

Developing English Material for Specific Purpose Based on Character Education

Hafidza Nash'ul Amrina, Latifah Anom

STIE Cendekia, Bojonegoro

hafidzastie@gmail.com, latifahanom@gmail.com

Abstract: The development of gas and oil industry in Bojonegoro can straightly influence the need of employee which can use English fluently both oral and written. In fact that based on the result of STIE Cendekia's tracer study in 2017 it found that there are 73% of students after graduation do not meet English requirements of employers. One of the reasons is because there is no specific English material for Management students in STIE Cendekia, students still get general English while English for management has been categorized under English for the specific purpose (ESP). On the other hand the need of integrating character education in every material is national movement; therefore it is needed to develop English material for Management class based on character education. This research aim to develop English material for Management students in STIE Cendekia based on character education. The subject of the research is the students of management in STIE Cendekia. The R&D from Borg and Gall (1983) method was used; the steps were need analysis, reference study, material development, expert validation, revision try out, final product. The result of this research shows that the specific English material based on character education was developed and meet the students and employers need.

Keywords: english material, character education

INTRODUCTION

In April 2001 gas and oil exploration was started in Bojonegoro. It is straightly influence the need of employee which can use English fluently both oral and written. In fact that based on the result of STIE Cendekia's tracer study in 2017 it found that there are 73% of students after graduation do not meet English requirements of employers. Based on the feedback of the graduated students show that one of the reasons is because there is no specific English material for Management students in STIE Cendekia, students still get general English while English for management has been categorized under English for the specific purpose (ESP).

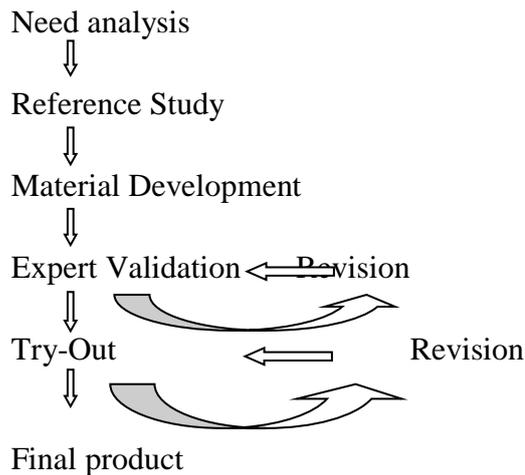
On the other hand integrating character education in the classroom is national movement and one of the ways is through integrating character education in English class. Lestari stated that character education can be integrated in language class through the cultural integration (2010:9). Saryono also stated that the purpose of character education is to build social and cultural norm (2010:3). Therefore it can be concluded that building the students' character means as building their awareness in cultural and social norm.

There are some researches that showing the benefit of integrating culture in language class. First is research by Abolghasem (2010: 371-376) the effect of teaching foreign culture to the language ability and cultural awareness of the students, the abolghasem research shows that teaching foreign culture in language class can develop the students' language ability and also developing their knowledge to other language without forgetting their own culture. Adaskou, Britten, and Fahsi (1990 in McKay, 2004:1) also stated that teaching culture in language class will improve the students' awareness in local culture. While Kitao (1982:6) stated that integrating culture in language class will increase the students' tolerance. Therefore integrating culture in language class should not be abandoned because it is really important to increase the students' character.

Based on those reasons above the development of English material for specific purposes in STIE Cendekia based on character education is needed. There are some chapters that should be developed based on the students' need.

METHOD

In developing the English material for specific purpose based on character education to the management students of STIE Cendekia the research adapt R&D model from Borg and Gall.



The first stage was need analysis; the purpose of need analysis was to collect information about the students' need. For instance to find out what language skills are learner needs and to collect information about a particular problem the students face. The second stage was reference study. The purpose of reference study was to study theories which can be used as the basis for development. The reference study can be done through studying the existing curriculum and reviews some text books. The third stage was material development process. There were four steps in developing materials adapted from Dick and Carey (1990) Formulating general objectives, b) stating specific objectives, c) selecting topics, and d) developing topics into tasks. The fourth stage was expert validation. The purpose of expert validation was to validate the developed material. There were two experts that validating the material. After validated the English material should be revised based on the experts' suggestion.

The next step was trying out the material into the students. There were some steps in try out: a) implementation b) observation c) reflection d) revision. After tried out the material should be revised based on the reflection that researcher got. The subjects in this research were the fourth semester of management students in STIE Cendekia Bojonegoro. There were 30 students. In collecting the data the questionnaires and interview was used. Semistructured interview which was carried out with the lecture and structured interview which was carried out with the students.

