The Use of 'I-Do' Methodology in Integrating Moral Characters into the Development of ELT Materials for Transactional Speaking Skills

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Abstract---This study is aimed at improving the quality of teaching English at the university level by aligning the students' needs and the expectations of the lecturers (a needs analysis) with moral values in developing moral character-based English language teaching materials. Development research method is used to carry out this research by employing the 'I-DO' methodology which contains three distinct phases namely; 1). The input phase which is passed by a needs analysis involving 60 participants (55 students and 10 lectures). The participants were purposively selected. Questionnaires were used to collect the data which were analyzed by using descriptive approach. 2). The development Phase which is passed by formulating goals and objectives based on the information gathered from the needs analysis. 3) The output phase which is completed by making lesson plans, and producing prototype of the moral value-based teaching materials. This research has built one prototype of a well-developed ELT material for transactional speaking skill. We believe that our findings on the use of 'I-DO' methodology could have a profound impact on the way ELT materials is developed in language program.

Keywords---English teaching, materials development, moral characters, transactional, speaking skill.

Introduction

State Islamic Higher School (STAIN) Parepare (it now known as IAIN Parepare) is one of Indonesian tertiary institutions which administers and runs Tarbiyah (Education) Department to meet the increasing demands of English teachers in Indonesia. Under the management of Tarbiyah Department, the institution offers

English Education (PBI) Study Program for the Strata I (S1) or undergraduate level which specifically carries out education of English language. To run the study program effectively, the courses distribution in the English education study program of STAIN Parepare, core curriculum has been compiled into the following categories:

- Language Subjects category. (e.g. speaking, listening, writing, reading, translation, and pronunciation practice)
- Language Teaching Subjects category. (e.g. Language teaching approaches and methods, learning strategy, English materials development, and language testing, etc).
- Linguistics Subjects category. (e.g. Introduction to linguistics, Phonetics and Phonology, Morphology, syntax, Semantics, Sociolinguistics, and psycholinguistics).

The subjects' categories have indicated that the institution not only makes effort to adequately prepare the students to master English skills (Such as speaking, listening, writing and reading) but also to prepare them able to teach English by aligning their language skills, knowledge of teaching language as well as knowledge of language. The alignment between the students' English proficiencies and teaching skills, as the major concern, is eventually expected to make the students qualified for professional primary or secondary school English teachers in the future as stated in the curriculum objectives (Kleemans et al., 2017; Moll et al., 2002).

Accordingly, Mustadi (2012), states that the students will acquire the competencies as professional teachers when they speak with good English and they can deliver materials or a number of subjects by using English as the language of instruction. What Mustadi means by speak with good English is that the students are firstly required to have communicative competence. Communicative competence here can be understood as all the students' need to be able to communicate such as speaker's internalized knowledge of vocabulary, grammatical rules of a language as well as the rules for appropriate use of English in social context (Bahar, 2013). As an effort to promote the students' communicative competence in oral communication, curriculum implemented at the English Education study program of STAIN Parepare includes four level of speaking courses i.e. speaking one, speaking two, speaking three, as well as speaking four, in which the former is the prerequisite for the latter. In the present curriculum of STAIN Parepare, it is clearly stated that the standard competence of speaking courses is:

- "Mahasiswa memiliki kemampuan dan penguasaan berbahasa Inggris sesuai dengan struktur bahasa Inggris atau penutur aslinya".
  (The students are able to possess ability and skills to speak proper English or to speak like native speakers of English)

In order to attain the standard competence, English teachers of STAIN Parepare are given opportunities to exert their creativity and to carry out their pedagogical responsibilities for applying their valuable experience and knowledge of designing course syllabi, developing teaching materials, selecting appropriate teaching

activities (methodology), and evaluation strategies in assisting their students to master English as a foreign language (Ljungberg, 2007; Sanguansri & Augustin, 2006).

Those tasks are essential to do for two reasons: the first, the role of teachers as teaching materials developers and the second, the demand of updating teaching materials in terms of the needs of learners and the recent situation in today's globalized world. Andi & Arafah (2017), classified the needs of learners into two categories i.e. linguistic and learning needs. Linguistic needs refer to the identification of language components (such as grammar, vocabulary, pronunciation), language functions, and topics which are important to provide when developing teaching materials. Meanwhile, learning needs basically refers to the students' learning patterns and styles or learning preferences which are described by their attitude toward current educational activities. In short, learning needs give an illustration on how the students should learn well which in turn can assist the lecturers to give the most appropriate teaching methods, strategies when teaching the students that the students finally can achieve better learning outcomes. The two needs of learners can only be identified through a needs analysis. Besides, Richards (2001), is of the opinion that situation as factors that can facilitate the change or hinder the success of materials production. The factors may be political, social, economic or institutional. Specifically in social factor, Richards (2001), suggested to consider what education policies exist in a certain community (Cai, 2012; Jones, 1997). In 2003, the Indonesian government issued a policy Act Number 20, Year 2003 on National Education System. The law, chapter 2 article 3 specifically stated that:

> "The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; as citizens, are democratic and responsible" (Harwood, 2005; Ewen et al., 2013).

The act obviously indicates the Government's expectation that education, both formal and informal, must be able to create a learning environment to develop not only intelligence and skills but also morals and noble character of Indonesian young generations. As the embodiment of the application of the act, the Ministry of Education and Culture of Indonesia has already published a new curriculum for Indonesia's education in place of 2006 curriculum. It is called the 2013 curriculum which is mainly focused on character-based education. Kasim (2012), Indonesia's Deputy Minister of Education, stated that:

> "The change in the Indonesian educational system curriculum was an absolute necessity because, right now many students don't have character, tolerance for others, empathy for others. The need for augmentation was in response to concerns that students were becoming overwhelmed with the workload, and that instances of student violence were increasing as a consequence"

For the reasons, government officials asserted that students at schools were in need of learning how to become better citizens and that it could only be attained by including character and moral values in education system. In connection with the act and as a response to the curriculum shift, STAIN Parepare is making effort

to ensure its graduates to be of good character, knowledgeable, and professional as shown in the vision of the institution. One of the ways to objectify the vision is to integrate moral values for character education in all teaching materials of all subjects, including English with all branches of its courses. For all this, there is a dire need to carry out a research on materials development for speaking course, which here will be called "Integrating Moral Characters in ELT Materials Development for Developing Transactional Speaking Skills" for English education students at STAIN Parepare. The main purpose of this investigation is to explain how to develop English teaching materials by integrating moral values as an effort to provide a character education-based English teaching materials for transactional speaking skills which can also be used by other English teachers at the English education study program in the future (Mohammadi & Nik, 2010; Goble et al., 2017).

