

## **DEVELOPING ENGLISH MATERIALS BASED ON CHARACTER BUILDING FOR MANAGEMENT CLASS IN STIE CENDEKIA**

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### **Abstract**

Nowadays character building is a national movement in Indonesia. The educators are asked to integrate it in the learning process, but unfortunately, there are still many lectures that still have difficult in integrating character building in classroom. In English class character building can be integrated through inserting culture in the material, therefore the students are not only learning about the material but they also learn about the value of the culture. The purpose of this research is to develop English material for management class based on character building. Research and Development (R&D) by Borg and Gall (1983) was applied. The subjects of the research were the English lecture of management class and the students of the fourth semester. The result of the research showed that the instructional materials developed is appropriate to the students' needs and curriculum.

**Keywords:** *English Material, Character Building, Management*

### **INTRODUCTION**

The main purpose of education is not only transferring knowledge to the students but also teaching and transferring value. Therefore, successful of the learning process can be measured not only through the students' scores but also through the students' attitude and character. Therefore, that integrating character building in classes is a national movement. The lecturer or the teacher needs to integrate character building in education, there should be material or method that is appropriate to integrate it. In English class integrating character education can be done through integrating cultural norms in the material (Lestari: 2010), it is in line with Saryono (2010) who states that the main purpose of character building is to build the social and cultural norm. Concerning the issues, it is important to develop English material based on character building.

Integrating character building in a language class can be done through integrating culture in the material. The benefit of integrating culture in language class has been shown by some studies. A study was conducted by Abolghasem (2010) who studied the effect of teaching foreign language culture to the language ability and cultural awareness of the learners, the result of the research showed that not only the learners' language ability that developed but also their knowledge of culture and their character. Another study was done by Kitao (1982) and Haerazi et al. (2018) who found that students' tolerance can be increased through integrating culture in a language class. Based on those results it can be assumed that integrating culture in a language class can develop students' character.

In this research, the English material for management class was developed. There were some reasons for development. First, it based on the result of STIE

Cendekia's tracer study of in 2017 it found that 73% of students do not meet the employee requirement in English. Second, there was no specific English textbook for management class in STIE Cendekia, the students still get general English. Third, the lecture was getting difficulties in finding the English material that suitable for the students' needs and appropriate with the curriculum.

Based on the background above, the problems in this study is how to develop English material based on character education for management class of STIE Cendekia. The objective of this study is developing English material based on character education for management class in STIE Cendekia.

In developing English material for management class there are four criteria of good textbook by William (1983). The textbook should give the up to date materials, it also should be based on the students' need, providing guidance for the teacher, and the last the textbook should be relevant to the socio-cultural environment of the students.

Based on Lin and Chiu (2009) listening material should be selected in a wide range. The material should not monotonous and lack variety because the students need to listen to the different levels of English in order to be exposed to natural, lively, and rich language, besides the listening material should contain cultural aspects.

Developing English speaking material should contain three principle based on Wallace et al. (2004) first speaking material should contain cultural aspect, second the material should contain different examples in different situation of native speaker, the last, the speaking

material should be able to force the students to act like in real situation of native speaker.

Reading material should be based on the students' interests (Pang et al., 2003). When the reading material becomes too difficult for the students it will make them become frustrated and when it is becoming too easy it will raise the students' boredom. Therefore the material should match the students' needs and be able to increase their motivation by giving them such an interest material. Students' interest is the crucial point in choosing reading material (Kitao, 1982).

Writing material should be based on personal or students' interests (Wallace et al. 2004) therefore they can explore their knowledge in constructing their writing. The writing theme should be up to date.

Character building has been defined in a variety of ways by a wide range of individuals and organizations. Lickona (2008) defines character building as the deliberate effort to develop virtues that are good for the individual and good for society. While according to Saryono (2003) character building is the process of building the cultural norm, moral and spiritual value of a person. Based on those definitions it can be concluded that character building is the process of developing individual and society cultural values, norms, morality, attitudes, beliefs and behavior.

