

**DEVELOPING ENGLISH LEARNING MATERIALS INTEGRATED WITH CHARACTER VALUES FOR THE ELEMENTARY SCHOOL STUDENTS****Rita Pusparini<sup>1</sup>\*, Suwarsih Madya<sup>2</sup>**<sup>1,2</sup> Department of Applied Linguistic, Graduate School of Universitas Negeri Yogyakarta. Jalan Colombo No. 1, Karangmalang, Yogyakarta, 55281, Indonesia\* Corresponding Author. Email: [puspadavina@yahoo.com](mailto:puspadavina@yahoo.com)**Abstract**

The aim of this research study is to develop English learning materials integrated with character values for the elementary school students. This research is a research and development study. The development of the product was carried out in three phases, i.e.: (1) planning, involving conducting need analysis and studying of literature; (2) developing the product, involving developing the course grid and developing the first draft of the product; (3) evaluating the product, involving expert validation, preliminary try-out, and main try-out. The result of this study shows that (1) the quality of the product, in terms the content, is very good ( $\bar{x}$ : 4.49) and the quality integrated character values, good; (2) the quality of the product in terms' media is in the good category; (3) the students' responses toward the task and the aspect contributing the product at the preliminary try-out, the first validation, and the second validation showed 3.60 and 3.55, 3.47 and 3.54, and 3.40 and 3.43 for the mean score, all of which are in the very good category; (4) the teacher's responses toward the Student Book and Workbook at the preliminary try-out, the first validation, and the second validation showed 3.24 and 3.13, 3.29 and 3.18, and 3.29 and 3.18 for the mean scores, all of which are in the very good category. This means the set of English learning materials is effective and appropriate to be used in the teaching and learning process for the elementary school students.

**Keywords:** develop, learning materials, character value, integrate, elementary school**How to Cite:** Pusparini, R., & Madya, S. (2016). Developing english learning materials integrated with character values for the elementary school students. *LingTera*, 3(2), 210-223. doi:<http://dx.doi.org/10.21831/lt.v3i2.11140>**Permalink/DOI:** <http://dx.doi.org/10.21831/lt.v3i2.11140>**INTRODUCTION**

The increasing number of crimes force the Indonesian government to correct the education system by issuing the policy about character education. The character values are the purpose of learning and should be stressed by providing the activity and materials which are full of character values. The realities at the field showed that many elementary school English teachers had problems in conducting the process of English teaching and learning integrated with character values as well as the good and effective teaching and learning process. Most of them did not have the educational background in teaching the elementary school students and the the learning materials they can use do not clearly mention the character values nor guide them in conducting a good process of teaching and learning.

In teaching, there will be an interaction at least between two persons, i.e., the teacher and the student. Teachers need to understand the students' characteristics, need and interests in order to be able to provide and use appropriate approaches, methods, and techniques in the classroom. Teachers are the ones who are responsible for the student's development in the cognitive, social, affective, and psychomotor aspects. According to Stern (1983, p.21) teaching language is "... the activities which are intended to bring about language learning". It is not merely giving instruction to the language class, but also giving instructions to the students one by one.

Teaching language is not merely intended to increase the students' ability and knowledge in language, since there are other aspects which can be developed in this process such as affective and psychomotoric inserted in the

content of the lesson or the activities. Besides, teaching language should be related to the students' knowledge development in other subjects so that this process can give a real contribution in helping to students to develop in many aspects.

In fact, teaching cannot be separated with learning. Learning is not a simple process about gathering and getting information and knowledge. It is a complex process involving the physical and psychological aspects of the students. The success of learning is highly determined by how the process of the learning runs. It is, therefore, important to conduct a learning process in such a way that the students are willing to accept the information. The result can be seen from the students' improvement in cognitive, affective and psychomotor aspects. Brown (2007, p.7) adds that learning is also the retention of information or skill which implies storage systems, memory, and cognitive organization. The learners must be active, focus on the process consciously and give a reaction on action. In learning, even when the information is stored relatively permanently, but the learner can forget it also. Practice is one aspect in learning in various ways that finally results in the change of behaviour.

In the process of teaching and learning, learning materials are the main tools the teacher can use. Tomlinson (1998, p.2) defines materials as "... anything which is used by teachers or learners to facilitate the learning of a language." The purpose of using the materials is to increase the learners' knowledge and/or experience of the language. It can give the benefit to the teacher to conduct the activity in the class and the learning source for the students.

The need of good learning materials is an urgency in this case which do not only provide the language content and activity to improve the students' ability and skill in English, but also to introduce and stress the character values relevant with the students' need and the materials which can be explored in the teaching and learning process.

There are some ways of integrating the moral values in the learning materials: stating the character values, integrating the values as one part with the learning materials, using the examples and comparisons with similar events, changing negative into positive things, expressing the values through discussion, using story to show the values, telling the story of famous people's life, using songs and music to integrate

the values, using drama to describe the events containing values, using various activities like service, field practice through clubs of groups to show human values. (Kemendiknas, 2010a, p.21).

The systematic and well planned stages are very important to develop good learning materials to avoid the demerits mostly occur in the textbook. Jahangard (2007, pp.130-149) identified some demerits of four EFL textbooks used in the Iranian high school from the objective, vocabulary, approach, review and test section, layout, visual materials, topic and task, instruction, content, authentic language, grammar, and practice in all four skills. This paper aims to develop a set of English learning materials integrated with character values appropriate for the elementary school students and to know the effectiveness of the English learning materials integrated with character values for the elementary school students.

