

**RESEARCH REPORT
(HASIL PENELITIAN)**

**Integrating Moral Characters to Develop English Language Teaching Materials for
Transactional Speaking Skills**

**(Mengintegrasikan Nilai-nilai Moral dalam Pengembangan Materi Ajar Bahasa Inggris
Untuk keterampilan Berbicara Transaksional)**

Submitted by:



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2015

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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 with three systematic phase i.e. The input phase, the development phase, as well as the output phase. 1). Step one (The input phase) is initiated by needs analysis (NA) which is administered by involving 60 respondents (55 students and 10 lectures). All respondents are selected by using purposive sampling technique. The data are gathered through needs analysis questionnaire which are analyzed by using descriptive approach. 2). Step two (The development Phase) makes effort to formulate the aims and the objectives based on the information gathered through needs analysis which are used for outlining the key components, selecting course contents. 3) Step three (The output phase) is administered by compiling the lesson plan, and producing the prototype of the moral value based teaching materials.

The findings of this research have found out two important things i.e. *the first*, the prototype of a well-developed English language teaching materials containing one sample of lesson plan and one unit of moral value based instructional materials. *The second*, a model of materials development procedures which here is called IDOL model.

Key words: Moral characters; Materials development; English teaching materials

ABSTRAK

Penelitian ini dimaksudkan untuk meningkatkan kualitas pengajaran bahasa Inggris di perguruan tinggi dengan mengintegrasikan informasi tentang kebutuhan para mahasiswa dan harapan tentang apa yang seharusnya dipelajari oleh mahasiswa menurut para dosen dengan nilai-nilai akhlak (analisis kebutuhan), kedalam proses pengembangan materi ajar bahasa Inggris yang berbasis nilai akhlak.

Metode penelitian pengembangan adalah metode yang digunakan dalam penelitian ini dengan menerapkan tiga tahapan penelitian sistematis yaitu tahapan pendahuluan, tahapan pengembangan, dan juga tahapan hasil. 1). Tahap satu (Fase pendahuluan) diawali dengan melakukan analisis kebutuhan yang melibatkan 66 orang responden (55 mahasiswa dan 5 dosen). Semua responden dipilih dengan menggunakan teknik purposif. Data dikumpulkan melalui kuesioner analisis kebutuhan kemudian dianalisa dengan menggunakan pendekatan deskriptif. 2). Tahap dua (Fase pengembangan) berupaya untuk merumuskan tujuan berdasarkan informasi dari analisis kebutuhan yang digunakan untuk memilih materi kuliah, 3) Tahap tiga (Fase hasil) dilakukan dengan menyusun sebuah contoh rencana pelajaran dan menghasilkan sampel materi ajar bahasa Inggris berbasis nilai akhlak untuk keahlian berbicara transaksional.

Hasil penelitian ini telah menemukan dua hal penting yaitu; *Pertama*, sebuah sampel materi ajar bahasa Inggris berbasis nilai ahlak yang telah dikembangkan prosedur yang baik dengan satu sample rencana pelajaran dan seperangkat materi ajar untuk satu unit. *Kedua*, hasil penelitian ini juga memperkenalkan sebuah model pengembangan materi ajar yang disebut IDOL model.

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CHAPTER I

INTRODUCTION

This chapter clarifies background, problem statements, objectives, and significance. Those parts will be discussed in turn as follows;

A. Background

English in Indonesia is the only foreign language which is given a special status to be learnt as a compulsory subject at schools and universities. This status is officially stipulated in the government regulations. English at schools started being taught in 1968 based on the decree of the Ministry of Education and Culture No.096/1967 which regulated the recommendation of teaching English as a compulsory subject in junior and senior high schools. At the university level, English is taught according to the Government Regulation No.19/2005 article 9 which states that the curriculum in higher education for undergraduate students should include religious education, civic education, Indonesian and *English*.

State Islamic Higher School (STAIN) Parepare is one of Indonesian tertiary institutions which administers and runs Tarbiyah (Education) Department to meet the increasing demands of English teachers. 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:

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

(Tim evaluasi kurikulum, 2006: 44-46)

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 (Tim evaluasi kurikulum, 2006: 30).

Accordingly, Mustadi (2012: 2) 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 (Dictionary.com).

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 (2006:40), 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.

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. Kaharuddin (2014: 112-132) classified the needs of learners into two categories i.e. linguistic and learning needs. Linguistic needs refers 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: 90-91) 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.

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”.

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. Musliar 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.

B. Research questions

The study of materials development is developed from two proposed research questions, as follows:

1. What kind of moral characters are required to be integrated in developing ELT materials for transactional speaking skills development at the English education study program of STAIN Parepare?
2. How are the moral characters utilized to develop ELT materials for transactional speaking skills development?

C. Objectives of the research

Based on the research questions as previously set out, the report of this study is consequentially expected to find out the following objectives:

1. To find out the kinds of moral characters to integrate in developing ELT materials for the students’ transactional speaking skills development.
2. To develop character education-based ELT materials design for transactional speaking skills development.