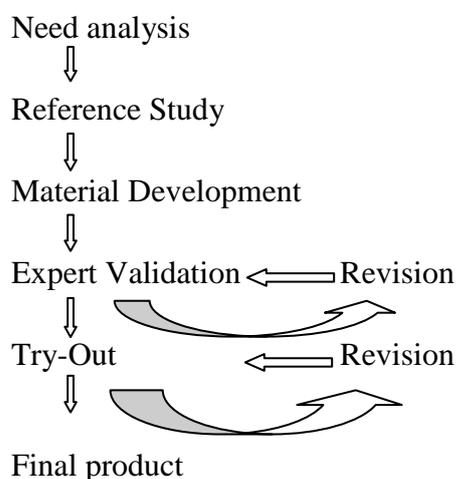
## **RESEARCH METHOD**

The method of this research is R&D by Borg and Gall (1983). Educational research and development is a process to develop and validate educational material or product. There are some stages to develop the material, first is gathering the

information, second is developing the material, and the last is evaluating the material.

### Research Design

In developing English material based on character building for management class in STIE Cendekia there were some stages used. The first step was need analysis; it was used to analyze the curriculum and the need of the students in STIE Cendekia. The second step was reference study; it was used 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 textbooks. The third stage was material development process, there were four steps in developing material adapted from Dick and Carey (1990) those are: formulating general objectives, stating specific objectives, selecting topics, and developing the topic into the task. The fourth stage was expert validation; the purpose of expert validation was to validate the material. After validation, there should be some revisions based on the suggestion of the expert. The next step was trying out the material. After that, the material should be revised based on the reflection of the tryout.



### Subject of the Study

The purpose of this research is to develop English materials based on character education which is suitable for management students in STIE Cendekia. Therefore, the subjects of the study are the English lecture of management class in STIE Cendekia and the fourth semester of the students in management class of STIE Cendekia.

### Instruments

The instruments used to collect the data in this research were interview and questionnaire. The semi-structure interview was used to interview the lecture, while the questionnaires were used to collect the information from the students and lecture of STIE Cendekia.

### Data Analysis

The data gathered from the interview was analyzed in such a way to describe the actual need in the target situation. And the data collecting during the try-out was used descriptively to determine the applicability of the material.

## FINDING AND DISCUSSION

### Research Finding

Table 1.  
The result of expert validation

No	Indicator	Means	Description of Agreement
1	The appropriateness of the content	4.5	Strongly Agree
2	The depth of the contents	4	Agree
3	The accuracy of the contents	4	Agree
4	The appropriateness to learners development	4.5	Strongly Agree
5	The use of	4.5	Strongly

	communicative language		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

Table 2

The result of the questionnaire from the students

No	Objectives	1	2	3	4	5
1	The Design of the material	-	-	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%

Where:

- 1: Very poor
- 2: poor
- 3: ok
- 4: good
- 5: very good

Table 3

The result of the questionnaire from the Lecture

No	Objective	1	2	3	4	5
1	The design of the product				√	
2	The suitability of the material with the curriculum					√
3	The attractiveness of the content				√	
4	The level of difficulty of the content			√		

5	The applicability of the content				√	
6	The culture acceptability				√	

Where:

- 1: Very poor
- 2: poor
- 3: ok
- 4: good
- 5: very good

## Discussion

Research and development having some steps that should be followed based on Borg and Gall (1983). This study was started from conducting a need Analysis and Reference study. The need analysis and reference study were doing at the same time. The need analysis was done through an interview with the English lecture of Management class in STIE Cendekia. The result showed that the lecture had difficulties in finding an English textbook suitable for management students. Therefore, she still uses general English material in teaching. This phenomenon makes the researcher should be able to develop an English textbook based on the students' needs. While in reference study it was found that the purpose of teaching English in STIE Cendekia is to make students become communicatively competent. It means that the students should be able to use English both spoken and written in the real situations of business management.