## **METHOD**

### **Development Model**

This study is a research and development using the model from Borg and Gall. The model was modified to make it suitable with the development process.

### **Development procedure**

The development of these learning materials was carried out in three phases, i.e.: (1) planning, involving the preparation, conducting need analysis, and studying of literature; (2) developing the materials, involving developing the course grid and developing the first draft of the materials; (3) evaluating the materials, involving conducting expert validation, conducting preliminary try-out, and conducting main try-out.

There were two aspects being searched in this step, namely the general personal identity of the students, and their interests and opinion toward the English subject, the activity in the class, the media used, and the learning materials. It was expected the data from the need analysis can be a good base for the development of product.

Since more data were needed, the studying of literature became the other source of information needed to develop the product. The first one was the information about the students of elementary school especially their characteristics and needs. From the study of literature,

the exploration about the types of vocabulary, grammar, function, topic, exercise, and activity can be done. Besides, the types of character values appropriate to be developed with the elementary students can be known.

At the second stage, developing the product, there were two activities conducted, the first one was designing the course grid involving the selection of the competencies and materials, and the second one was developing the first draft of the product. There are identity of the subject, grade, semester and topic of the unit, materials, competency standard, basic competence, teaching activities, learning activities, indicators, assessment, time allocation, learning resources, and media can be used in the process in the course grid. In developing the product, all of the contents in the course all together in the product. There were some aspects beside the content of the course grid became the considerations in developing the product such as the layout, picture, color, typing size, and media accompanying the product. Before the first draft was developed, there were some decisions made about the product. The product was developed by following the principles of Communicative Approach.

There were three activities in the third stages, namely the expert validation, the preliminary try-out, and the main try out. the content and media experts were invited to give the judgment on the product. The revision after the expert validation was used to be tried out at the preliminary try-out involving eight students. Then the evaluation from the process of teaching and learning, the teacher, and the students became the base for the revision of the product. Only after the product had been revised, it was used at the main try-out. The revision using the evaluation of the process of teaching and learning, the teacher's and the students' responses became the final product of this research and development.

### **Try-out Product Design**

The try-out of the product was conducted in two designs: (a) the evaluation from the experts of the content and media, (b) the evaluation from the students and the teacher. The content and media expert gave their comment about the weaknesses, the lack and the strength of the draft of the product before the product was tried out in the field. The expert of the content focuses on the language and activities, the expert of the media will focuses on the

layout, readability, and quality of the components in the product. The second one was the evaluation from the users of the product, namely the students and the English teacher. The students gave their level of interest toward the picture, letter, color and the activity, and the teacher shared her opinion and suggestion on the practicality and effectiveness of the product. This type of design used the action research method. Beside the two designs, the data from the vignette as the transformation of the video recording of the process of teaching and learning became the other data for revising the product.

## **RESULT AND DISCUSSION**

### **The Result of Planning**

At the need analysis conducted at SDN Landasan Ulin Barat 1 Banjarbaru there were some data obtained. 98 percent from 71 students being involved in this step liked English subject and 83 percent from the students said that the activities conducted in the process were interesting. There was no students said that speaking as one activity conducted in the class. In the further interview it can be concluded that the activity the English teacher mostly conducted in the class was doing the task at the student workbook dan explaining the materials. The types of activities conducted in the class should be vary since the students gave various response toward it. All of the data showed the equal correspondence with the result of studying of literature, from the color, lay out design of learning materials, and picture. The teacher added the information that learning materials should present a clear guidance for the teacher and meet the students' need.

### **The Result of Developing the Materials**

The process of developing the product was activity to develop the English learning materials began from developing the course and developing the first draft of the product. There were two activities conducted in developing the first draft, namely designing the draft and developing the first draft of the product. These activities were conducted by using the information and data from the need analysis stage and studying of literature which was suited with the standard competency and the basic competence and the syllabus available.

The first activity conducted in developing the product was developing the course grid. It contains the content of the product, namely:

identity of the subject, grade, semester and topic of the unit, materials, competency standard, basic competence, teaching activities, learning activities, indicators, assessment, time allocation, learning resources, and media can be used in the process. Before making the complete course grid, there was a map of the content designed to present the language aspects and functions of the product.

The course grid being developed was for two units of the learning materials which were intended for a half of the semester. The first unit was about the house cleanliness. In this unit, the character values being developed was the habit to keep the house environment clean. While Task two was about the clothes and the character values being developed were the students' self-confidence to give their opinions toward the appropriateness of the clothes in a polite way.

After the course grid had been developed, the next activity conducted was developing the first draft of the product. The process of developing the first draft could not begin by designing the map of the product first, as the subtitle in the unit. The decision was based on the communicative approach procedure. There were two activities conducted: the preparation before developing the first draft of the product and developing the first draft of the product.