Literature review

Language, character education, and language pedagogy

Just like the other languages, English consists of form and content. Form of language refers to the sequence of sound and grammatical rules (Arafah & Kaharuddin, 2019). Meanwhile, content refers to meaning and context (Kaharuddin, 2020). Kramsch & Whiteside (2008), is of the opinion that meaning is what language says or refers to as an encoded sign (semantic) and context is what language does as an action (pragmatic). The two things intimately link language to culture. Therefore, When a speaker is speaking, the person not only coveys a sequence of sounds recognized in words and sentences, but also conveys meanings which are affected by what he thinks, feels, and believes (Rusli et al., 2021; Mozgalova et al., 2021).

The above ideas imply that teaching English should not only be focused on how to convey sounds, words, phrases, sentences, but also should be focused on how to express meanings on the basis of wisdoms, attitudes, moral values, and beliefs through the use of English. Integrating cultural components (e.g. wisdoms, attitudes, moral values, and beliefs) in teaching English can be initiated by affiliating the components in developing ELT materials. This might be considered as an effort of bringing character education into language teaching and learning. While, it is widely recognized that Character education is a current issue in the education system of Indonesia and has become a priority in pedagogical context today (Kaharuddin, 2021).

 According to US Department of Education, Character education is a learning process that enables students and adults in a school community to understand, to care about and to act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others (http://talkingtreebooks.com). In addition, The Education Ministry of Indonesia defines character education as a conscious effort to make students understand, care about, and internalize the values and norms of the social life, in order to create a better personality (Ginanto, 2018). In other words, Character Education is essentially brought about in teaching English for some reasons i.e. helping the students truly understand what good characters are, helping them think how to

live their lives based on good characters through, teaching them how to make good choices when facing difficult situations in their lives through the presentation of lessons and activities in the classrooms. In the context of this study, character education is measured by referring to Ma (2009), classification of moral characters (e.g. Humanity, Intelligence, Courage, Conscience, Autonomy, Respect, Responsibility, Naturalness, Loyalty, and Humility) in developing ELT materials for Transactional Speaking Skills at the English Education Study Program of STAIN Parepare (Aryani & Rahayuni, 2016; Lukman et al., 2016).

Integrating moral character in elt materials development

English teachers in Indonesia have to realize that the demand of developing teaching materials is unavoidable today (Ruslan et al., 2020). The urgency of ELT materials development emerges owing to some facts i.e. the changing methodology in language teaching, the shift of curriculum at schools, the change of education policy, and the change of social values in society (Andi & Arafah, 2017). Núñez Pardo & Téllez Téllez (2009), stated that teachers should devote plenty of time to the demanding task of constructing, deconstructing, and reconstructing their daily pedagogical practice as a means of facing decision making, improving their teaching performance, innovating in their classes that fulfill particular students' needs and learning settings. Therefore, considerable attention is really required to develop appropriate ELT materials and ELT strategies that satisfy the needs of the changing methodology, the change of curriculum and education policy, students' learning styles and preferences, as well as society's expectations (Tetty, 2020; Suwija et al., 2019).

The main purpose of this research is to develop English teaching materials by integrating moral characters as an effort to provide character education-based English teaching materials due to the demand of today's education policy and curriculum in Indonesia. Before looking into how teaching materials can be created to satisfy this purpose, it is necessary to clarify the concepts of developing materials and the procedures used for developing materials for spoken language. According to Dat in Tomlinson, language teaching materials are not only created by book writers, but also by teachers and learners. He suggested that the act of developing materials should not be viewed merely as the act of writing scripts for course books, but it can be understood as a dynamic, creative process from the writers' desk to the real classroom. In other words, course books from writers should be considered as predesigned works, but not the final products. The predesigned works are opened for creative interaction, adaptation and reinterpretation by teachers and students as the users of the products. Through the processes, the predesigned works can be modified to become appropriate teaching materials that promote the better outcomes of language learning. Another important thing to be discussed further is the issue of how teaching materials developed by integrating moral characters. For that purpose, this study will discuss and employ a framework for developing materials for spoken language proposed (Dat, 2008; Tomlinson, 2003). The framework comprises five procedures for developing materials for speaking skills i.e.

- Conceptualizing learner needs
  The first procedure requires the materials' designers to involve learners in the process of developing teaching materials. So, the point is to give the learners involvement and a voice in their materials. This can be carried out by using the needs of learners as the basis for developing the teaching materials. The needs of learners can be subjective needs and objective needs. Subjective needs refer to information from learners that can facilitate teachers to determine what to teach such as the learners' speaking proficiency, speaking difficulties, and real life conversational situations. Objective needs refer information from learners that can facilitate teachers to decide how to teach such as learners' learning styles, preferences, wants and expectations of the course. It is through this first procedure, the categories of moral characters needed to be integrated in developing transactional speaking materials will be identified based on the information gathered from the learners.
- Identifying subject matter and communication situations
  In this procedure, the materials' designers outline the content of the target material. The content for the teaching materials must be selected based on the knowledge of the learners' needs. The more specifically learners state their needs, the more appropriately content can be organized towards appropriate sets of topics, situations, functions, strategies, and structures. So, the topics, and situations required for developing transactional speaking skills will be decided based on the information of moral characters mostly needed.
- Identifying verbal communication strategies
  This procedure requires the materials' designers to incorporate speaking strategies in teaching materials as an essential tool to communicate meanings. It can be done by designing tasks for learners to carry out when speaking to their interlocutors. For example: learners can be assisted to practice building talk upon talk, dealing with interaction pressures e.g. stealing turns, controlling their level of diplomacy, choosing when to move on to a new topic, and so on. Besides, learners can also be helped by providing practical devices that can facilitate their oral production to avoid communication difficulties when speaking.
- Utilizing verbal sources from real life
  In this procedure, the materials designers are suggested to use not only printed sources such as magazine articles, or pictures for creating a springboard of communication, but also real life verbal interactions. This can be undertaken by taping learners' peer group interaction in their target language and analyzing it. It is through this effort, materials' designers can detect typical speaking difficulties or obstacles and transform them into problem-based strategies for the teaching of verbal communication. For this procedure, it is also possible to use real life resources such as overhearing conversations in public places, from radio or television interviews, from watching drama or movies, etc (Kaharuddin et al., 2020).
- Designing skill-acquiring activities
  When teaching materials' content has been selected and organized. The last procedure is to create relevant tasks that help learners to acquire a new language (presenting linguistic structures to be used creatively in verbal interactions that they can discover for themselves form and function), to

learn rules of interaction (providing conditions to become aware of fundamental procedures of interactions such as allowing to read dialogues of a topic, getting them to listen to conversation from a tape, or encouraging them to discuss something from a topic, etc), and to experience communication of meanings (providing opportunities to use the language through activities such as giving learners role to play, assigning social task to be achieved, giving them motivating and attractive reasons to communicate, and so forth).