D. Significances of this study

This research is expected to bring about two major benefits in different areas namely:

1. Firstly, since this research is aimed at integrating moral values in developing ELT materials, it is therefore expected able to give information about the kinds of moral characters need to be taken into account to develop ELT material for transactional speaking skills. Besides, this study will become one effort to provide a character education-based teaching materials for speaking course.
2. Secondly, this research is expected to give information about the procedures of developing ELT materials for transactional speaking skills which can be utilized by future researchers to develop ELT materials in courses different from the course investigated in this research.

CHAPTER II

LITERATURE REVIEW

There are some significant literatures employed to describe the theoretical foundation of this research. They are classified into three categories i.e. (1) Language, Character education, and Language Pedagogy; (2) Moral Characters and Teaching Transactional Speaking Skills, (3) Integrating Moral Character in ELT materials development.

A. 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. Meanwhile, content refers to meaning and context. Kramsch (2008:15) 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 conveys a sequence of sounds recognized in words and sentences, but also conveys meanings which are affected by what he thinks, feels, and believes.

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.

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, et al: 2014). 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 taking into account the implementation 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.

B. Moral Characters and Teaching Transactional Speaking Skills

Before discussing the relationship between moral characters and teaching transactional speaking skills, there is another important perspective to focus on that is the importance of understanding the nature of moral characters. Keung Ma (2009: 314-318) classifies moral characters into ten primary classifications. The ten primary moral characters are very important in Moral Character Education.

a. Humanity

Humanity refers to a sense of being kind to other people or to animals e.g. parents, who naturally love and care for their children, a man, who sensitively feels sad when seeing an innocent animal slaughtered. Associated with this, Mencius, a great Confucian philosopher, also said, “it is a feeling common to all mankind that they cannot bear to see others suffer” (Dobson, 1963, p. 132). Keung Ma (2009) proposed three main features of humanity namely: (1) Everyone has a feeling of distress at the suffering of others. (2) Everyone should love others in the same way they love themselves. (3) A natural way to help others should cause the least disturbances to all parties concerned. Related moral characters of humanity are forgiveness, empathy, altruism and universal love and caring.

b. Intelligence

Intelligence refers to a capacity for learning, reasoning, understanding new things or difficult situations. As a moral character, intelligence deals with the cognitive aspect of moral development which is usually expressed in terms of moral reasoning, moral judgment and moral thinking. Related moral characters of intelligence are creativity, moral awareness, fairness, rationality. Therefore, to develop this character, students should be taught to be critical, creative, rational, fair and forgiving in their moral judgment and decision.

c. Courage

Courage refers to a spirit that enables one to face danger, fear, or vicissitudes with self-possession, confidence, resolution, and bravery (<http://www.thefreedictionary.com>). In addition, Keung Ma (2009) defined courage as an emotional disposition that would push one to act and move forward in front of great difficulty and serious threat. He also introduced two types of courage: (1) Short-term Courage: It refers to the spontaneous and instantaneous reaction to a moral dilemma or moral challenge. (2) Long-term Courage: It refers to the persistence and perseverance that one upholds to do good and right things in great hardship, poverty, difficulty and threats. Related moral characters of courage are perseverance and persistence.

d. Conscience

Conscience refers to the inner sense that makes us aware of our actions as being either morally right or wrong. In more detailed, Lickona, (1991: 57–58) considers that it is an intrinsic personal quality that has two major aspects i.e. the cognitive and affective aspects. The cognitive aspect of conscience detects what is right and what is wrong, and what one should do and what one shouldn't do. Whereas, the affective aspect refers to the feeling of shame and guilt when one has done something wrong or when one is not able to do something good or right. The development of a genuine conscience has three aspects: (1) Cognitive aspect refers to sensitivity and awareness that enable someone to distinguish spontaneously and accurately something good or bad, true or fake, natural or artificial, constructive or destructive, and positive or negative. (2) Affective aspect refers to a motivation to carry out an action sincerely, peacefully and persistently with pride and usually free from feeling of shame and guilt. (3) Behavioral aspect: an automatic pattern that enables someone not only to repeat and sustain old good behaviors and to avoid doing bad behaviors but also enables the person to learn and to create new good behaviors. Related moral characters of conscience are sincerity, feeling of shame, and feeling of guilt.

e. Autonomy

Autonomy refers to a degree of independence in one's thoughts or actions that enable him to govern himself over a situation. Keung Ma (2009) is of the opinion that autonomy allows people to act according to self-chosen principles and emphasizes on the freedom in choosing a moral principle, that is the free will. The principles chosen are universal ethical principles which

are based on a good will and are applicable to any person in any situation without exception. Related moral characters of autonomy are free will and independency.

f. Respect

Respect refers to a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements (<http://www.oxforddictionaries.com>). In more detailed concept, Lickona (1991: 43) distinguished Respect in three major forms i.e. respect of oneself, respect for other people, and respect for all forms of life and the environment that sustains them. Respect of oneself means one should be true and honest to oneself. While, respect of other people means one needs to be polite, tolerant, graceful, dignified, sincere, honest, fair, humble and caring of others' feeling. The Golden Rule for respecting for oneself and for other people is: "Do unto others as you would have them do unto you". Respect of all forms of life includes respect for animal rights and the rights of all living things. It also includes a respect and love of Nature and hence will try one's best to protect Nature. Related moral characters of respect are politeness, tolerance, gracefulness, dignity, and concern of other's feeling.

g. Responsibility

Responsibility refers to a sense of being the person who is able to be trusted not only in doing what is right, but also in doing the things that are expected. Keung Ma (2009) is of the opinion that the value of responsibility can be elaborated from four different perspectives.