At the preparation, the decisions made were three big parts of the product, namely Teacher's Guide, Student Book, and Workbook. The Teacher's Guide contained any information and guidance needed by the teachers using the product in order to achieve the aims of the curriculum and create the meaningful activities. It was also intended to avoid the confusion in presenting the exercise and activities in the product since there were two books the students used. There were foreword, syllabus, the map of the book, the description of instructions stated in the exercise and task, the sequence of task, the suggested activities for the teacher, and tape script. The second book was the Students Book. It contained the presentation of the materials and the tasks to improve the students' skills in listening, speaking, reading, and writing. Since the knowledge of vocabulary and grammar should be known and understood by the students, there was another book being developed namely Workbook. Some exercises about grammar were put inside as the preparation for the students before conducting the real communicative activities.

The second step was analyzing the curriculum to know the competency standard, the basic competency, the indicator and the topic. In this research study, I changed the topic for the second semester of grade five to meet the balance and fulfilment of the competency standard and the basic competency for one semester. It was also intended to make the sequence of the competency which would be achieved could be in line with the expressions would be used. Besides, it was hoped that the exploration of the character values for the elementary school students' level could be meaningful.

Then, I made a raw plan for each aspects would be given in the materials: (1) All of the language content in the unit such as the vocabulary, grammar, function, and character value would be presented in a story which would be followed by one or some simple questions. The meaningful context and the attractive appearance were the points of this part; (2) The presentation of the vocabulary would be after the story at the presentation. There would be individual pictures and words or phrases underneath; (3) The function would be presented after the vocabulary. It was hoped the students were already ready to communicate with the function by using the vocabulary they had learnt before; (4) The preparation before the communicative activity was very important. Therefore, there would be some exercises about grammar, vocabulary and function in written or oral form which should be done by the students. Those preparation steps would be in the exercise in the Workbook. It was hoped the students could focus on the language aspects; (5) The communicative activity would be in the Students Book. The main requirement of conducting the activity was the mastery of vocabulary and grammar in the Workbook; (6) The students at elementary school level should follow the learning activity in an enjoyable activity. Besides, there should be the repetition. Therefore, there were some parts of this book meets that aspect. The first one was the word game. In this part the students would be in the word level activity. The spelling and understanding of the meaning was the focus of this part. The second one was the singing activity. The students with high interest in singing would be very spiritfull in this activity. There would be the part for the students with a written activity preferences also. Then, there would be a game for the students to use the function, vocabulary, and grammar in the unit. Since most of the games would be conducted in group, it

was hoped all of the students would participate actively in this part; (7) The pronunciation practice would be presented also. The presentation of the single words and the sentence containing the word could be a good opportunity for the students to practice their pronunciation. From this part, the students would practice their listening skill too; (8) There would be two kinds of assessments. The first one was the assessment with the focus of vocabulary and grammar. This assessment would be at the Workbook. The second assessment which would be in the Students Book focused on the language level; (9) The last part of the unit would be the students' response toward the statement of the students' achievement. In this part, the students would reflect their own progress. The focus of this part was the students' sensitivity to know their own ability. There would be no true or false answer.

After the decisions about the product had been made, the first draft of the product was developed. At this step, the unit design of the product was developed. The description of the unit design at the Student Book, Workbook and Teacher's Guide can be seen at the following part.

#### The Students Book

##### *Go*

All of the materials in the unit were combined in a story to give the meaningful context and interesting type of presentation to the students.

##### *Vocabulary*

The vocabulary was presented in this part in individual picture and the word underneath. There were two vocabulary parts aiming to limit the number of the vocabulary for each parts and the focus of the vocabulary for the certain functions related.

##### *Speak Up*

The functions were stated clearly in this part to give the focus of communicative ability the students should master. The students should master the vocabulary first before conducting this activity. The activity begins from the control exercise to free task to give the students opportunity to express their feeling freely after they feel confident in doing the exercise under the teacher's guidance. In each unit there were two Speak Up parts as in line with the Vocabulary.

##### *Let's sing*

The first function of this part was the students were given the opportunity to be relaxed. Besides, it was as the review of the vocabulary and function had been learnt before. It was also a good time for the students to increase their listening and speaking practice in an enjoyable way. Since there was also a writing activity in this part, the students with low interest in speaking had their own job too.

##### *Word Game*

Word Game was the review for the vocabulary in the unit in a game style. The correct spelling and the relevance between the word and the picture were required in Word Game. Therefore, it was important for the students to do an individual review before doing this activity.

##### *Story*

It was the part for the students to check their ability in understanding the function and vocabulary in a meaningful context. Reading and writing skills were the focus of this part.

##### *Be creative*

The writing skill was sharpened in this part by presenting a short writing such as note and letter. It began with the presentation of the text followed by some questions to improve the students' comprehension, the controlled exercise of how to write with a good spelling and sequence, and the last, a free activity to create a similar text. In this part, the creative aspect was elaborated by giving the opportunity for the students to create their own card or note and decorate it in such a beautiful way.

##### *Character Value*

The character value was stated clearly in this part to give the students the time to know and be able to explore their own activity. There was one character value being the focus for one unit. Some other character values were stated in the other task.

##### *Unique Sound*

In Unique Sound, the focus of the pronunciation of a certain word in the unit was explored and compared with other word. Listening skill and the ability in producing a correct pronunciation were sharpened in this part.

### *Fun Time*

It was time for the students to use the function, vocabulary and grammar they learnt in the unit in an enjoyable way. Beside functioning as a review, this part was intended to give enjoyable and fun activity for the students and invited the ashamed students to take part.

### *It's Show Time*

It was an assessment part for all the materials in one unit. It was intended to assess the students' achievement in mastering the competency required as stated in the standard competency, basic competence, indicator and the purpose of learning.