It is through the adaptation of the four proposed procedures, moral education-based teaching materials can be developed in this study. Adapting the procedures means to select some relevant procedures to be utilized in the process of developing teaching materials. This effort is expected able to discover a suitable framework to develop teaching materials for transactional speaking skills which have typically been integrated with moral characters as one of the reflections of character education implementation.

Methodology

Research design

This study is conducted by using a research design called Development Research that is aimed at describing the decision making process during the development of a product/program in order to improve the product/program being developed and the developers' capabilities to create things of this kind in future situations (Nieveen et al., 1999; Kaharuddin, 2021). Therefore, this development study employs descriptive approach.

Research procedures

To conduct this study, the writers adapt the framework for developing teaching materials proposed by Dat. The adaptation comes up with three main phases called I-DO Methodology.

- The Input phase
  Identifying linguistic and learning needs
  - Types of language items
  - Kinds of moral values
  - Learning styles and preferences
- The Development phase
  Identifying subject matter, communication situations and verbal communication strategies
  - Formulating learning goals
  - Outlining the content of the materials
  - Selecting the contents and determining relevant tasks for transactional speaking
- The Output in ELT materials phase
  Composing moral character based ELT materials
  - Affiliating content and task in a lesson plan

- Producing the prototype of the moral charcter based ELT materials

Population and sample

The academic community of STAIN Parepare as the populations which were categorized into the students and the English lecturers at the English education study program.

- Students, this study involved 55 students. They were classified into three groups i.e. 20 students from the first (They have not taken transactional speaking course yet) 20 students from the third (They were taking transactional speaking course), 15 students from the fifth semester (They had taken transactional speaking course) in the academic year 2015/2016.
- Lecturers of speaking and other English skills courses; two lecturers of speaking subjects and three lecturers of other English subjects (i.e. one lecturer of listening, one lecturer of vocabulary and pronunciation, and one lecturer of grammar and structure courses) were taken apart in this study.

The students were randomly selected while the English lecturers were selected by using purposive sampling technique.

Data collection instruments

Questionnaires were used as the data collection instrument given to all selected respondents of this research. The questionnaires consisted of series questions classified into four main sections i.e. Background Information, Interests, The students' lingistic needs and the students' learning needs. The classification of the students' linguistic needs was formulated according to the students' self asesement on their transactional speaking skills, the students' perceptions on the importance of learning the skills, and the students' perceptions on the kinds of moral characters to be integrated in developing teaching materials by using Ma (2009), ten primary moral characters classification. In addition, the information on the students' learning needs deals with the students' learning styles and preferences in learning transactional speaking skills.

Data analysis technique

To analyze the data collected from the needs analysis questionnaires, the writers used frequency to describe how often a certain item occurs and to calculate the average (mean score). The data were mostly presented in the form of frequency and percentage tables which were analyzed qualitatively with interpretation and in depth discussion.

Finding and Discussion

In this study, Dat (2008), procedures in teaching materials developmet were adapted and simplified into three main phases called 'I-DO' methodology. The 'I-DO' stands for Input, Development, and Output. In the Input phase, the students' linguistic (types of language items and moral values) and learning needs (learning styles and preferences) were identified as the needs inventory. In the development

stage, the information on the students' linguistic and learning needs was then used to formulate learning goals, to select the content, to organize the content, and to determine relevant tasks for learning transactional speaking skills. In the output phase, the moral character based ELT materials were compiled by writing the lesson plan and producing the prototype of the moral charcter-based ELT materials.

The input phase

In this phase, the writers conducted needs analysis procedures to find out information mainly on the linguistic and the learning needs as the basis for developing prototypes of moral character based ELT materials. Both types of the students' needs were disclosed after giving questionnaires to all respondents of this study. The students and the lecturers were first of all required to provide their perceptions on the students' need and interest in learning transactional speaking skills which integrates moral caharcters, as well as the perceptions associated with the linguistic and learning needs in developing moral character based ELT materials.

The needs inventory for developing moral character-based ELT materials

The analysis results of the students' linguistics and learning needs have enriched the understanding of the overall needs that are required to develop Moral Character Based ELT Materials for the students at the English education study program of STAIN Parepare. The students' and the lectures' perceptions found out various needs categories to be taken into account when developing the ELT Materials as follows:

- Needs Inventory on the linguistics needs
  Identifying linguistic needs is carried out by analyzing the students' learning ability and learning priorities. The results of the analysis are used for prioritizing the components of speaking skills and selecting appropriate teaching materials which are required to design the syllabus of speaking course one.
  - Learning ability
    Learning ability is measured based on the analysis of the students' transactional speaking skill in the area of language functions such as asking questions, expressing opinions, reasoning etc. The students are required to in assess their own level of proficiency in using appropriate vocabulary, good pronunciation, and correct grammar when delivering the language functions of transactional speaking skills. The data analysis indicate the students' ability is in the *fair level* for all language functions of transactional speaking skills. The details are available in the following results: The students' ability in using appropriate vocabulary of the language functions is still in the fair level. The top three lowest average scrores are:
  - Giving an opinion (2.13)
  - Asking for an explanation (2.15)
  - Expressing opinions (2.15)

The students' ability in using good pronunciation of the language functions is also in the fair level. The top three lowest average scrores are:

- Expressing opinions (2.06)
- Giving an explanation (2.08)
- Asking for an explanation (2.13)

The students' ability in using correct grammar of the language functions is in the fair level as well. The top three lowest average scrores are:

- Expressing opinions (1.90)
- Giving an explanation (2.06)
- Summarizing (2.08)
- Learning priorities

  Determining learning priorities is conducted by analyzing the respondents' perceptions on the importance level of teaching appropriate vocabulary, good pronunciation, and correct grammar to the students when learning the language functions in transactional speaking skills. The respondents' perceptions show that teaching appropriate vocabulary, good pronunciation, and correct grammar in the language functions is very important. The details are available in the following results: Providing appropriate vocabulary for teaching the language functions is mostly in the very important level. The top three of the highest average scores achievemnet among the language functions are:

- Expressing opinions (3.65)
- Giving an explanation (3.60)
- Asking for an opinion (3.53)

Providing good pronunciation for teaching the language functions is mostly in the very important level as well. The top three of the highest average scores achievemnet among the language functions are:

- Expressing opinions (3.60)
- Reacting to interruptions (3.58)
- Giving an explanation (3.51)

Providing correct grammar for teaching the language functions is also considered very important. The top three of the highest average scores achievemnet among the language functions are:

- Expressing opinions (3.65)
- Giving an explanation (3.60)
- Asking for an opinion (3.53)

- The needs for integrating the moral character topics in developing the ELT materials
  - Learning transactional speaking skills (e.g. group discussions) requires special skills in terms of delivering language fuctions such as asking questions, expressing opinions, etc. The kinds of skills are going to be the focus especially in the area of how to deviler several types of language functions by using appropriate vocabulary, good pronunciation as well as correct grammar. With regard to the learning the language functions of transactional speaking skills, almost all respondents think, it is 'very important' to integrate moral character topics into the ELT materials for transactional speaking. However, the topics' selection is mainly focused

on the top three topics that achieve the highest average scores which have been put in the following list:

- Loyality: Honesty (3.90)
- Humility: Politeness (3.86)
- Humanity: Caring (3.81)

The overall linguistic needs which are used in developing the prototypes of Moral Characters Based ELT materials in this study are presented in the following table:

Table 1
The overall needs inventory of the linguistic needs

Linguistic Needs	
Learning Abilities	Learning Priorities
Fair level of proficiency in:	Very important level of
1. using appropriate vocabulary for:	1. Learning appropriate vocabulary for:
- Giving an explanation (2.13)	- Expressing opinions (3.65)
- Asking for an explanation (2.15)	- Giving an explanation (3.60)
- Expressing opinions (2.15)	- Asking for an opinion (3.53).
2. using good pronunciation for:	2. Learning good pronunciation for
- Expressing opinions (2.06)	- Expressing opinions (3.60)
- Giving an explanation (2.08)	- Reacting to interruptions (3.58)
- Asking for an explanation (2.13)	- Giving an explanation (3.51).
3. using good grammar for:	3. Learning correct grammar for
- Expressing opinions (1.90)	- Expressing opinions (3.65)
- Giving an explanation (2.06)	- Giving an explanation (3.60)
- Summarizing (2.08)	- Asking for an opinion (3.53)
The Integrated Moral Character Topics	
Learning vocabulary and pronunciation from real life topics	
1. Loyality: Honesty (3.90)	
2. Humility: Politeness (3.86)	
3. Humanity: Caring (3.81)	

Needs inventory on the learning needs

The students learning needs in this study were identified by analyzing the students learning problems and learning attitudes. The students' learning problems were described based on the analysis of the respondents' perceptions on the obstacles to the students learning success to be able to speak effectively in transactional speaking. While to explain the students' attitude, the writers analyzed the students' learning preferences and learning styles based on the respondents' perceptions since these two factors were believed able to affect the students' attitudes in learning.

- The students' learning problems
  Based on the analysis of the respondents' perceptions on the students' learning problems, it is found that the students learning difficulties can apparently stem from many causes. These include:

- The psychological problems such as feeling shy speaking English, being afraid of making mistakes, being afraid of being criticized by teachers and other students due to their mistakes.
- The mother tongue interference problem like using the native language when they should speak English in the classroom activities most of the time.
- The problem of insufficient knowledge of the topic like having no enough information and vocabulary to talk about the topics being discussed.
- The problem of limited linguistic resources e.g. lack of vocabulary, pronunciation, and grammar, which causes the students unable to speak English effectively.

After acknowledging the students' learning problems, the lecturers can start addressing to choose the most appropriate teaching methods to help the students learn and to minimize the effect of the learning problems to their learning success in transactional speaking course.

- The students learning attitudes

  Learning attitudes are analyzed to uncover how well the students like to learn (Kaharuddin et al., 2020). For the reason, the focus of this discussion deals with identifying the students learning preferences and styles in learning to speak based on the respondents' perceptions. The identification of the learning preferences and styles would enable the teachers to better understand the strategies and methods that might be the most efficient for teaching transactional speaking skills which in turn will serve to produce more desirable learning outcomes and significantly increases the students' achievement level (Dunn et al., 1990).

- The students' learning preferences

  The students' learning preferences here are specifically focused on describing the students' preferences in learning appropriate vocabulary and good pronunciation for delivering the language functions of transactional speaking. From the respondents' perceptions, it is found out that the students prefer to learn vocabulary by:

  - Communicating the vocabulary
  - Listening and repeating

  The preferred ways of learning appropriate vocabulary learning should be taken into account to be selected as strategies in teaching vocabulary for transactional speaking.In identifying the students learning preference in pronunciation, three possible ways of learning pronunciation were given to the respondents so that they provided their perceptions and the results of the data analysis convey that the students prefer to learn pronunciation from: "Native English speakers' voice recording". Thus, this information should become the only strategy to employ in teaching pronunciation for the language functions of transactional speaking at the English education study program of STAIN Parepare.

- The students' learning styles

  The results of the data analysis associated with the students' learning styles indicate that the respondents of this present study can mostly be categorized as analytical learners. The categories is drawn up by matching the respondents' most preferred activities in learning transactional speaking

and the typical characteristics of the four learning styles as stated by Willing (1988). They are:
- Study case (problem solving)
- Small groups
- Larger groups

Detailed information on the students' learning needs can be seen in the following table:

Table 2
The overall needs inventory of the learning needs

The Learning Needs Learning Needs	
Learning Problems The learning problems	Lerning Attitudes The learning attitudes

1. The psychological problems
  - Feel shy speaking English,
  - Afraid of making mistakes,
  - Afraid of being criticized by teachers
2. The mother tongue interference
  - Cannot avoid using the native language
3. Insufficient knowledge of the topic
  - No enough information to talk about the topics
4. The problem of limited linguistic resources
  - Lack of vocabulary,
  - Lack of pronunciation
  - Lack of grammar
	Learning preferences
	
	1. Appropriate vocabulary
	  - Communicating the vocabulary
	  - Listening and repeating
	2. Pronunciation
	  - Native English speakers' voice recording
	
	Learning styles
	
	1. Learning from study case
	2. Learning in small groups
	3. Learning in larger groups

The development phase

The results of the data gathered through the needs analysis questionnaires have been analyzed and put in the table to be clarified qualitatively. The results of the analysis have shown that the needs analysis conducted specifically to develop the prototypes of moral caharcter based ELT meterials for transactional has resulted in:

- Identifying the students' learning ability in delivering the language functions of transactional speaking skills.
- Determining the language language functions which are mostly required to learn in terms of appropriate vocabulary, good pronunciation and correct grammar as priority available in transactional speaking course.
- Identifying the moral characters topics which are mostly preferred by the students
- Identifying the obstacles or problems which are mostly experienced by the students in learning to speak in the classroom

- Identifying the learning preferences and the learning styles that are mostly preferred by the students.