The English material was developed based on the result of need analysis and reference study. There are six chapters that were developed, 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

The material was developed based on the four criteria of good textbook by William (1983: 4-5) the textbook gives the latest issue as material, the level of difficulty is based on the students' need, it also provides guidance for the lecture, and integrating culture in the material which is relevance to socio-cultural environment of the students.

In developing the material. The researcher involves some experts to validate the product. The result of expert validation showed that the accuracy of the material should be adjusted. In the first chapter adding some examples of the international product was suggested by the expert validators, the purpose is to make the students learn another country's culture. It was in line with Haerazi et al. (2018) who state the integration between learners' cultures and the target cultures helps English learners to understand each other in communication. Besides, in the chapter of cultural aspect, it should be more reinforced, the purpose is to raise the students' character. Listening material should be more appropriate to the students' abilities in chapters four and five. The example of the letter should be more varieties. In chapter six the example of a job interview should be clear (audio). In chapter seven there should be more examples of Indonesian entrepreneurs.

After analyzing the validation result, the learning materials developed are revised accordance with the experts' suggestion. For the first chapter, some examples of international were added, as stated by Lin and Ciu (2009) that rich input will increase the students' ability.

Besides, enrich the material the more examples of the international product have a purpose to make the students learn about the international market and increasing the students' ability in international management.

The chapter two and three relating to cultural reinforcement are adedd with real example of working abroad and making a presentation in an international company. The purpose is to make the student learn the real situation of international business company and raising their critical thinking, it is in line with Wallace et al statement (2004) that in speaking the students should be able to act like in the real situation of native speaker and the more examples will make the students more creative. In chapters four and sixth the listening, the material was chosen not only based on the content but also based on the clearance of the audio and the listening material. The variety of the material is taken into consideration because the listening material should be not monotonous and give a lot of example of the real situation (Lin and Chiu, 2009). In chapter five the examples of the letter were more varieties and the level of difficulty in the written tasks was given based on the students' level of ability. Therefore the students are not frustrated in facing the task given by the lecture and they will explore their knowledge in constructing their writing task. Giving examples of Indonesian successful entrepreneur in chapter seventh had been done. The purpose is to raise the students' interest in reading because when the reading text materials are interesting it will raise the students' motivation in reading (Pang et al, 2010).

After doing some revisions, the material was tried out to the management

students of STIE Cendekia. There were 40 students in a class. The lecture was asking to use the material in the class. Some suggestions were given by the lecture through the questionnaire. Besides, the students were also asked to give a comment on the questionnaire. The result of the questionnaire showed that 66.6 % of the students stated that the design of the material is good while 16,7% stated that it was ok and 16,7% stated that it is very good. In the question of the attractiveness of the material, there are 86,8% of students stated that it is good, while 6,7% very good and 6,7% were ok. In the level of difficulty of the material 66,7% of students stated that it is good and the rest said that it is ok. The 16,7% of students' also stated that the material is very good inapplicable while 50% of the students stated that it is good inapplicable and the rest 33,3% stated that it is ok inapplicability of the content. In cultural acceptance 16,7% of students stated very good, 53% of students stated good and 30% of students stated ok.

The result of questionnaire based on the lecture showed that the design of the material is good, the material is very suitable with the curriculum, the good attractiveness of the material, the level of difficulty of the material is ok, the applicability of the content is good, and the cultural acceptability is also good.

The last revision was done based on the result of the tryout. The level of difficulty of the content, the applicability and the cultural acceptability of the material need to be improved based on the students' feedback. While the lecture also suggested improving the level of difficulty of the material.

## CONCLUSION

Developing English material which is suitable for students in management class and based on character building can be done through integrating culture in the material. There are seven stages that should be followed in the development program. Those seven stages are adopted by Borg and Gall (1983). The stages should be followed in order to build and develop the proper listening, speaking, reading, and writing material for the management class. And the result of the try out showed that the material is appropriate to the students' needs and curriculum.

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