### *What Can I do?*

The last part of Student Book presented some statements the students should respond to evaluate their own ability as they think. The honest judgment for their own ability was needed so much in What Can I do?

### *The Workbook*

Workbook consists of four parts: Have Fun, Listen and Do, Do and be Ready, and Yes! I Can.

### *Have Fun*

This was the first part as the opening of the activity in both of Student Book and Workbook. In this part, a game was presented to the students as an enjoyable activity and a glance look of the content of the unit. It functioned to increase the students' interest and guide their focus to the topic.

### *Listen and Do*

Listen and Do was the part of this book containing a Total Physical Response activity. There were some pictures with the sentences underneath. It was hoped the students would be cheerful and motivated in learning.

### *Do and be Ready*

The third part of Workbook contains some exercises about the vocabulary and grammar. It had a role to give an opportunity for the students to prepare themselves in the grammar and vocabulary aspects by doing the exercises in this part. Since it was the preparation part for the students, there were more controlled activities presented.

### *Yes! I Can*

At this last part, there were some exercises the students should do in order to assess their achievement in the aspect of grammar and vocabulary.

### *Teacher's Guide*

Since there were two books should be used in turn by the students, it was important to know all of the contents of Students Book and Workbook which was stated in Syllabus, the description of the parts, the sequence of the exercise or task, and suggested activities. Some information about the instructions was written also to give a clear explanation about the simple instructions. There was a listening script provided at the back part of the Teacher's guide.

### **The Result of Evaluating the Materials**

The learning materials were evaluated to know the validity and the level of quality. There were three activities conducted: expert validation, preliminary try-out and main try-out. The description of the process, the description of the data, the analysis of the data and the revisions conducted toward the English learning materials can be seen in the following parts.

#### *Expert validation*

There were two kinds of expert validation conducted in the research of development, the content validation as the first validation and the media validation as the second validation. Each of the validation was conducted with a lecture from the Yogyakarta State University. Before the process of validation was conducted, there were two questionnaires for the content expert and media expert being developed. The questionnaires were evaluated first by one of Yogyakarta State University before they were being implemented.

There were two sides being evaluated by the content expert, namely the content of the materials itself and the character values integrated in the product. The evaluation of the content was conducted from many ways: by looking at the appropriateness, the scope, the balance, the feasibility, the variation, the harmony, the meaningfulness, the authenticity, the completeness, and language accuracy.

The data from the content expert was analyzed and it became the base to revise the developed English learning materials. There were two parts had been evaluated by the content expert, namely the content of the product and the character values integrated.

From the content of the product, it could be seen from the score of the evaluation that from the appropriateness side of the product the mean was 4.22. It can be concluded that the appropriateness of the product was in Very Good category. The mean of the scope side of content of the learning materials was 4.4. Therefore, it can be categorized in Very Good category.

The balance side of the content of the product had the mean 4. It means it was in good category. The next was from the feasibility side of the product. It had 4.33 for the means which means it belonged to Very Good category. The variation of the product after being evaluated got 5 for the means. It could be concluded that it was at the Very Good category.

The result of the evaluation of the product from the variation was just the same with the result of it from the harmony side which could be categorized in Very Good category. The meaningfulness of it got 5 from the evaluation. It means it was at the Very Good category. The mean of the authenticity of the product was 4. It could be said that the authenticity of it was good.

When the completeness of the product was 5 for the means and was at the Very Good category, the result of the evaluation of the learning materials from the language accuracy showed that the means was 4 which means it was Good.

The last, from the second aspect of the product, the character values, and the means of the evaluation from the content expert was 4. It was at the Good category.

To give a clearer description, the result of the evaluation from the content expert can be seen in Figure 1 and Figure 2. Figure 1 shows the description of the result of the evaluation from the content expert in the language content aspect.

Figure 2 shows the description of the result of the evaluation from the content expert in the integration of character values aspect.

In spite of the fact, these English learning materials need the revision based on the comment, suggestion and correction from the content expert which can be seen at the revision section.

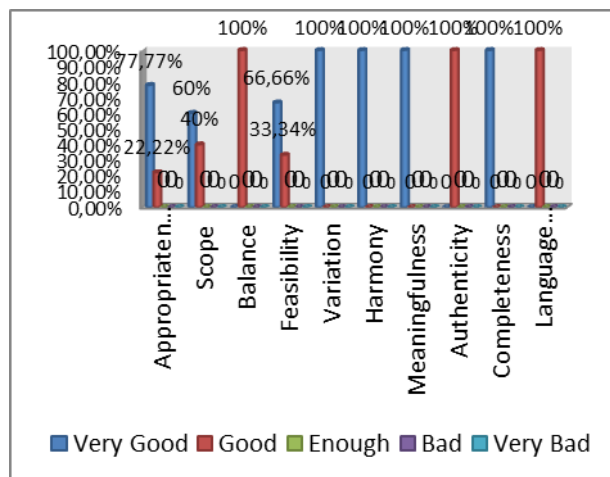


Figure 1. Frequency Distribution Graphic of the Content of the product from the Content Expert

