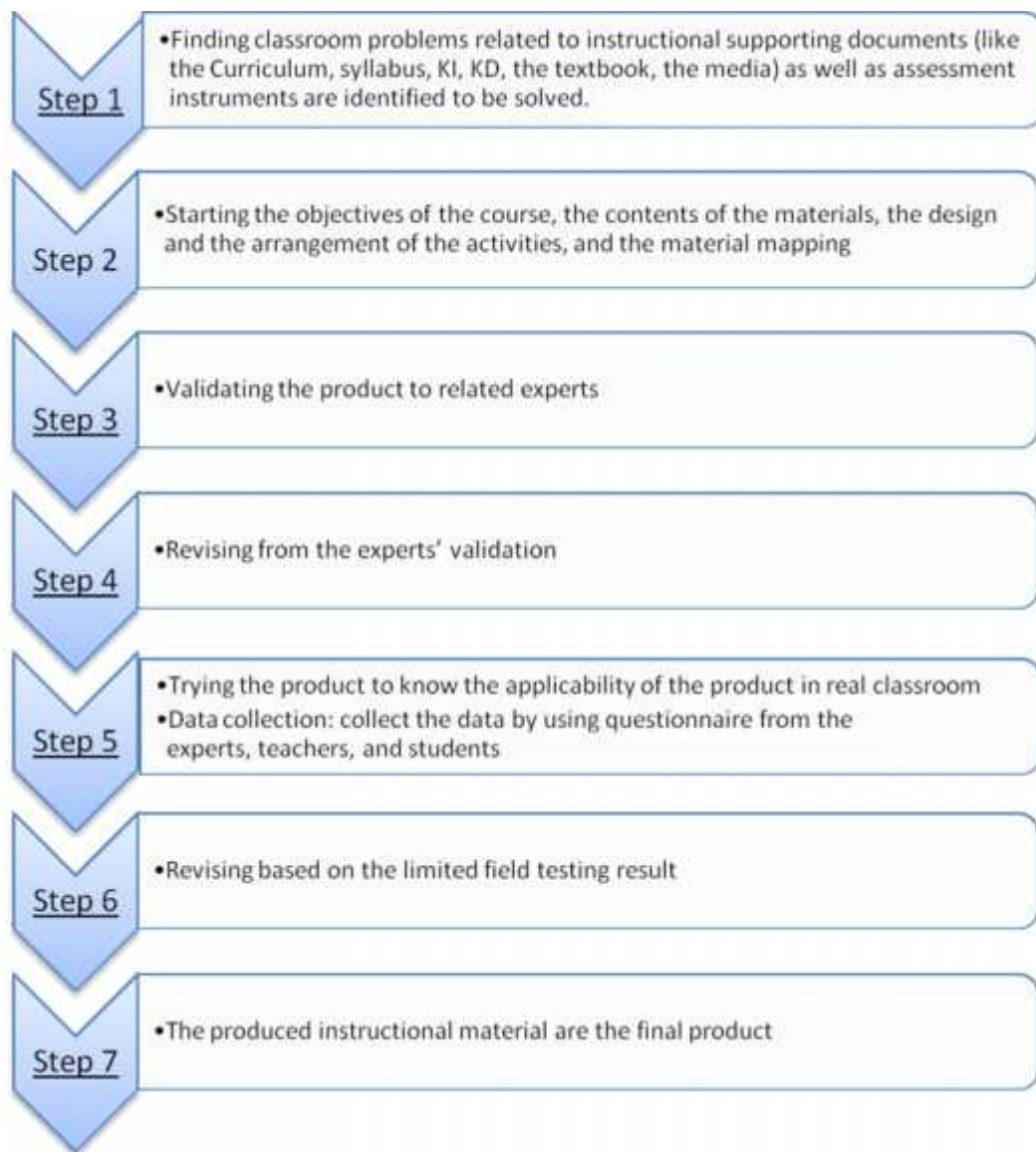
Concerning the purpose of this study, namely developing English Instructional Materials for Character Building based on 2013 Curriculum for 8th Graders at SMP Darul Falah Blitar, hence, the background reason for this Research & Development is the classroom problems related to educational products. To know the problems that existed in the English subject of 8th

grade, the researcher carried out needs analysis as the first step in developing an instructional material to obtain the real information. Borg and Gall (1983) state that a research activity can be included in research and development if the aim of the study is to produce a complete product that can be facilitated in the teaching and learning process. That includes not only material objects, for instance, textbooks, instructional materials and so on.