The objectives of the interview:

- 1) To investigate the purpose of teaching English in Management class
- 2) To investigate the curriculum in STIE Cendekia
- 3) To investigate the students' ability in Management class
- 4) To investigate the lecture's need and particular problem experiencing
- 5) To investigate the existence books and materials

The objective of the questionnaire for the students:

- 1) To investigate the design of the product
- 2) To investigate the content of the product (attractiveness, level of difficulty and applicability of the product)
- 3) To investigate the cultural acceptability

The objective of the questionnaire for the Teacher:

- 1) To investigate the design of the product
- 2) To investigate the suitability of the product with the curriculum
- 3) To investigate the content of the product
- 4) To investigate cultural acceptability

RESULTS AND DISCUSSION

Need Analysis and Reference Study

Need analysis and Reference study were doing at the similar time. The English lecture was given some questions through the interview. The purpose of the interview was to find out the lecture problems in teaching English in Management class. It was also to investigate the curriculum in STIE Cendekia. The result shows that lecture was getting difficulties in finding English material or book which is appropriate for the students' need. The lecture still uses General English material, which was not appropriate with the management students' need. While in reference study it was found that the curriculum of Management class in STIE Cendekia is to make the students be able to use English in Real situation of Business management and also raising the awareness of the students in entrepreneurship.

Material Development

The materials were developed based on the result of need analysis and reference study. There were six chapters, those are:

- 1) The Local Product
- 2) Be Smart Worker
- 3) Give your Best Performance
- 4) Business phone
- 5) Business letter
- 6) Job Interview
- 7) Make Your Own Business

In every chapter there are introduction, main activities, and closing (reinforcement). The character education was integrated in every chapter of the materials through integrating cultural aspect indeed. The material should also developed based on the students' need as stated by William (1983:4-5) that textbook should give the up to date methodology and materials and based on the students' need

Expert Validation

Table 1. The result of expert validation

No	Indicator	Means	Description of Agreement
1	The appropriateness of the contents	4.5	Strongly Agree
2	The depth of the contents	4	Agree
3	The accuracy of the contents	4	Agree
4	The appropriateness to the learners' development	4.5	Strongly Agree
5	The use of communicative language	4.5	Strongly Agree
6	The accuracy of the language	4	Agree
7	The sequence and the unity of ideas	4	Agree
8	The layout of the content	4.5	Strongly Agree
9	The illustration of the content	4.6	Strongly Agree
10	Cultural Aspect	4.5	Strongly Agree

The validators suggested several things to be considered for the material. The appropriateness and the accuracy of the content need to be adjusted. The sequence and the unity of the idea should be developed.

In the first chapter there should be more examples of product, not only local product but also another country product. Therefore the students can learn the difference of culture as stated by Lin and Chiu (2009:11) that rich input will improve the students' ability in listening

In the Second and third chapter there should be more reinforcement about cultural aspect. In the fourth chapter the listening section should be more appropriate for the students' ability. In the fifth chapter the level of difficulty of the letter should be developed. In the sixth chapter there should be clearer audio in listening. In the seventh chapter the material should motivated the students to become young entrepreneur and more examples from young entrepreneur. Generally, validator assessing from the materials are appropriate for the students.

Revision

Based on the results of expert validations there are some content that should be revised. Those were the appropriate and the accuracy of the content. The sequence and the unity of the idea. In the first chapter there were add some examples of international product. According to Pang et al (2010:17) Reading material should culturally appropriate, containing local context and containing native speaker culture

In every chapter there was reinforcement about cultural aspect because integrating cultural aspect in language class is a must and it cannot be separated, as stated by Kitao (1982:5-6) that teaching culture in language class makes language study more meaningful and real.

In the fourth and fifth chapters the level of difficulty was chosen based on the students' ability. It is in line with the principle of developing material that the material should be based on students' difficulty level (Lin and Chiu, 2009:5). In the sixth chapter the audio of listening have been changed into the clearer one. In the seventh chapter there were some motivation videos from the world young entrepreneur.

Try Out

After getting revised the English materials were trying out to the class. There were seven chapters and had been trying out for fourteen weeks or in one semester. The students and the lecture as the subject of the research were given questionnaire. The purpose was to give feedback to the materials. Therefore the materials could be revised.

Table 2. The Result of the questionnaire from the students:

No	Objective	1	2	3	4	5
1	The Design of the product	-	-	16.7%	66.6%	16.7%
2	The attractiveness of the content	-	-	6.7%	86.6%	6.7%
3	The level of difficulty of the content	-	-	33.3%	66.7%	-
4	The applicability of the content	-	-	33.3%	50%	16.7%
5	The cultural acceptability	-	-	30%	53.3%	16.7%

1: Very Poor

2: Poor

3: Ok

4: Good

5: Very good

Table 3. The Result of the questionnaire from the Teacher:

No	Objective	1	2	3	4	5
1	The Design of the product				V	
2	The suitability of the product with the curriculum					V
3	The attractiveness of the content				V	
4	The level of difficulty of the content			V		
5	The applicability of the content				V	
6	The cultural acceptability				V	

1: Very Poor

2: Poor

3: Ok

4: Good

5: Very good

Based on the observation of the researcher it found that the listening section the repetition should be done tree times based on the students' level of ability. There should be time limitation in doing the exercise especially in writing task. There should be an extra motivation for students to speak up. The teacher should be more attractive in delivering the content or the materials.

Revision

The last revision of the English Material for specific purpose based on character education was done and the result was. First, the repetition in listening should be done tree times. Second, there was time limitation in writing task. Third, the motivation was written in the text book. Generally the materials were appropriate for the students of management class in STIE Cendekia Bojonegoro.

CONCLUSION

English Material for specific purpose based on character education had been developed and based on the try out result in can be concluded that the materials were having good design, attractive, applicable, suitable with the curriculum and students' need.

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