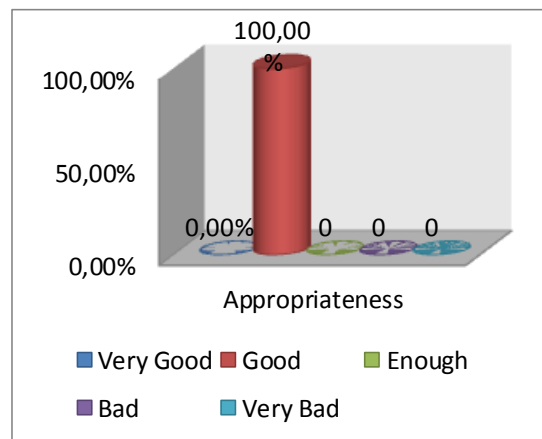


Figure 2. Frequency Distribution Graphic of the Character Values of the product from the Content Expert

There were some aspects being evaluated by the media expert. The data of the result of the evaluation from the media expert became the base of the revision of the product being developed. The validation from the media expert was conducted to evaluate the quality of the product from the typing, picture, layout design, and color. It can be known from the step that there were some parts needed to revise while some others were good enough. It was hoped the comment, suggestion and correction from the expert could be the base for developing a really feasible learning materials used in teaching and learning process in the class.

From eight items given score by the media expert, it could be calculated that the means was 4. In this case the category of the evaluation from the media side was Good. To give a clearer description, the result of the evaluation from the content expert can be seen in following graphic.

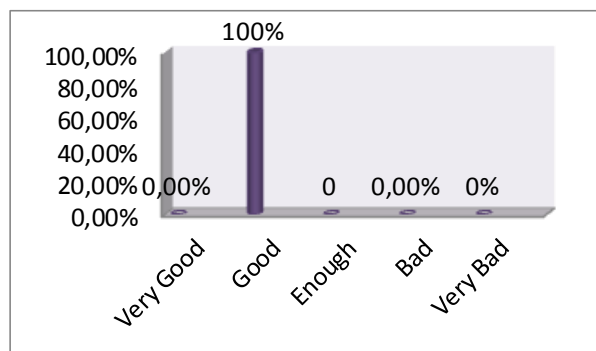


Figure 3. Frequency Distribution Graphic of the Content of the Learning Materials from the Media Expert

100% of the result of the evaluation shows that the category was good. It can be concluded, therefore, that the product was good from the media aspect. There were some revisions should be conducted as the suggestion and correction from the media expert, as seen in the product revision.

#### Preliminary try-out

The product which had been validated by the content expert, media expert, and some English teachers were ready to be evaluated at the field try-out. There were two types of try-outs conducted, namely, the preliminary try-out and the main try out. The preliminary try-out was intended to anticipate the problems related to the practical aspects of the product, such as the mistyping, the unclear instruction, typing or picture and the ambiguity of the content.

In the preliminary try out, there were eight students invited to be the subjects of try out. They were from the classes other than the classes chosen for the main try out. The teacher chose the students representing some levels, the high, middle and lower. The total of the meetings at this preliminary try out was three times with the time 2x35 minutes for each.

The process of the teaching and learning which used the product was conducted at June 5th, 19th, 25th, 2013. During the process, the teacher used the Teacher's Guide developed to do the activities in the process such as deciding the sequence of the activities, informing the purpose of the activities, explaining the materials, and conducting the activities.

The process of the first validation was quite well conducted. It ran smoothly in general, even there were some problems occurred.

There were eight students participating in this process, two boys and six girls. They

showed their high interest in learning using the learning materials being developed. From the process at the beginning, the games, until the last activity, the task about the story in the Student Book, all of the students actively participated. All of them did all the task they had to do. Some of them sometimes delivered the questions to the teacher about the problems they had in doing the task. All of them cooperated well in their group when they had group activity. They had a good attitude toward the teacher and gave positive comments about the product. They could do all of the tasks at this process as intended by the teacher. The problems occurred when they had to open a certain book and close the other one. One of them missed task two when the teacher had already explained the materials.

The English teacher was the one who had to be accustomed to the new style of learning materials. Since there were two books that the students and the teacher should use in the class and there was a special sequence the teacher should follow, this first experience created such a difficulty for the teacher to deliver the smooth process. She sometimes looked at and learnt the Students Book, Workbook, and the Teacher's Book. At some occasions, she looked confused how to decide the next activity after the one she was conducting. She learnt the Teacher's Guide to know the procedures how to conduct the task. The rigid process of teaching could be seen obviously where the teacher used the learning materials as the main tool in conducting the process of teaching and learning. She sometimes made mistakes in stating the name of the book they were using.

At the end of the meeting, the questionnaire was distributed to the students to get their responses toward the product. Another questionnaire was also given to the teacher to get her responses toward product. I interviewed the teacher also to get her opinion and suggestion toward the materials. The result of the questionnaires and the interview was used as the base of the revision of the products.

The students' opinion can be analyzed from two sides, the first one was from the task provided in the Student Book and Workbook, and the second one was from the aspects contributing the product namely the activity, picture, and color.

The data shows that the means or average scores of each tasks involving the aspects the students could observe namely the activity, the



picture, and the color in Task One until Task Nine ranged from 3.46 to 3.80 and the total average score of all of the means was 3.60. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the learning materials could be used in the teaching and learning process since the learning materials met the students' interest.