The researcher developed the materials based on the model proposed by Borg and Gall (1983) which proposes ten steps to developed course materials. They are 1) research and information collection, 2) planning, 3) developing preliminary form of product, 4) preliminary field test, 5) main product revision, 6) main field testing, 7) operational product revision, 10) dissemination and implementation. This model is used by the researcher because it periods the researcher with supplier and clear steps in developing the materials. However, some modification of Borg and Gall's model is taken in this research based on the needs of the research, purpose and to meet a gap that cannot be fulfilled by Borg and Gall's model.

To adapted model for developing materials consists of seven steps, namely 1) needs analysis and reference study, 2) material development, 3) expert validation, 4) revision 1, 5) limited field-testing, 6) revision, and 7) final product.

Chart 3.1 Model of developing material (adapted from Borg and Gall, 1983)



Step 1: Needs Analysis and Needs Assessment

Step 2: Developing Material

Step 3: Expert Validation

Step 4: First Revision

Step 5: Limited Field testing (Try-Out)

Step 6: Second Revision

Step 7: Final Product

3.3. Research instruments

In doing the research into the field, the researcher used various instruments to gather the data; interview, questionnaire and field note. See table 1.

Table 1. The research instruments

Data	Instrument	Content	Subject
Analysis	Field note	Evaluation of the English subject through legal document	Existing English syllabuses for 8 th grade and 2013 Curriculum
	Interview	Suggestions toward the existing English material for 8 th grade.	English teachers
	Interview Questionnaire	Students' needs toward English lesson	8 th grade students of SMP DarulFalahBlitar
Expert Validation	Questionnaire Interview	Evaluation of the draft	Expert in language design, content and lay out
Try Out	Questionnaire Field Notes	The applicability of the developed material from the experts	Students and English lecturers

3.4 Data analysis

The data from the needs analysis, the expert validation and the field try out were analyzed descriptively. The data which are gathered from questionnaire and interview in the need survey were analyzed to describe the actual need in the target situation. The data gathered from questionnaire, discussion and consultation in the expert judgments were analyzed to describe evaluations, comments and suggestions of the experts on the developed materials. Furthermore, the data from questionnaire and interview in the trying out were analyzed to describe the applicability in terms of effectiveness, usefulness, and attractiveness of the developed materials and it was used to make revision.

3.5 Materials mapping

The result of needs assessment becomes a base of how the course developer write what content will be in the materials. In the materials mapping, the researcher wrote how many units will be developed and how many meetings are covered in the textbook.

4. FINDINGS AND DISCUSSION

This section focuses on two aspects namely research finding and discussion. What to present on research findings are the results on research analysis aimed to several subjects to reveal what the students' needs for their character building in English lesson based on 2013 Curriculum. On the other hand, what to present in discussion is the development of instructional materials as the follow-up process in Research and Development.

4.1 The result of needs analysis

The result of needs analysis is intended to gain students' needs in four aspects such as significance of the needed skills, the content materials, and the teaching model needed by students. The first instrument used is a set of questionnaire with 10 questions. Second, to sets of interviews intended to a subject specialist (English teacher) and an expert in 2013 Curriculum and character building.

The data from questionnaire is analyzed quantitatively. The result of needs analysis from interviews in which is exposed in descriptive qualitative way. All of the information is gathered and then described qualitatively. Knowing the needed character that needs to improve can be resulted from questionnaires. The result of the questionnaire is shown in the table 2 and 3.

Table 2. Questionnaire response

Percentage Content of Question	The Highest Students Character	
Question 7 43 %	Character for religion & people	Lack of respect
Question 8 43 %	Character for nature	Not care
Question 9 43 %	Self-Character	Lack of Confidence
Question 10 43 %	Character for nation	Lack of loving

National characters involved in character building according to *Pasal33* UU No. 20 *Sisdiknas* 2003 are the characters of religiosity, noble character, capability, health, erudition, capability, creativeness, autonomy, democracy and responsibility. Thus, it is clear that having erudition/ knowledge is one of the national characters. Besides the five characters above, it is much needed to improve students' erudition and capability in English. It means improving English skills is included into character building. The related questions are number 2, 3 and 4. The result of the questionnaire is presented in the table 3.