- Personal responsibility: it refers to one's reliability and trustworthiness.
- Responsibility for Primary Group: it refers group relationships e.g. parenthood, sibling love and spouse relationship which require people in the relationships to be responsible and accountable for the welfare and protection of member in the primary group such as parents are responsible for their parents, children for children, siblings for siblings, and spouse for spouse.
- Social and Civil Responsibility: it refers to is a responsibility due to one's status as a citizen of a country, in which the one has an obligation to perform certain duties or responsibilities such as to obey the law, to pay one's taxes, to respect the rights of other people, to fight for one's country and generally to fulfill one's social obligations.
- Global responsibility: it refers to one's obligation due to one's status as a world citizen, in which one not only has the responsibility to take care of the welfare of the people in their own countries, but also people in other countries such as to obey the international law, to

respect the rights and traditional values of people in other cultures and to defend the universal justice for all the people in the world.

h. Naturalness

Naturalness refers to the quality of being real in doing things and not influenced by other people or anything. Maslow (1987: 136) considered that people with naturalness are self-actualizing people who always behave with a high degree of spontaneity, simplicity and naturalness, which are commonly found in young children's behaviors. Besides, the people also have "the wonderful capacity to appreciate again and again, freshly and naïvely, the basic goods of life, with awe, pleasure, wonder and even ecstasy". In short, the state or quality of being loyal; faithfulness to commitments or obligations naturalness are purity, simplicity, softness, spontaneity, sincerity and genuineness.

i. Loyalty

Loyalty refers to a sense of being loyal or faithful to a certain commitment or obligation. Loyalty is not only given to a person, but also to a group. Being loyal to a group means that one exactly knows the value and interests of the group and would stand up to defend the interests of the group when the group is facing crisis or threats at the expenses of one's personal interest. Loyalty to a group can be exemplified in the loyalty to family, political party, religious party, society and country. Above all, one should be loyal to one's belief and moral principles. Related moral characters of loyalty are integrity and honesty.

j. Humility

Humility refers to a sense of being humble and polite to others. Once Confucius said "Behave with great respect and prudence when away from home as though you were receiving a distinguished guest. Preside over the common people with gravity and seriousness as though you were officiating at a grand sacrifice. Do not do to others what you would not want others to do to you" (Lao, 1992: 193). Therefore, people of a humility character will certainly demonstrate some typical moral characters such as soft, peaceful, elegant, graceful and gentle character. In turn, a society of humble and polite people will be a society of peace, dignity and happiness.

Education in all levels should have included moral education as its main purpose. Moral education should be reflected in the implementation of the ten moral characters in teaching and learning. Therefore, they must be able to be a foundation for teaching young generation at

schools and universities. It is recognized that the ten primary moral characters are culturally universal and applicable in different cultures. The fact has made them easily to be acceptable to teachers, parents and all stakeholders as concerned parties in education development. In the context of this research, the ten primary moral characters will be taken into account to be integrated into English teaching materials development specifically for speaking subject. The developed teaching materials will be proposed to be used for teaching speaking skills in the classrooms.

Speaking is one of the ways to communicate meaning through language. Meanings conveyed through speaking are much affected by the speakers' feelings, intentions, thoughts, beliefs, and knowledge. Sukarno (2012: 204) stated that great thoughts and feels expressed using a language will be manifested in the form of good behaviors and wisdoms. Good behaviors and wisdoms are normally driven by moral characters. For example, when someone is saying "trust me" to another person, the speaker is basically informing a message that he is "honest". Honesty as one of moral characters will then be transformed in an action to convince his interlocutor that what he is saying can be trusted. According Poulshock, J.W. (2006: 9), it is hard to assess morality in species without language, language helps us access and assess moral thinking. So, we can only assess norms, beliefs, and values through language. Besides, we also use language to ask people why they behave in certain ways, or whether they think a particular behavior is selfish, unselfish, good, or bad, or whether they think they must behave this way, or that they ought not to behave that way. In other words, language is a medium to disclose moral characters in human interaction. For example: people may convey sympathy as a moral character by saying: "I am sorry to hear that" as a response to one's bad situation.

In our daily lives, speaking is not only used for making social contact with people, establishing rapport (understanding), or building social relationships between two people or more, but also utilized to seek or to express opinions, to persuade someone about something, or to clarify information, to give instructions, to describe things, to complain about people's behavior, to make polite request, or to entertain people with jokes and anecdotes (Richards and Renandya, 2002: 201). Therefore, we can recognize that speaking not only functions as a medium for maintaining social relationships between the participants, but also functions as a medium for transacting message being spoken. The function of speaking to be used for maintaining social relationship between participants is called 'Interactional Speaking'.

Furthermore, the function of speaking as a medium for transacting message in our social life is called 'Transactional Speaking'.