Another crucial dimension of decision making in developing teaching materials is to carry out the development phase. The develoment phase refers to a set of procedures carrid out to develop the moral character based ELT by employing the data collected in the input phase. The data of the input phase are mainly used for determining the aims and the objectives of a language program, outlining the key components of the ELT materials, selecting the contents of the materials components and determining the relevant tasks for transactional speaking.

Formulating course aims and objectives

The terms 'aims' or 'goals' refer to general statements or 'signposts' reflecting the underlying ideology of the curriculum. Richards (2001), suggests that aims have four main purposes:

- To provide a reason for the program
- To provide guidelines for teachers and learners
- To provide a focus for learning
- To describe important and realizable changes in learning (or in students)

It is mentioned that "stating your goals helps to bring into focus your visions and priorities for the course" (Graves & Xu, 2000). And she keeps on saying that they are general statements, but they are not vague. In addition, objectives are more specific than aims. They break down aims into smaller units of learning, and typically describe learning in terms of observable behavior or performance (performance objectives), i.e. they describe 'learning outcomes' in terms of what a learner will be able to do. Objectives help planning the course and enable evaluators to judge the success or failure of a program. Richards (2001), suggests that objectives generally have the following characteristics:

- They describe what the aims seeks to achieve in terms of smaller units of learning
- They provide the basis for the organization of teaching activities
- They describe learning in terms of observable behaviour or performance
- They facilitate planning: once objectives have been agreed on, course planning, materials preparation, textbook selection, and related processes can begin
- They provide measureable outcomes and thus provide accountability given a set of objectives, the success or failure of a program to teach the objectives can be measured
- They are prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.

Besides, Richards (2001), also describes that statements of objectives possess the following characteristics:

- Objective describes a learning outcome

- Objective should be consistent with the curriculum aim
- Objective should be precise and feasible.

Referring to the theoretical point of view about aims and objectives, this research formulates the course aims and objectives based on the needs inventory from the students of English education study program at STAIN Parepare. These syllabus and course materials are specifically designed to meet the needs of the first semester students in learning speaking through speaking course one.

The course aims

- To help students communicate in transactional speaking effectively and confidently in English by developing the students' skills in using the language functions in terms of appropriate vocabulary, good pronunciation, and correct grammar.
- To prepare students have a good foundation in transactional speaking which enables them to communicate everyday situations and topics integrated with moral values

Course objectives

- Students are able to practice the language functions of asking for opinions and asking for an explanation with appropriate vocabulary, good pronunciation, and correct grammar when discussing a case study about honesty.
- Students are able to practice the language functions of expressing opinions and giving an explanation with appropriate vocabulary, good pronunciation, and correct grammar when discussing a case study about politeness.
- Students are able to practice the language functions of interrupting and summarizing with appropriate vocabulary, good pronunciation, and correct grammar when discussing a case study about caring.

The course objectives as written above are specifically formulated for three prototypes of the moral character based ELT materials.

Outlining the contents of the ELT materials

After the course aims and objectives are stipulated, the next step to do in this development phase is to outline the course contents for the teaching materials prototypes. Outlining the course content is conducted by selecting the major components and determines the order in which the components will be presented in the classroom. The components of the instructional materials for this study are planned by including the following key components:

- The materials are developed in a single entity of instructions called a unit
- Each unit contains a moral character topic
- Each topic consists of three lessons. The lessons are identified as lesson A: Skill Getting, lesson B: Skill Using, and lesson C: Review.

- Lesson A: Skill Getting is aimed at preparing and equipping the students with specific elements of knowledge which compose communicative ability for later communication. Therefore, this lesson presents knowledge of linguistic forms that the students need to be able to speak English in a certain topic such as vocabulary and pronunciation drills. After the students equip with the linguistic forms, they have to take a part in pair practice which is aimed at linking between the language forms being learnt (vocabulary and pronunciation) and their potential usage in communication.
- Lesson B: Skill Using is aimed at bridging the gap between the students' knowledge of linguistic forms and the ability to talk about a particular topic. In this case, the students are required to practice the language functions of transactional speaking skills that they have learnt in Lesson A section in small groups discussions. The dicussions are carried out by giving a particular real life situation which contains moral dillemma. There, the students may use the language functions with appropriate vocabulary, good pronunciation, as well as correct grammar while discussing the moral character based topic. Besides, social interaction activity gives the students opportunity to use their knowledge of linguistics forms in a half dialogue role play. This lesson enables the students to be involved in a social interaction of a particular topic by using the previous equipped language forms.
- Lesson C: Skill evaluating is aimed at measuring how much the students have learnt in a certain given unit. This lesson provides discussions in larger groups which require the students to demonstrate their language creativity in transactional speaking naturally and enable them to interact spontaneously in a discussion.