Table 3. Answers to questionnaire

Percentage	Content of Question	The highest Students' Character
Question 2 65%	Erudite character toward English element	Lack in all
Question 3 43%	Erudite character toward English skill	Only capable in reading
Question 4 15%	Capable character toward English	SkillLack

4.2 The Result of expert judgment

The product proposed to the expert of 2013 Curriculum and character building, Prof. Dr. H. Zainuddin, M.Pd. in May 1, 2014. The initial intensive consultation resulted a significant revision for textbook improvement in aspect of character building and 2013 Curriculum, but mostly in character building. The expert judgment for revision is seen in five aspects; content, exercises, communication, communities, and general elements.

4.2.1 The Judgment of content

The first revision was about the character building that was not shown enough in the materials. Generally, all materials' appearance was still as ordinary materials. In the column rubric about the quality of material contents among 0-4 scale, he gave "2" for character building. The following are his reasons gave "2" together with his suggestions:

- The title was still ordinary, it did not represent yet about character building. Among seven units, only unit 6 attracted his interesting "Tell the Truth through the Written Text". Nevertheless, his interest were not simultaneously yet with the picture's title, pictures' content, materials' content and students' activities guided by the textbook.
- Character building contents were not involved enough in English materials. He gave suggestion that character building should reflect in indicators of each unit, the materials and the students' activities guided by the product.
- The pictures shown in the textbook are not enough to represent character building. The role of shown pictures was very significant in which students in their age are still attracted with the colorful materials.
- About involving character building in the product, the expert agreed a lot for using traditional songs of Indonesia. In the column rubric, among scale 0-4, he gave "4" for the songs. He commented that the songs are very good for students' character building since the songs were originally from Indonesia threatened to extinct.
- The last revision was about the content of 2013 Curriculum. There were four skills integrated on the English materials of 2013 Curriculum, but in the textbook only reading, speaking and writing, limited listening. For this situation, he suggested to add listening skill in each topic.

Besides, the expert also gave appreciation to the proverbs of each unit in the evaluation note. He said that the proverbs could support students' character building. It could wake their awareness up and could improve their erudition.

4.2.2 The judgment of exercises

Generally, there are no problems in the exercises in the textbook. Seen by 2013 Curriculum view, they are complete with the tasks of practicing/ creating something related to the materials in experimenting stage in scientific approach. General comment for exercises is good, only one. Commonly, each exercise improves students' erudite character and creativeness, and then to show the character building clearly in the task needed to determine the topic containing character building, especially for Unit 1 "Respecting and Caring to Friends and Other People", Unit 2 "Connecting Good Relationship (*Silaturahmi*), Unit 3 "I Do My Responsibility" and 4 "Loving The Nature is a Part of Faith (*Iman*)".

4.2.3 The judgments of communication, communities and general elements

There are also no problems in communication aspect in the product. Since the communication in the product involves students very much to communicate interpersonally through writing or speaking. The same comment for community's aspect, since the expert gave good score for the column rubric in each point. However, different score to one point in general elements' column rubric. The first point about integrated skills; listening, speaking, reading and writing, had score 2, for the scale 0 through 4. There is limited listening skill. The expert revised it to add more listening skill in the materials or activities.

4.3 Revision

All of suggestions given by the expert and subject specialist in the previous phase of development were very precious for the developer to attain improvement of the materials. All of aspects concerning with weaknesses of the developed materials had been made by suggestions. The developer did what it to take to make the revised materials better than before. Some aspects to be revised or changed are titles, contents of English materials containing more character building, pictures reflecting character building, adding cultural notes in traditional songs of Indonesia and make their English versions, and integrating listening skill with the other three skills; reading, writing and speaking.

4.4 Result of field testing

To obtain the empiric validity of the materials, the developer conducted field tryout for three units. Of course, with research limitation in the terms of time and permission encountered by the developer during research period, it was unlikely possible for her to do field tryouts for the whole units. Field try out were held from May 5th until 29th, 2014 based on the given permission by the headmaster of SMP Darul Falah Blitar. There was one class involved in these try outs, Class 8, which consists of 23 students. Seeing this limitation, the developer chose the last three

units; Unit 3 (I Do My Responsibility), Unit 4 (Loving the Nature is A Part of faith (*Iman*), and Unit 6 (Tell the Truth through the Written Text). This choosing was based on syllabus and time consideration. The last materials of used syllabus in SMP Darul Falah are mostly same as the developer's product. The second consideration was the subject specialist's suggestion that Unit 3, 4 and 6 can help them to face semester evaluation in June 1, 2014.