Besides analyzing the students' responses toward the questions, I analyzed the process of teaching and learning in the class. By using a camera recorder I recorded the process. The recording was used to as the source to type the vignette which showed the process of teaching and learning in the written form. The vignette and the recording were analyzed to know the students' interest and responses in the process, and also the weakness and strength of the learning materials.

There were some activities in the books which were unusual for the students. They were curious about the activity since it gave them a new experience in learning. The activity which was involving the students in real situation created such an encouraging feeling for the students. When they learnt and practiced what they had learnt, moreover when it had relation with their life, they would be happier. Learning in the small class by using the learning materials gave a new experience for the students that they wanted to have more classes. Since the process of teaching was conducted with various activity, it created an enjoyable situation and made the students felt relax in the class. How the teacher handled the class contributed such the situation. From the aspect of character value integrated, the process of teaching and learning had not showed the clear character value integrated in the learning materials. The teacher focused on conducting the teaching and learning process on the language content and activity aspect. She looked busy with managing the class while conducting the activity. Therefore, it was important to paid more attention to the character value at the main try-out.

From the students' note about the product it can be seen that they liked the English learning materials being developed. It can be concluded that the learning materials meet the students' need for an interesting English learning materials at the preliminary try out. The real class was needed to be the subject of these learning materials in order to know the weakness and the strength of it when it was

applied in the real situation. There was no critic from the students.

In the interview with me after the meeting, the teacher gave her opinion and suggestion toward the learning materials which were useful for revising it. Most of the suggestions and critics were from the practical problem of the learning materials.

At the end of the meetings at the second validation, the teacher gave their evaluation toward the product. The first evaluation was for the Student Book. The data show that the means or average scores of all of the statements from Task One until Task Nine ranged from 2.8 to 3.4 and the total average score of all of the means was 3.24. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the teacher agreed that the learning materials could be used at the teaching and learning process.

The second evaluation was for the Workbook. The data shows that the means or average scores of all of the statements for Task One until Task Nine ranged from 2.8 to 3.4 and the total average score of all of the means was 3.13. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the teacher agreed that the learning materials could be used at the teaching and learning process.

Based on the empirical data provided by the results of questionnaire, the vignette, and the interview transcript, the learning materials met the students' interest and can be applied at the teaching and learning process with some revisions should be made.

The suggestion from the teacher was used as the base for the revision of the product before it was implemented at the main try out.

#### Main try-out

The main try out was intended to know whether the product can be used at the teaching and learning process and reach the intended teaching and learning purpose. In the main try out, there were sixty eight students from two classes invited to be the subjects of try out. The total of the meetings at this main try out was three times with the time 2x35 minutes for each.

The process of the teaching and learning which was used the product for the first class was conducted at June 7th, 20th, and 27th, 2013. At the second class the process was conducted at

June 17th, 22nd, and 28th, 2013. During the process, the teacher used the Teacher's Guide developed to do the activities in the process such as deciding the sequence of the activities, informing the purpose of the activities, explaining the materials, and conducting the activities.

At the end of the process, a questionnaire was distributed to the students to be responded toward the aspects of the learning materials, namely the activity, the picture, and the color. I explained the questions to the students and they gave their opinion in the written form. Another questionnaire was given to the teacher also to get her evaluation toward the learning materials. An interview with the teacher was also conducted to get her comments and suggestions. Besides, the process of teaching and learning was recorded by using a recorder. The recording was used to type the vignette. The data from the students, the teacher, and the process of teaching and learning became the base for the revision.

The process of teaching and learning with the two classes ran smoothly. The students were active in the activity and the teacher could run the process well. There were the improvements at the main try-out from the result of the revision at the preliminary try-out. The process of teaching and learning could be conducted better at the second validation since there were the revisions conducted after the first validation. There were some problems related to the class management which should be anticipated by giving the clearer instructions at the suggested activities at the Teacher's Guide.

The students' opinion can be analyzed from two sides, the first one was from the task provided in the Student Book and Workbook, and the second one was from the aspects contributing the learning materials namely the activity, picture, and color.

The data from the first class of the try-out subject shows that the means or average scores of each tasks involving the aspects the students could observe namely the activity, the picture, and the color in Task One until Task Nine ranged from 3.18 to 3.66 and the total average score of all of the means was 3.46. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the learning materials could be used in the teaching and learning process since the learning materials met the students' interest.

The second data from the students was the students' opinion toward the aspects developing the learning materials, namely the activity, the picture, and the color.

The data shows that the means or average scores of each the aspects the students could observe namely the activity, the picture, and the color in Task One until Task Nine ranged from 3.44 to 3.68 and the total average score of all of the means was 3.54. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the learning materials could be used in the teaching and learning process since the learning materials met the students' interest.

Besides analyzing the students' responses toward the questions, I analyzed the process of teaching and learning in the class. By using a camera recorder I recorded the process. The recording was used to as the source to type the vignette which showed the process of teaching and learning in the written form. The vignette and the recording were analyzed to know the students' interest and responses in the process, and also the weakness and strength of the learning materials.

There were some improvements in the quality of the process of teaching and learning and the learning materials at this second validation can be analyzed from the vignette and the interview transcript.

There was no mistake the students did in conducting the first task at the Student Book as the one the students of the small class did at the preliminary try out, that is mixing the first picture with the second one. The teacher gave a stress to the students to be careful in arranging the jumbled pictures.