In short, all the underlying components of developing the moral character based ELT materials can plainly be illustrated in the following figure.
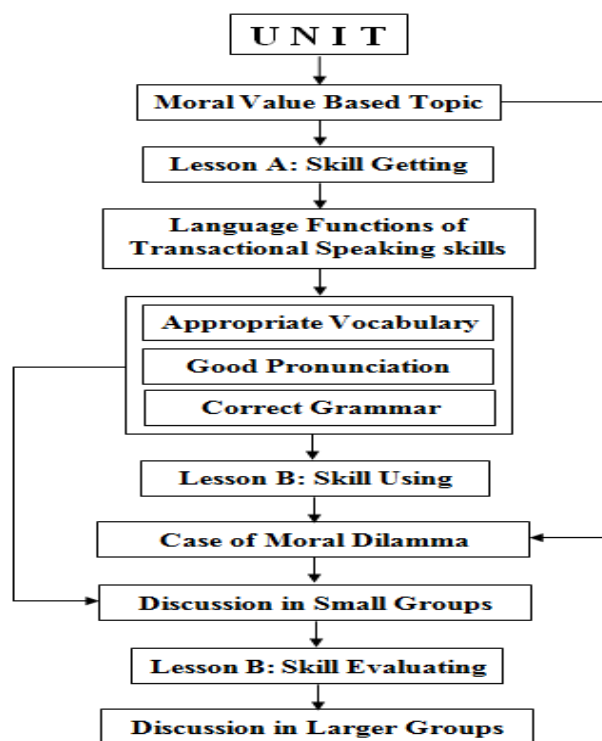
```
┌─────────────┐
│   U N I T   │
└─────────────┘
        │
┌──────────────────────────┐
│   Moral Value Based Topic │─────┐
└──────────────────────────┘     │
        │                         │
┌──────────────────────────┐     │
│  Lesson A: Skill Getting  │     │
└──────────────────────────┘     │
        │                         │
┌──────────────────────────┐     │
│   Language Functions of   │     │
│ Transactional Speaking skills │ │
└──────────────────────────┘     │
        │                         │
┌──────────────────────────┐     │
│  Appropriate Vocabulary   │     │
├──────────────────────────┤     │
│    Good Pronunciation     │     │
├──────────────────────────┤     │
│     Correct Grammar       │     │
└──────────────────────────┘     │
        │                         │
┌──────────────────────────┐     │
│   Lesson B: Skill Using   │     │
└──────────────────────────┘     │
        │                         │
┌──────────────────────────┐     │
│   Case of Moral Dilamma   │◄────┘
└──────────────────────────┘
        │
┌──────────────────────────┐
│ Discussion in Small Groups │
└──────────────────────────┘
        │
┌──────────────────────────┐
│ Lesson B: Skill Evaluating │
└──────────────────────────┘
        │
┌──────────────────────────┐
│ Discussion in Larger Groups │
└──────────────────────────┘
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Figure 1. The underlying components of the moral character based ELT materials

Selecting the contents of the materials components and determining the relevant tasks for transactional speaking

The next step to do in this development phase, after compiling the ouline of the ELT materials, is to select the contents of the teaching materials components. In relation to this, Richards (2001), states that information gathered during needs analysis contributes to the planning of course content, as do additional ideas from other resources such as available literature on the topic, published materials on the topics, review similar courses offered elsewhere, review test or exams in the area, analysis of the students' problems, consultation with teachers familiar with the topics, as well as consultation with specialists in the area. The results of the needs analysis and consultation with lecturers could then list the following three initial language functions and topics that would be included in a course of transactional speaking for the students at the English education study program of STAIN Parepare:

Table 3
The initial language functions and topics

Learning Ability	Learning Priority
Appropriate Vocabulary	
Giving an opinion (2.13)	Expressing opinions (3.65)
Asking for an explanation (2.15)	Giving an explanation (3.60)

Expressing opinions (2.15)	Asking for an opinion (3.53).
Good Pronunciation	
Expressing opinions (2.06)	Expressing opinions (3.60)
Giving an explanation (2.08)	Reacting to interruptions (3.58)
Asking for an explanation (2.13)	Giving an explanation (3.51).
Correct Grammar	
Expressing opinions (1.90)	Expressing opinions (3.65)
Giving an explanation (2.06)	Giving an explanation (3.60)
Summarizing (2.08)	Asking for an opinion (3.53)
Moral Value Topics	Loyality: Honesty (3.90)
	Humility: Politeness (3.86)
	Humanity: Caring (3.81)

However, with regard to the list of the initial topics above, Richards (2001: 149) suggests that when the list of the initial topics has to be reviewed or refined and the following questions need to be asked:

- Are all the suggested topics necessary?
- Have any important topics omitted?
- Is there sufficient time to cover them?
- Has sufficient priority been given to the most important areas
- Has enough emphasis been put on the different aspects of the areas identified?
- Will the areas covered enabled students to attain the learning outcomes?

In developing the moral character based ELT materials in this research, there are two important things to consider about selecting the linguistic needs i.e.
- This study simply develops a prototype of the moral character based ELT materials. therefore, not all selected language functions in the linguistic needs are included into the prototype ELT materials development.
- The language functions included in the prototype are selected after having consultation with English lecturers at the English education study program and the consultation resulted in pairing the selected language functions up by considering course aims and objectives, the importance of level, the frequency selectivity, the students' knowledge, and the allotted time to develop the prototype of the teaching materials.

The consultation also discussed how and why the moral value topics have to be organized. According to Richards (2001), sequencing of content in the course can be determined based on one of these criteria, namely: simple to complex, chronology, need, prerequisite learning, whole to part or part to whole, and spiral sequencing. For the reason, the decision about including the moral value topics is determined based on 'need' criteria in which the topics are organized in the order of importance to the students' needs in personal and social lives. Futhermore, the result of pairing up the language functions and the topics' order is exemplefied as follows:

Table 4
Result of pairing up the language functions

Category One	
Language functions	Moral value topic
- Asking for opinions	Honesty
- Giving an opinion	
Category Two	
Language functions	Moral value topic
- Asking for explanations	Caring
- Giving an explanation	

The information about the course contents' decision need to be followed up by selecting the contents of the materials components. The materials are adapted from various published materials on the topic from some wibsites on the internet.

Table 5
The decision on the course contents

No	Course Key Components	Materials' Contents
1	UNIT	Unit One
2	TOPIC	A Case of Honesty

3	LESSON A: SKILL GETTING	Language fuctions in Transactional Speaking:
		a. Asking for opinions
		b. Giving an opinion
		Focus:
		  a. Appropriate vocabulary and phrase
		  b. Good pronunciation
		  c. Correct grammar

4	LESSON B: SKILL USING	Pair practice: interview by:
		  a. Using appropriate phrases of asking for opinions and giving an opinion
		  b. Using good pronunciation of asking for opinions and giving an opinion
		  c. Using correct grammar of asking for opinions and giving an opinion
		  d. Using The Honesty Quiz which is derived from http://www.cbsnews.com
		Small group activity: Discussion by
		  a. Using appropriate phrases, good pronunciation and correct grammar of asking for opinions and giving an opinion.
		  b. Using a case of honesty.

5	LESSON C: SKILL EVALUATING	Larger group activity: Discussion by a. Using the phrases of asking opinions and giving opinions effectively and confidentlly

	b. Using a case of honesty entitled: Between Cheating and Lying. The honesty case is adapted from http://www.goodcharacter.com

The output phase

The important things to do associate with the output phase is to sequence the whole materials and activities into lesson plans, and to producing a prototype of the moral charcter based instructional block for transactional speaking. Instructional block represents the instructional focus of the course which may be very specific in a single lesson or more general in a unit of work consisting of several lessons. The representation of the instructional block can be initially made by writing a lesson plan before composing the instructional materials of text book for the course. A lesson plan is certainly required since it serves as a road map for the presentation of a lesson in classrooms.