The students got English lesson three times a week; in Monday, Tuesday and Wednesday. As long as trying out the product, the researcher only got 12 times. It seemed very difficult to do. Then the researcher asked permission to the headmaster of SMP DarulFalah to try out every day, except Sunday. Therefore, the frequency of the meeting can improve two times, to be 24 times in 28 days of trying out. To avoid the messing schedule of other lessons, the other three days were placed in the evening. It was possible to be done since the students stayed in the same boarding school.

4.5 Statistical result of textbook evaluation for students

In evaluating the students' character building, the developer used two instruments; teacher's field notes and the evaluation of character building adapting from EQ (Emotional Quotient) test. The teachers' field notes as a secondary instruments, while the evaluation of character building is a primer instrument. The results from these instruments show that the students' characters are improved. The comparison students' score resulted from preliminary test and final evaluation is shown in the Figure 2.

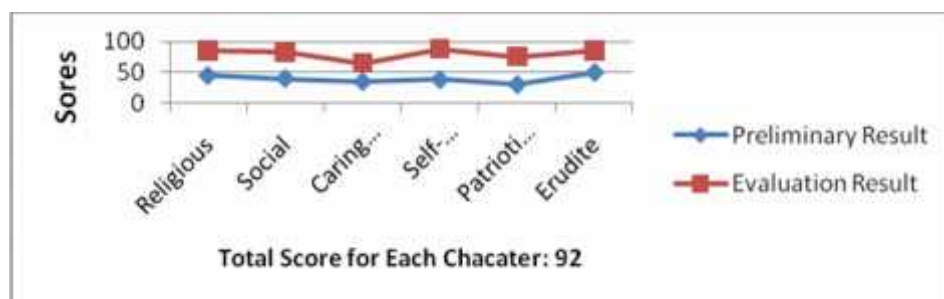


Fig. 2. The comparison between students' character scores in preliminary and evaluation

The total score for each character is 92. It is gotten by calculation; 10 questions x 4 (the highest score) x 23 (total of students). This chart shows that there is a significant improvement in overall students' focused characters. Religious character increases 40 points or 88%. Social character increases 43 points or 107%. Caring nature character increases 30 points or 85%. Self-Character increases 50 points or 130%. Patriotism character increases 45 points or 150%, and erudite character increases 35 points or 70%.

Generally, the students' four skills had improved since the four skills integrated in each unit of the textbook. The comparison between the preliminary test with final evaluation is shown in Fig 3.

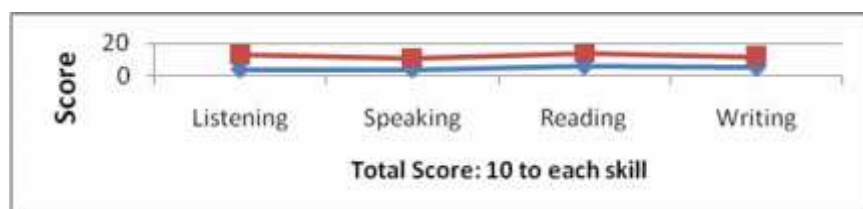


Fig. 3. Comparison between students' English skill scores in preliminary test And final evaluation

The chart above also shows that the students' English skills are significantly improved. The 10 total score for each unit is gotten from the total 10 questions. Students' listening improves 3 points or 50%. Listening skill improves 3 point also, or 75%. Reading improves 3 points or 50%, and the last is writing skill that improves 3 points too, or 60%.

4.6 Second revision

For the second time, revision was required after the first one given from expert of 2013 Curriculum and character building, and subject specialist. This second revision was based on two aspects covering result of tryouts and students' judgment to the book. To sum up, required revision gained from three units had been accomplished. Paralleling the whole materials, the addition of vocabulary list in each unit had been made in the reading section of observing stage. Acting as the observer, the developer felt to necessarily add vocabulary list in each topic. Improving vocabulary activity was in line with the result of needs analysis in the beginning of research. The needs analysis shows that most of students had difficulty in vocabulary. Field tryouts proved that it was very effective in meeting their needs in vocabulary improvement.