According to Richards (2008:25), speaking as transaction refers to situations where the focus is on what is said or done. The message meaning and making oneself understood clearly and accurately are the central focus. For the reason, the learners need to possess some main skills to enable them take a part in transactional speaking accurately and fluently in English i.e. the skills to explain a need or an intention, to describe something, to ask questions, to ask for clarification, to confirm information, to give and justify an opinion, to make suggestions, to clarify understanding, to make comparisons, to state agreement and disagreement. In our social lives, transactional speaking can be identified in terms of job interviews, discussions, etc. Interviews and discussions are the examples of transactional speaking which are frequently seen in our daily lives either on a TV program or in a recruitment of employee. However, speaking skills in a group discussion will be the focus of this study. A group discussion is defined as a critical conversation about a particular topic, or perhaps a range of topics, conducted in a group of a size that allows participation by all members. According to Nelson (1990), the purpose of a group discussion is not to win an argument or to amuse your classmates. The purpose of a discussion is to help each group member explore and discover personal meanings of a text through interaction with other people. It is a very useful tool to develop the students' personality and language skills.

Personality refers to individual differences in character or behavior which are shaped by the individual patterns of thinking, feeling and behaving. Through moral education, personality can be positively shaped and cultivated in young people. As Zhigang, Z. (2014) stated that Moral education, sometimes translated as *character education* or *value education*, is designated to influence in a positive manner the character (personality) and well-being of the younger generation. The integration of moral characters in the teaching materials for transactional speaking skills is expected to be able to influence the students' personality skills in positive manner as exemplified in the ten primary moral characters previously. Besides, group discussion will also develop their language skills such as Pronunciation, Grammar, Vocabulary selection to be used in explaining an intention, describing something, asking questions, asking for clarification, confirming information, giving and justifying an opinion, making suggestions, clarifying understanding, making comparisons, stating agreement and disagreement. With the

integration of moral education, the skills are expressed and covered by moral characters e.g. ability to politely interrupt in discussion, etc.

C. Integrating Moral Character in ELT Materials Development

English teachers in Indonesia have to realize that the demand of developing teaching materials is unavoidable today. 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. Pardo (2009: 173) 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.

As stated previously that 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 (2007:375), 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 by Dat (2008) in Tomlinson

(2008: 381-384). The framework comprises five procedures for developing materials for speaking skills i.e.

1). 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.

2). 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.

3). 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.

4). 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.

5). 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.

CHAPTER II

METHODOLOGY

This third section begins with a description of the research design, procedures, and then provides a description of methodology employed in developing materials which examines research approaches, samples and sampling techniques, the instrumentations, and data analysis techniques.

A. Research Design

This present investigation will be constructed from a research design called Development Research. This research 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 (Akker 1999: 3). Therefore, this development study will employ descriptive and pre-experimental approaches.

B. Research Procedures

In order to develop “Moral Education-Based ELT materials”, the writers need to give a description of the systematic procedures used for developing the ELT materials. The procedures are adapted from the framework for developing teaching materials proposed by Dat (2008). The adaptation comes up with three main phases called I-DO Phases.

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 character based ELT materials

C. Reserach Location

This research is carried out STAIN Parepare (State Islamic Higher School Parepare). It is one of Indonesian tertiary institutions which administers and runs Tarbiyah (Education) Department to meet the increasing demands of English teachers. Under the management of Tarbiyah Department, the institution offers English Education (PBI) Study Program for the Strata I (S1) or undergraduate level which specifically offers education of English language.

D. Population and Sample

In order to obtain data for the teaching materials development purpose, this research involved 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.

- a. **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.
- b. **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.

To sum up, the background characteristics of all respondents presented in terms of gender and age can be seen in the following tables.

Table 3.1 The distribution of the respondents by genders

No	Respondents	Male		Female		Total
		F	%	F	%	
1	Students	14	23.3	41	68.4	55
2	Lecturers	3	5	2	3.3	5
Σ		17	28.3	43	71.7	60

Source: Primary data processing

Specifically, the above table indicates that the student subjects (N=55) were composed of 14 males and 41 females. On the other hand, among the lecturer subjects (N=5) 3 of the respondents were male and 2 were female. In sum, the number of female respondents is larger than male respondents among the subjects as a whole (43 out of 60 or 71.7% of the total respondents). Besides the background characteristic of gender, it is necessary to see the age distribution of the two groups of subjects in this study. The following table presents the comparison of age distribution of whole respondents.

Table 3.2 The distribution of the respondents by age

No	Respondents	18- 20		21-30		31-40		> 40		N
		F	%	F	%	F	%	F	%	
1	Students	49	81.7	6	10	0	0	0	0	55
2	Lecturers	0	0	0	0	2	3.3	3	5	5
Σ		49	81.7	6	10	2	3.3	3	5	60

Source: Primary data processing

Data in table.3.2 reveals that the majority of the respondents in this study were ranged from 18 to 20 in their age (81.7%). According to Engin (2009: 1035), those aged 18 and 20 were slightly keen and quite eager to learn a foreign language. That eagerness generates motivation that will help foreign language learners to learn the target language more easily. The motivation of the learners determines how ready and eager they are to get more information and to increase their ability to understand, to write, as well as to speak the foreign language.

E. 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' linguistic 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 Keung Ma's (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.