Lesson plans of the moral character based ELT materials

As the matter of fact, a lesson plan in a language program functions to identify the learning destination (objective of the lesson) and to mark out the route (activities for each stage of the lesson). It is an aid for a teacher to plan his teaching strategies effectively. Therefore, a well-prepared teacher should write down the details of each activity in the form of lesson plans which will guide the interactions between the teacher and his/her students in implementing how detailed a lesson plan needs to be. Brown (1995), proposes six essential elements of a lesson plan should be namely; 1) Goals, 2) Objectives, 3) Materials and equipment, 4) Procedures, 5) Evaluation, and 6) Extra-class work. Determining the plan for teaching will keep both the teacher and the learner focused on where they are going, how they are going to get there, and what to achieve when they arrive. The oulines of the ELT materials key component is used as the guideline to write the lesson plans. The study simply makes effort to compile a lesson plan required for one unit which may also be recognized as the sample of the EL materials prototype. The writers then decide to present the sample i.e. The lesson plan of Unit One: The Case of Honesty, in appendix section (see appendix 1).

The prototype of the moral character based ELT materials

Materials here refers to anything (e.g. linguistic, visual, and auditory) which can be used to facilitate the learning of a language, to inform learners about the language, to provide experience of the language in use, and to help the learners to discover the language for themselves. Meanwhile, the prototype of the Moral Character Baserd ELT materials refers to the first model of moral value based teaching materials, from which other forms of are copied or developed. The prototype of the teaching materials is developed based on the needs analysis results which have previously been transformed into the key components and the lesson plan. The organizational structure of the prototype is constructed by unit in which the unit presents a moral value topic and the topic consists of three lessons. The lessons are identified as lesson A: Skill Getting, lesson B: Skill Using,

and lesson C: Review. The writers have developed the prototype of the teaching materials whivh can be seen in appendix section as well (see appendix 2).

Conclusion

There are some important conclusions to be drawn i.e. 1). The needs analysis of this study has contributed the required information in developing the moral character-based ELT materials for transactional speaking at the English education study program of STAIN Parepare. The results of the needs analysis are then used as the basis for developing the Moral Character-Based ELT Materials. After going through the 'I-DO' methodology, this study eventually succeeds in providing a prototype of the moral value based ELT materials which may be used as a model to develop the other contents of the teaching materials. However, it is important to note that the effectiveness of implementing the prototype has not been proved yet and this is recognized as the weakness of this study.

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Appendices

Appendix 1. The prototype of lesson plan

THE LESSON PLAN	
I. Subject:	Transactional Speaking (Speaking 2)
II. Unit	One (Loyality and Integrity)
III. Topic	The Case of Honesty
IV. Time	90 minutes
V. Course Objective	This course prepares students to be able to communicate in transactional speaking effectively and confidently in English by developing the students' skills in using the language functions in terms of appropriate vocabulary, good pronunciation, and correct grammar when discussing the case of honesty.
VI. Materials and equipment	a. Handout b. Active speaker (audio player) c. Recorded voice of native English speaker

VII. Procedures/activities: (60 minutes)

1. The teacher introduces the moral value topic which is going to be the focus that is 'The Case of Honesty' and explains the importance of discussing the topic (5 minutes)
2. The teacher explains the phrases/vocabulary of language functions required to discuss about the case of honesty i.e. phrases of asking for opinions and giving opinions. (10 minutes)
3. The teacher gets the students to listen to the audio recording of the phrases and vocabulary to know how they are appropriately pronounced in English. (5 minutes)
4. After listening, the teacher has them repeat all the speaker says to practice pronouncing each phrase and vocabulary. (5 minutes)
5. The students are then split to sit in small groups of two or three for having skill using activity that is to discuss the quiz of honesty to practice the expression of language fonctions being laernt. (15 minutes)
6. After discussing the quiz of honesty, the teacher gets the students find out their own level of honesty. (5 minutes)
7. The students are then split in several larger groups of four to practice transactional speaking by using the moral dilemma case about honesty. (15 minutes)

VIII. Evaluation (20 minutes)

To determine whether the objectives of this course have been accomplished, the students are finally split in two larger groups to spractice transactional skills while discussion the questions derived from the moral dilemma case.

IX. Extra class work (10 minutes)

The teacher gives one suplementary question about honesty and gets the students to give their opinions strigh away on a piece of paper. After that, they are required to submit their written opinion so that the teacher can evaluate whether or not the students able to give opinions appropriately in terms of phrases and grammar.

Appendix 2. The Prototype of Moral Character-Based ELT Materials

Unit 1.   Loyality and Integrity

⬤   A Case for Honesty

This unit is aimed at developing transactional speaking skills in terms of using appropriate vocabulary, good pronunciation, and correct grammar specifically for asking for opinions and giving opinions when discussing the real life dilemma on moral value topic about honesty in small groups and larger group dicussions.

LESSON A : SKILL GETTING

Vocabulary focus

Learn the following vocabulary/phrases commonly used when asking for opinions and giving opinions in group discussions, then listen to the audio recording of the vocabulary/phrases to learn how to pronounce the vocabulary correctly.

Language Functions for Transactional Speaking Skills	
Asking for Opinions	Giving Opinions
Basic Level Phrases	*Basic Level Phrases*
May I ask you ….?	I (really) think that …
What's your opinion on…?	In my opinion / My opinion is …
Do you think/feel ….?	I strongly believe that …
How do you feel about ….?	My personal opinion is that
Could you tell me ….?	Personally, my opinion is that …
What do you think of ….?	I have no doubt that / I'm certain that …
Intermediate Level Phrases	*Intermediate Level Phrases*
Could we hear something from you (name) ?	To the best of my knowledge, …
Please tell me your opinion on …	I'm fairly confident that …
Do you have any opinions on … ?	It seems to me that …

In your honest opinion, would you agree that .. ?	Correct me if I'm wrong, but …
What's your view on … ?	In my humble opinion / IMHO, …
Can you give me your thoughts on … ?	I have very limited experience of this, but
Do you agree with the opinion that … ?	After weighing up both sides of the argument,
I'd like (to hear) your views on …	I'm pretty sure/confident that …
What are your feelings about … ?	I've always thought that …
Advanced Level Phrases	*Advanced Level Phrases*
What do you reckon?	After giving this matter some serious thought,
Any (initial) thoughts on … ?	Having given this question due consideration,