The teacher gave the clear evaluation aspects the students should consider in the activity at the first evaluation. The teacher could give a clearer understanding for the students since there were two pictures showing the tidy and messy rooms the teacher used at the end of Task One at the Workbook. The teacher gave a more procedural task for Task One at the Student Book, that was by providing a model of reading the story and then invited the students to repeat after her. The way the teacher conducted Task Two at Student Book was clearer also. The fact could be seen at the following vignette. The teacher also conducted the activity in Task Three at Student Book clearer. In general, the students were active in the activity, whether the

individual activity or the pair or group one. The following vignette shows the condition. At the individual activity in which they had to do the task in their own ability, the students seriously did the task. The students were active in the speaking activity by doing the speaking task and asking the teacher to give the turn. They raised their hands and many of them laughed and smiled. The students were active in the discussion while the teacher was explaining the lesson. The character values could be integrated well in the activity. The teacher gave a good guidance to the students by motivating, managing the class, and implicitly explaining the need of character value. The first activity at the Workbook could be conducted well with teamwork as the character value being integrated.

Beside the improvements, there were some facts found related to the need of correction to the learning materials. The first one was the teacher was confused while using the learning materials. The students were sometimes confused also with the books they had to use. There was a lack of information the teacher should consider in conducting the activity in Task Two at Workbook. Before conducting the activity, the teacher should prepare the materials need in order to avoid the problems related to the materials. There was a more complete procedure needed by the teacher at the Teacher's Guide such as the explanation how to create a real context for the students at speaking task. At the discussion with the teacher, there were some suggestions to improve the quality of developing a real context. At listening task, some of the students didn't understand the teacher's instruction at the listening task.

Besides analyzing the vignette, there were some suggestions and comments got from the interview with the teacher. The suggestions were the result of the discussion with the teacher. The first suggestion was about giving the number for the picture of the story. The third one was about the layout of Task One in the Workbook where the students should write down their answer. The next one was about the need of another way to explain the grammatical item to the students. It can be seen at the following interview script. The second one was about the need the change of the setting of the activity. The following script shows the information. There was a need for the improvement for the design of Task Six at the Workbook.

At the end of the meetings at the second validation, the teacher gave their evaluation toward the learning materials. The first evaluation was for the Student Book.

The data shows that the means or average scores of all of the statements for Unit One until Unit Nine ranged from 3 to 3.4 and the total average score of all of the means was 3.29. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the teacher agreed that the learning materials could be used at the teaching and learning process.

The second evaluation was for the Workbook. The data shows that the means or average scores of all of the statements for Unit One until Unit Nine ranged from 3 to 3.4 and the total average score of all of the means was 3.18. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the teacher agreed that the learning materials could be used at the teaching and learning process.

Based on the empirical data provided by the results of questionnaire, the vignette, and the interview transcript, the learning materials met the students' interest and can be applied at the teaching and learning process with some revisions should be made.

The suggestion from the teacher was used as the base for the revision of the product before it was implemented at the main try out.

Based on the empirical data provided by the results of questionnaire, the vignette and the interview transcript, the learning materials met the students' interest and can be applied at the teaching and learning process with some revisions should be made.

The data from the second class show that the means or average scores of each tasks involving the aspects the students could observe namely the activity, the picture, and the color in Task One until Task Nine ranged from 3.21 to 3.52 and the total average score of all of the means was 3.40. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the learning materials could be used in the teaching and learning process since the learning materials met the students' interest.

The second data from the students was the students' opinion toward the aspects developing the learning materials, namely the activity, the picture, and the color.

The data shows that the means or average scores of each aspects the students could observe namely the activity, the picture, and the color in Task One until Task Nine ranged from 3.43 to 3.47 and the total average score of all of the means was 3.43. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the learning materials could be used in the teaching and learning process since the learning materials met the students' interest.

Besides analyzing the students' responses toward my questions, I analyzed the process of teaching and learning in the class. By using a camera recorder, I recorded the process. The recording was used as the source to type the vignette which showed the process of teaching and learning in the written form. The vignette was analyzed to know the students interest in the process. The interview transcript from the interview with the students and teacher was also used to complete the data.

There was no improvement needed after the implementation of the second validation. There was no mistake the students did in conducting the first task at the Student Book as the one the students of the small class did at the preliminary try out, that is mixing the first picture with the second one. The teacher gave a stress to the students to be careful in arranging the jumbled pictures.

The students' interest and activeness in participating in the learning process was obviously seen. The students were active in doing the task by consulting the dictionary and asking some questions to the teacher. The students answered the teacher's question on the task they did. At the individual activity, the students did the task seriously. They concentrate and did the task by using their own ability. When the students were confused with the task, they undoubtedly asked the questions to the teacher. The students were enthusiastically raised their hands to get the turn to practice their speaking skills. It showed the students' were interested in the activity and they had a good self-confidence.

The class was very noisy since the students clapped their hands, shouted and laughed when they saw something funny and enjoyable, but still manageable. The teacher gave a clear stress on the character value being integrated in the activity and the students showed their understanding about the character values. The only problem occurred beside the

need of a clearer procedure of delivering Task One at the Workbook was the teacher's confusion on the sequence of the activity. When she had to use the Student Book and when she had to use the Workbook.

At the end of the meetings at the second validation, the teacher gave their evaluation toward the learning materials. The first evaluation was for the Student Book.