F. Data Analysis Technique

In order to analyze the data collected through 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. As mentined earlier that this study was developed from two proposed research questions. The answers of the two research questions described 1) the students and the lecturers perceptions on the importance of integrating moral characters in ELT metarials development, the students' linguistic needs (abilities and priorities) and learning needs (learning styles and preferences); 2) the process of integrating the moral characters in developing teaching materials for transactional speaking course. The three types of information were analyzed by using three categories identified as “the level of interest, the level of proficiency, the level of importance, as well as the level of frequency. The interest, proficiency, importance, and frequency scores were derived by giving each category scores from one to four.

Table: 3.3 Scoring distribution of data categories.

Scores	Interest level	Proficiency level	Importance level	Frequency level
1	Not interested	Poor	Not important	Hardly ever
2	Less interested	Fair	Less important	Seldom
3	Interested	Good	Important	Often
4	Very interested	Excellent	Very important	Always

To calculate the average score of the all categories, the number of respondents with its scores are accumulated and then divided by the number of respondents. Hence, the formula for calculating the mean from a frequency table is: $\bar{x} = \frac{\sum fx}{\sum f}$

The mean score of the respondents' perceptions and expectations were then described by using the following scale:

- 1 refers to 0 – 1.50
- 2 refers to 1.15 – 2.50
- 3 refers to 2.51 – 3.50
- 4 refers to 3.51 – 4.00

To clarify the data presentation, tables were then used to show the distribution of the level of interest, proficiency, frequency and importance as indicated by the respondents' perceptions to all types of questions available in the questionnaires.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In chapter three, the writers described methodology including research design, population and sample, data collection instruments, data collection procedures as well as data analysis technique. Furthermore, chapter four discusses the results of the analyzed data presented and discussed according to the two set proposed research problems of this study i.e.

- A. Identifying the linguistic and the learning needs to be used in developing ELT materials for transactional speaking skills at the English education study program of STAIN Parepare.
- B. Developing the moral characters based ELT materials for transactional speaking skills.

The two research problems above were investigated by adapting Dat's (2008) procedures in teaching materials developmet which have been simplified into three main phases called I-DO phases. 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. 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.

A. 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.

1. The General Perceptions on the Students' Interest in Moral Character Based Transactional Speaking Skills

This section deals with the effort of gaining information on the respondents' general perceptions of the students' interest in learning transactional speaking skills and the importance of integrating moral values in developing ELT materials specifically for the transactional speaking skills.

a. Perceptions of the Students' Interest in Learning Transactional Speaking Skills

Among the skills of English e.g. listening, writing, and reading, speaking is considered to be the most preferred skill as for many learners of English. As Richards (2008: 19) states, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners in which, the learners frequently evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. In the daily lives, people speak due to some different purposes. Some people speak for interactional purpose. They make conversations for instance, to make social contact with people, to establish rapport (understanding), or to build social relationships among them. Some speak for transactional purpose. For this purpose, people engage in discussion with others. They share information by asking questions, expressing opinions, clarifying information etc. The others speak for performance purpose. They communicate messages in front of an audience to inform or to persuade the audience about something in the form of oral presentations or speeches.

The respondents are well aware of the purposes of speaking. Therefore, they need to prepare the skills for interactional, transactional, and performance speaking. It stands to reason that almost all respondents are very interested in learning transactional speaking skills. The respondents' perceptions regarding to their interest in learning the transactional speaking skills are indicated in the following table.

Table 4.1 The respondents' level of interest in transactional speaking skills

Respondents	Level of interest				N	Average
	Not intr	Less intr	Intr	Very intr		
Students	0	2	20	33	55	3.52
Lecturers	0	0	1	4	5	3.8
Σ	0	2	21	37	60	3.55
0 – 1.50 = not important 2.51 – 3.50 = important 1.50 – 2.50 = less important 3.51 – 4.00 = very important						

Source: Primary data processing

The information on the level of interest in transactional speaking skills in table.4.1 shows that most of the respondents (37 out of 60 or 73%) selected 'very interested' and the total average score is 3.55. The data indicate that most respondents are very interested in the transactional speaking skills. Knowing the respondents' high level of interest in the transactional speaking skills indicates the students' readiness in learning the skills. Readiness in learning potentially leads the students into the high level of engagement in a learning situation. With regard to the level of interest in learning, McCarthy, J. (2014) is the opinion that students' interest in a topic holds so much power. When a topic connects to what the students like to do, engagement deepens as they willingly spend time thinking, dialoging, and creating ideas in meaningful ways.

b. Perceptions on the Importance of Integrating Moral Characters in Developing ELT Materials for Transactional Speaking Skills.

It has been revealed earlier that most respondents are very interested in the transactional speaking skills. However, this information needs to be supported by another important information that is the respondents perceptions on the importance of integrating moral characters in learning transactional speaking. Regarding to the information, all respondents are of the opinion that it is important to integrate moral characters in developing ELT materials. The fact can be seen in table 4.2.

Table 4.2 The importance of integrating moral characters in developing ELT materials for transactional speaking skills.