What would be your reaction if I said … ?	I can't help thinking that …
What's your position on … ?	I'm in the minority in thinking that …
I'd be (very) interested to hear your views on …	I tend towards the opinion that …
Would you support the view that … ?	Off the top of my head, …
Would you have any problems with the statement..?	If I must come up with an opinion
What's your take on …?	Quite frankly, there is a part of me that says ..

LESSON B : SKILL USING

Pair work: interview

Before interviewing your partner, learn the following instructions.

- Sit in pairs or in a group of three with your friend (s).
- Learn the five scenarios in this section and address them one by one to find out your partner's opinions to the given scenarios.
- In addressing the scenarios, you are strongly required to use your own words to describe each scenario and the language function of asking for opinions.
- Remind your partner that he/she is also strongly required to give opinions to the scenarios by using the language function of giving opinions
- Give scores to your partner's opinions to each scenario by filling in the score spaces available.
- Give the score by referring to scoring guidance sheet (it is given separately) which contains three possible answers your partner might be choosen (Don's show it to your partner)
- After all scenarios are addressed and the scores are given, tabulate the scores to find out the total score. Each total score has a meaning. The meaning will be explained by the teacher.

No	Scenarios	Opinions' Scores
1	You're shopping at a department store when you accidentally knock an expensive crystal bowl off the shelf. It shatters. You're alone in the aisle – no one saw. You...	
2	You're taking a stroll when you see a 5.000.000 IDR cheque caashing fall from the pocket of an elderly woman walking in front of you. She doesn't notice the fallen chegue. You...	
3	You are supposed to spend Sunday afternoon at your uncle's house. Sunday morning, your friend calls; he has just won two flight tickets for holiday in Bali for two days one night, and he wants you to join him. You...	
4	You take your 13-year-old brother to a movie. The box office cashier assumes that he is younger and charges him for a child's ticket, a saving of Rp. 35.000 You...	
5	You're very busy on campus doing your assignment, but your sister sends you a text demanding that you call back straightaway. You have little time. You..	
Total Score		

Small group activity: discussion

In this activity, all students will be split in several small groups (a group of three or four). Each group gets a short description of a situation (scenario) containing two or more problems. The problems are designed to be "cases" and to imitate the complexity of real life cases in which the students have to make effort to find out solution for the cases. Before starting the discussion, learn the following procedures.

- Get one of students in each group to be a group leader who is responsible for running the discussion from the beginning to the end.
- The students are required to learn the scenario and problems given as good as possible.
- The students begin organizing their previous knowledge associated with the cases and recollect all relevant information to make a list of possible opinions.
- The students, in turn, convey their relevant knowledge and information to the problems as opinions and possible solutions.
- The other students are posing any additional questions associated with the possible solutions for clarification and another have to respond the questions.
- The students identify the best opinions as the solutions to the problems which are going to be presented in larger groups' discussion.

Between Cheating And Lying

I was in the second grade of a senior high school when I was caught cheating on my history quiz. I had been doing poorly in history and my parents had threatened that if I didn't raise his grades they wouldn't let him play on the football team. So I cheated. When the teacher asked me about it, I denied it at first, but finally admitted it. A parent conference was called and I had to sit with my parents, the teacher, and the principal to discuss the school policy on cheating and lying. On the way home, my father told me that he was deeply disappointed in me and expected more from me in the future. That night, I felt like the whole world was against me, but he also felt guilty for letting my parents down.

That weekend, my family and I went to a movie. When we got to the ticket window my dad asked for children's tickets for both me and my 16 year old brother. I looked over at my brother, who stared down at the sidewalk and hunched his shoulders hoping the ticket seller wouldn't notice that he was well above the age for a child's ticket. The ticket seller glanced suspiciously back and forth between the father and the brother, and then, with a doubtful look on her face, she handed them the the two child's tickets. This happened every time we went to the movies, and it always made me feel weird.On the way home from the movie, I asked my father why it was okay to lie and cheat the theater out of money but not to cheat on my history quiz. My dad responded that sometimes its okay to lie as long as nobody gets hurt. The rest of the way home, I just got more and more confused. Cheating on my test hurt nobody. I didn't steal the answers from any of the other students. If I hadn't gotten caught, I would have been praised. How was what I did different from what my dad did over and over again? And should I continue to stay silent the next time my dad lied? (Adapted from The Daily Dilemma written by Charis Denison, available online at http://www.goodcharacter.com)

Discussion questions

- What is my dilemma?
- Do you think I should try to talk to my Dad again about his lying at the movies? Why?
- Do you agree if I say that I didn't hurt anybody by cheating on my quiz?
- My Dad said it was okay to be dishonest if no one was hurt. What is your opinion?
- Who do you think might have been hurt by his lying at the movie ticket office?

LESSON C : Skill Evaluating

Larger group activity: discussion

This lesson gives you opportunity to evaluate your transactional speaking skills in using language functions specifically in asking and giving opinions while discussing a case for honesty in a larger groups. Before the discussion, learn the following procedures:

- All students' are spilt in two larger groups, which may be called group A and B
- The students of group A and B have to sit face to face.
- The teacher will serve as the facilitator of the larger group discussion.
- This discussion's topic refers to the scenario in the case for honesty as discussed earlier in small groups' discussions. So, it follows up the previous discussion.
- However, the discussion is focused on discussing the following questions:
  - What might be the differences between cheating on the history test or lying at the movie ticket office?
  - What might be the consequences of cheating and lying? Do they bring benefits to the cheater and the liar?

Extra class work activity

Read and learn the following problems dealing with the Case for Honesty, write out your opinions about one of the problems on a paper. This activity gives you opportunity to demonstrate your knowledge of using correct grammar of the language functions that you have learnt in this unit (giving opinions and describing your opinions). You are only allowed to write out your opinion in 10 minutes.

- Have you ever seen an adult or friend do something you felt wasn't right? What did you do? How did it make you feel?
- Have you ever felt like doing (or have you actually done) the "wrong thing" because you felt like it was worth it? Do you still feel that it was worth it?