The data shows that the means or average scores of all of the statements for Unit One until Unit Nine ranged from 3 to 3.4 and the total average score of all of the means was 3.29. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the teacher agreed that the learning materials could be used at the teaching and learning process.

The second evaluation was for the Workbook. The data shows that the means or average scores of all of the statements for Unit One until Unit Nine ranged from 3 to 3.4 and the total average score of all of the means was 3.18. The category was Very Good. As a matter of fact, the minimum acceptance of the mean was 2.7 and the maximum score was 4. Therefore, the teacher agreed that the learning materials could be used at the teaching and learning process.

The last evaluation was given by the teacher for the learning materials in general. The teacher gave her suggestion and opinion also about the weaknesses and the strength of the product. There were many things that she considered as the strengths of the product, namely that it was colorful, the activity was varied, the activity was challenging, the lay out was interesting, and the learning materials were creative for both the students and the teacher. She gave her opinion about the weaknesses of the learning materials, namely the sequence of the learning materials which was considered difficult to be understood. She suggested me to make a special pattern for the sequence to make it easier to remember.

Based on the empirical data provided by the results of questionnaire, the vignette and the interview transcript, the learning materials met the students' interest and can be applied at the teaching and learning process.

## **CONCLUSIONS AND SUGGESTIONS**

From the result of the research data analysis and development at the field some conclusions can be drawn. The first one was the

development of the English learning materials integrated with character values for the elementary school students was conducted following three main stages, namely: planning, developing the product, and evaluating the product. In planning stage, there were two activities conducted, namely, conducting need analysis, and studying of literature. At the developing materials stage, there were two activities conducted, namely developing the course grid and developing the first draft of the materials. In developing the first draft, designing the unit in the English learning materials was conducted first before developing the first draft. At the evaluation of the learning materials, there were some activities conducted. The first one was conducting expert validation in which there were two kinds of validations involved in this process: the content and media validation. The second one was the presentation of the second draft of the learning materials. The third one was conducting the preliminary try-out, and it was followed by conducting the main try-out and the presentation of the final product as the last activity.

The second was the first draft of the set of English learning materials was the first product developed based on the data from the need analysis and study of literature. The second draft of the product was the product resulted from the first draft which had been evaluated and revised at the expert validation. There were two kinds of expert validation conducted, namely the content validation and the second one was the media validation. From the content expert, the learning materials got 44.9 from the content aspect and 4 for the character values integrated for the score and 4.49 for the content aspect and 4 for the character values integrated for the means. From the media aspect, the learning materials got 32 for the score and 4 for the mean. Looking at the scoring category table, it can be concluded that the set of learning materials being developed was very good from the content aspect and good from the character values integrated aspect and it was ready to be used at the evaluation from the teacher and the students at the preliminary try-out and main try-out.

The third one was the English learning materials developed with character values integrated for the elementary school students consisted of three books, namely the Student Book, Workbook and Teacher's Guide. The first two books were the books for the students and

the teacher used the Teacher's Guide as the guidance for the teacher to conduct the activity. The Student Book and the Workbook were appropriate with the students' need, want and interest. The exercises of the vocabulary and grammar were separated with the activity for listening, speaking, reading and writing to make the distinct main purpose of learning English at the elementary school. The set of English learning materials was easy to use since the sequence of the tasks was arranged following the communicative competence that the vocabulary and grammar should be presented first before speaking and listening activity and those exercises were learnt integrated in the skills. The Teacher's Guide was very beneficial since it could give the guidance for the teacher to conduct the activity in the class by using the learning materials. There was an attached file consisting of the picture and cut-out as the media needed to be used at the teaching and learning process.

The last one was the final set of English learning materials was the product of reasearch and development developed through some evaluations and revisions at the stages of preliminary try-out and main try-out. The evaluations were conducted in three cycles. The product had been revised in some stages as there are some changes. The display of the task was revised to make it clearer, the suggested activities at the Teacher's Guide were made more complete. The product had been evaluated from the process aspect. In this case, the process of teaching and learning was observed carefully to see the students' responses toward the materials. At the teaching and learning process, almost all of the students were enthusiastic in following and participating in the teaching and learning process. The learning indicator could be achieved in the process by using the learning materials. The teacher could conduct the process and the students could follow the activities well even though she and the students had to adapt since they had to use two books in the teaching and learning process. The students and the teacher gave their evaluation, opinion, and suggestion also toward the product which can be concluded that the English learning materials are good and can be used in the real class.

To create the improvements for the product, there were some suggestions delivered. The first one was the need of developing the complete English learning materials following the stages determined and considering the other

aspects such as the language content, activities, unit design, and lay out of the product since the product was developed through some stages, evaluations and revisions and it was appropriate with the students need, want, and interest that created the enjoyable circumstances at the process of teaching and learning. This set of English learning materials can be a good materials of English teaching and learning process at elementary school. The integration of character values stated clearly at the learning materials became the positive point for the materials that these materials do not only present the language aspect and activity but also the character values which finally can be a good source for developing the cognitive, affective and psychomotor aspects of the students. In the other fact, it was only a sample of learning materials.

The second one was the need of dissemination to the English teachers in Banjarbaru through English KKGMP in order to make the product can be used at a wider scope.

The third one was the need of the development of the audio visual of the learning materials is needed to be conducted by the book writer, the other researcher, or the media developer.

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