Respondents	Level of importance				N	Average
	Not imp	Less imp	Imp	Very imp		
Students	0	0	27	28	55	3.51
Lecturers	0	0	2	3	5	3.6
Σ	0	2	29	31	60	3.51
0 – 1.50 = not important 2.51 – 3.50 = important 1.50 – 2.50 = less important 3.51 – 4.00 = very important						

Source: Primary data processing

Falling back on the data presented in table 4.2, it was found that most respondents (31 out of 60 or about 51.6%) consider that it is very important to integrate moral characters in developing ELT materials. The level of importance is also indicated by the average score 3.51 which means integrating moral characters is in the very important level. The information has shown the significance of integrating moral characters in developing ELT materials for transactional speaking. With this information, the teaching materials developers could feel relieved and confident that by integrating moral characters into the learning process of transactional speaking, they have made a correct decision because integrating moral characters into ELT materials is considered very important for most respondents in this study. Therefore, a good intention needs to be possessed by the materials developers before starting to develop ELT materials. They have to show the good intention by making effort to make the developed ELT materials useful, meaningful and interesting for students. While it is important to know that no single lesson will be of interest to all students, if the lesson is not chosen based on what students are likely to find interesting and important.

2. The Perceptions on the Linguistic Needs for Developing Moral Character Based ELT Materials for Transactional Speaking Skills

This section deals with the discussion of identifying the linguistics needs that should be used in developing moral character based ELT materials for transactional speaking skills at the English education study program of STAIN Parepare. However, it is essential that the writers clarify the concept of linguistic needs used in this study. Linguistic needs refers to the

identification of language components (such as grammar, vocabulary, pronunciation) and language functions, and topics which are important to provide in developing the ELT materials. The information on the needs was found out based on the perceptions of students and lecturers as the respondents in this investigation.

a. Perceptions on Language Components for Transactional Speaking Skills

In pedagogical perspective, learning transactional speaking skills may not be a part from the process of mastering language components such as vocabulary, pronunciation, and grammar which are used to convey some particular language functions such as ‘Giving reasons’, ‘Giving opinions’, ‘Agreeing and disagreeing’, etc. The discussion in this section examines the importance of providing the language components (vocabulary, pronunciation, and grammar) which are specifically used to deliver language functions (e.g. asking questions, expressing opinions, seeking for clarifications etc) in the teaching materials for transactional speaking skills, based on the perceptions of the respondents in this research. The first information to gain is the information on the respondents’ perceptions of the importance level of using appropriate vocabulary for conveying language functions. It can be found out in the following table:

Table 4.3 The importance of learning appropriate vocabulary for conveying language functions in transactional speaking skills.

No	Language Functions	Level of importance				N	Averege
		Not Imp	Less Imp	Imp	Very Imp		
1	Asking for opinions	0	0	35	25	60	3.53
2	Asking for explanations	0	3	27	30	60	3.51
3	Expressing opinions	0	2	20	38	60	3.65
4	Giving an explanation	0	0	32	28	60	3.60
5	Summarizing	0	15	36	9	60	3.3
6	Interrupting	1	12	33	14	60	3.16
7	Dealing with interruptions	0	2	25	33	60	3.48
8	Disagreeing	1	13	33	13	60	3.21
9	Agreeing	0	5	36	19	60	3.3
0 – 1.50 = not important		2.51 – 3.50 = important					
1.50 – 2.50 = less important		3.51 – 4.00 = very important					

Source: Primary data processing

The data in table 4.3 show that most of the respondents think, learning appropriate vocabulary is very important in the four language functions of transactional speaking skills in which expressing opinions achieved the highest average score i.e. 3.65, followed by giving explanations that is 3.60, the next is asking for opinions that is 3.53, and the last is asking for explanations with average score 3.51. This fact indicates that as for the respondents, learning appropriate vocabulary is a very important in the area of the four language functions. Using appropriate vocabulary refers to not only what the students know of words' meanings, but also what they know about using the words that fit a certain situation or context.

Let's take a look at this example, many Indonesian students learning English would not find it difficult to ask a question in English, they may simply say: *Can I ask you a question?* but the problem is if they use use appropriate vocabulary to start addressing the question. If the students merely understand the meaning of **Can**, they will consider that it is appropriately used. However, if the students know how the modal '**Can**' should be used in English, they will find out that it is inappropriately used. In English, the modal **Can** is commonly used to talk about capability in doing something. The situation of initiating to address a question is to ask for permission. Then, the most appropriate vocabulary to use in that situation is the modal **May**, but not the modal **Can**. In short, the correct question should be *May I ask you a question?* In addition, "**May**" version among English native speakers is considered more polite than the "**Can**" version. Therefore, the appropriate use of vocabulary correctly is a very important element in language teaching and learning because learning appropriate vocabulary means to learn vocabulary **selection** (what vocabulary for what meaning), to learn vocabulary **knowledge** (what vocabulary for what situation/context).

The next information required is the respondents' perceptions on the importance level of learning good pronunciation of the language functions in transactional speaking skills. Besides, pronunciation is also an important element of language to learn in transactional speaking skills. When someone is talking to a native English speaker in real life interaction, the first thing the native speaker may notice right away is the speaker's pronunciation but not his limited vocabulary or grammar mistakes. Native English speakers will generally think that those who have poor pronunciation are those who speak bad English even though they have good grammar and vocabulary. Therefore, good pronunciation should be one of the first things that students need to learn in English. If the students don't have good pronunciation, people will consequently

have serious problems understanding what they say even if they use correct grammar and a large number of vocabulary. The data on the importance level of learning good pronunciation are illustrated in the table as follows

Table 4.4 The importance of learning good pronunciation for conveying language functions in transactional speaking skills.