Having revised all things necessarily during tryouts, it means that the materials had already got empirical validity till it would finally be validated by expert in the next stage of this Research and Development.

4.7 Expert validation

Expert validation resembles the final step in this process of textbook development. Finished checking revisions, the expert of 2013 Curriculum and character building, and subject specialist decided that the instructional materials was finally been validated on May 15, 2014 by the expert of 2013 Curriculum and character building, and on June 16, 2014 for the subject specialist.

4.8 Sections in the product of materials

Scientific approach is the base how these instructional materials were composed. This is suitable to 2013 Curriculum that involving it. The scientific approach is a body of [techniques](#) for investigating [phenomena](#), acquiring new [knowledge](#), or correcting and integrating previous knowledge. To be termed scientific, a method of inquiry must be based on [empirical](#) and [measurable](#) evidence subject to specific principles of reasoning. The *Oxford English Dictionary* defines the scientific approach as "an approach or procedure that has characterized natural science (en.wikipedia.org). The stages in scientific approach applied the developer in the textbook are: observing, questioning, experimenting, associating and communicating. In those stages, the developer involved character building to improve students' intrapersonal and interpersonal intelligence. Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people, for example caring and respecting to other people. While Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations, for example self-awareness, self-confidence, self-discipline and wisdom (<http://www.careernotes.ca/unit1/4-multiple-intelligences/>).

The product is based on 2013 Curriculum, and then it has applied scientific approach. Because of this reason, the developer uses scientific approach in her English materials. The developer attempted to meet the activities in the textbook with stages of scientific approach. There are six sections in the textbook, the developer called the first four sections as same as English skills; listening, speaking, reading and writing. Then the sixth section is Fun Page, and the last is evaluation.

5. CONCLUSION

Ministry of Education has policy that in 2014, all of schools in Indonesia should implement 2013 Curriculum. This new Curriculum has three competencies; religious competence, social competence, erudite competence and skill competence. The four competencies should be integrated in each lesson, included English lesson. Beginning from this situation, the researcher developed the textbook entitled "English for Character Building for 8th Grade Students of SMP Darul Falah Blitar" that appropriate with the new curriculum, 2013 Curriculum.

As based on 2013 Curriculum that involved scientific approach in its teaching and learning, so the developer also applied the scientific approach in its activities. The core of scientific approach is meaningful learning, so they should much involved in the teaching leaning and active. Related to the character building involved in English materials, the textbook is selection in contents of materials. Suitable as Pasal 3 UU No 20 Sisdiknas2003 about the purpose of national education says: "developing learners' potency to be humans who has strong faith to God, noble character, health, erudition, capability, creativeness, autonomy, democracy and responsibility." Therefore, the book is suitable for instructional materials in English lesson that not only rich in English materials but also the contents of character building.

There is nothing perfect in this world; this proverb may prevail in the textbook. Besides superiorities, must be weaknesses. The superiorities of the product are:

- a. The materials are suitable with 2013 Curriculum;
- b. The stages and activities are appropriate to scientific approach. The stages are observing, questioning, experimenting, associating and communicating;
- c. The contents of English materials are character building. So that the students not only get the erudition of English skill but also improvement in their good characters;
- d. The textbook involves traditional songs of Indonesian in which are threatened in extinct. Involving and teaching those songs not only to preserve Indonesian heritage but also for students' character building in which those songs are full of meanings completed with their English versions and cultural notes;
- e. In addition, there are useful games that not only for fun but also for improving students' capability in English.
- f. The last, there are proverbs in each unit containing character building.

Besides the superiorities, there are weaknesses. The weaknesses of the textbook are:

1. There are still materials that no have character building, but only the erudition of English materials.
2. The listening skill involved in the textbook have no audio from native speaker, since it is so difficult to look for the audio with native speaker voice. For covering these weaknesses, so the developer designed the activities of listening skill guided by the teacher.

6. SUGGESTION

In relation to improvement of the product, it is necessary for the researcher or other people who are interested in the product to try out all the units of the product to get information about the strength and weaknesses of each unit based on the user of the book. Also that could be an effort to improve the product by involving more English teachers in order to obtain more inputs for its improvement.

For the future research, particularly in the area of material development, the researcher addresses suggestion on the effectiveness of the materials which is worth conducting with quantitative approach. Besides, conducting Research and Development to other grades is necessary since it also concerns to English based on 2013 Curriculum with Scientific Approach that has character building contents.

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