No	Language Functions	Level of importance				N	Average
		Not Imp	Less Imp	Imp	Very Imp		
1	Asking for opinions	0	4	31	25	60	3.40
2	Asking for explanations	1	1	28	30	60	3.43
3	Expressing opinions	0	1	21	38	60	3.60
4	Giving an explanation	0	3	22	35	60	3.51
5	Summarizing	1	2	29	19	60	3.1
6	Interrupting	1	12	28	19	60	3.08
7	Dealing with interruptions	0	1	23	36	60	3.58
8	Disagreeing	1	7	31	21	60	3.18
9	Agreeing	0	1	36	23	60	3.33
0 – 1.50 = not important		2.51 – 3.50 = important					
1.50 – 2.50 = less important		3.51 – 4.00 = very important					

Source: Primary data processing

From the table above, it is obviously seen that good pronunciation is considered to be important to learn in transactional speaking skills. However, three areas of language functions achieve average scores which have placed them in the level of very important. They are expressing opinions 3.60, dealing with interruptions 3.58, as well as giving an explanation 3.51. in transactional speaking, expressing opinions is the most frequent activity to do. It seems that the almost all learners are required to express opinions in transactional speaking like in group discussion. For the reason, the respondents mainly prefer to learn good pronunciation in the area that most likely to be carried out. We may then say that pronunciation is extremely important to learn. The reality shows that many cases of misunderstanding in oral communication are caused by improper pronunciation such as mispronouncing words, stress or intonation. For example, when a student pronounces the words like **sea** and **she**, **sick** and **six** improperly, this can lead to a

misunderstanding. In addition, the importance of good pronunciation can be easily realized by speaking to native English speakers. If the native speakers find it difficult to understand our statements by replying with “what?,” “huh?” or “could you repeat that”, it indicates that our pronunciation needs improvement. Having good pronunciation doesn’t mean to possess native-speaker-like pronunciation. Our accent in pronunciation is part of our culture and we may not lose it entirely. Having good pronunciation reflects what we call ‘**comfortable intelligibility**’. In other words, the interlocutors listening to us are able to **understand what we are saying** that communication takes place effectively.

In addition, grammar is another element of language which also requires to be taken into account in transactional speaking skills. Grammar has been one of the most controversial issues in the field of foreign language teaching since some language practitioners claim that it is important to learn, but some think that it is not. However, grammar has currently gained a prominent position in the foreign language classroom, and people agree that it is “too important” to be ignored, and that without a good knowledge of grammar, learners’ language development will be severely constrained” (Richards and Renandya, 2001: 145). Grammar is considered the “sentence-making machine” of a language, and knowledge of grammar gives the learner the ability to create a countless number of original sentences (Zhang, 2009: 186). It is, furthermore, essential to provide the data on the respondents’ perceptions in this area.

Table 4.5 The importance of learning the grammar of language functions in transactional speaking skills.

No	Language Functions	Level of importance				N	Average
		Not Imp	Less Imp	Imp	Very Imp		
1	Asking for opinions	0	4	20	36	60	3.53
2	Asking for explanations	0	4	21	35	60	3.50
3	Expressing opinions	0	3	14	43	60	3.65
4	Giving an explanation	0	4	15	41	60	3.60
5	Summarizing	0	8	27	25	60	3.30
6	Interrupting	1	9	27	23	60	3.16
7	Dealing with interruptions	1	5	21	33	60	3.48
8	Disagreeing	2	5	32	21	60	3.21
9	Agreeing	0	7	31	22	60	3.30
0 – 1.50 = not important		2.51 – 3.50 = important					
1.50 – 2.50 = less important		3.51 – 4.00 = very important					

Source: Primary data processing

With regard to learning grammar, the respondents give very important level to four areas of language functions in transactional speaking skills. The highest average score is given to expressing opinions, giving an explanation is in the second place 3.60, asking for opinions is in the third place 3.53. As for the respondents, the importance of grammar is undeniable because grammar is the form of the language, and words and phrases are the content of the language, the most important part of the language. If there is no form, there is no content. Therefore, when someone is speaking, his speech requires correct grammar that the other people can easily understand his statements. Without using proper grammar, people are actually just mumbling words with no connection or order.

As stated earlier that in addition to identifying the language functions which are mostly selected to be prioritized in developing the teaching materials, it is also essential that the writers examine the students' level of proficiency in the area of the language functions. The information gained from this part is very helpful in prioritizing the language functions. The proficiency level of the language functions which are identified to be 'poor and fair' should be given more priority

in the developed ELT materials. To disclose the information on the students' proficiency level, the writers analyzed the information provided by the 60 respondents as presented in the following tables. Starting from presenting the data on the students' proficiency level in using appropriate vocabulary to their level of proficiency in using appropriate grammar when delivering the language functions in transactional speaking.

Table 4.6 The level of proficiency in using appropriate vocabulary of language functions in transactional speaking skills.

No	Language Functions	Level of proficiency				N	Average
		Poor	Fair	Good	Excellent		
1	Asking for opinions	7	35	18	0	60	2.21
2	Asking for explanations	4	44	12	0	60	2.15
3	Expressing opinions	8	36	14	2	60	2.15
4	Giving an explanation	7	39	12	2	60	2.13
5	Summarizing	6	34	20	0	60	2.23
6	Interrupting	2	37	20	1	60	2.33
7	Dealing with interruptions	2	38	17	3	60	2.35
8	Disagreeing	4	34	20	2	60	2.33
9	Agreeing	3	32	25	0	60	2.4
0 – 1.50 = Poor		2.51 – 3.50 = Good					
1.50 – 2.50 = Fair		3.51 – 4.00 = Excellent					

Source: Primary data processing

The data in table 4.6 indicates that the students' proficiency level in all areas of language functions needs improving since they categorize their level of proficiency is totally in the 'fair' level. However, three language functions get the lowest average scores. They are giving an explanation 2.13, asking for an explanation 2.15, as well as expressing opinions 2.15. The information means that the materials developers have to give priority in terms of providing appropriate vocabulary to the weakest language functions.

Now, let's take a look at the respondents' perceptions on the students' level of proficiency in the area of good pronunciation use in the language functions of transactional speaking. The information about it is presented in the following table:

Table 4.7 The level of proficiency in pronunciation of language functions in transactional speaking skills.

No	Language Functions	Level of proficiency				N	Average
		Poor	Fair	Good	Excellent		
1	Asking for opinions	5	30	22	3	60	2.46
2	Asking for explanations	9	35	16	0	60	2.13
3	Expressing opinions	8	37	13	2	60	2.06
4	Giving an explanation	7	39	13	1	60	2.08
5	Summarizing	6	30	24	0	60	2.28
6	Interrupting	4	33	22	1	60	2.35
7	Dealing with interruptions	3	30	22	5	60	2.4
8	Disagreeing	3	40	15	2	60	2.15
9	Agreeing	4	33	22	1	60	2.31
0 – 1.50 = Poor		2.51 – 3.50 = Good					
1.50 – 2.50 = Fair		3.51 – 4.00 = Excellent					

Source: Primary data processing

The data from the table above also indicate that the respondents assess their level of proficiency in 'fair' level for good pronunciation use in all language functions of transactional speaking. Besides, the data show that there are three areas among the language functions gain the lowest average scores. They are expressing opinions 2.06, giving an explanation 2.08, and asking for an explanation 2.13. From the data, we may then assume that in terms of good pronunciation use, the materials developers should prioritize the three identified weakest language functions.

The last information which is required to describe the respondents' level of proficiency beyond the two types of information earlier is the respondents' perceptions on the level of proficiency in using correct grammar when delivering the language functions in transactional speaking skills. The information is available in the table as follows.

Table 4.8 The level of proficiency in using correct grammar in the language functions of transactional speaking skills.

No	Language Functions	Level of proficiency				N	Average
		Poor	Fair	Good	Excellent		
1	Asking for opinions	6	33	17	4	60	2.30
2	Asking for explanations	5	38	15	2	60	2.21
3	Expressing opinions	11	39	8	2	60	1.90
4	Giving an explanation	10	37	12	1	60	2.06
5	Summarizing	9	38	12	1	60	2.08
6	Interrupting	6	36	16	2	60	2.21
7	Dealing with interruptions	5	32	19	4	60	2.26
8	Disagreeing	6	44	10	0	60	2.08
9	Agreeing	6	41	12	1	60	2.10
0 – 1.50 = Poor		2.51 – 3.50 = Good					
1.50 – 2.50 = Fair		3.51 – 4.00 = Excellent					

Source: Primary data processing

According to the table above, the respondents consider that their proficiency level in using grammar for the language functions in transactional speaking is in fair level as well. Among the language functions, the respondents feel that expressing opinions and describing are the lowest parts in which expressing opinions gains 1.90 and giving an explanation gets 2.06. This information should be taken into account when giving priority to the language functions which require more attention in grammar teaching. However, the respondents's perceptions in this section may not be interpreted as an effort to ignore the other language functions which have better average scores than the lower ones, but this can serve as a good input for the materials developers or lecturers in order to prioritize the lowest ones in terms of giving appropriate vocabulary, pronunciation, and grammar in teaching the language functions of the transactional speaking skills.

Based on the results of analysis of the respondents' perceptions on the importance and the proficiency levels in the nine areas of language functions in transactional speaking, we find out that appropriate vocabulary, good pronunciation, as well as correct grammar use have to be

taken into consideration as a cornerstone to develop the moral character based ELT materials under the following conditions:

1. Appropriate vocabulary is claimed very important to be taught in the language functions of transactional speaking skills. However, the writers limit to include only the ones which are in the very important level and in the low level of proficiency according to the respondents' perceptions.

The level of importance is determined by referring to the top three of the highest average scores achieved among the language functions. They are:

- a. Expressing opinions (3.65)
- b. Giving an explanation (3.60),
- c. Asking for an opinion (3.53).

The low level of proficiency is found out after identifying the top three lowest average scores among the fair level of proficiency in the nine language functions. They are:

- a. Giving an explanation (2.13)
- b. Asking for an explanation (2.15)
- c. Expressing opinions (2.15)

2. Good pronunciation is also considered very important to be included in the teaching materials. However, good pronunciation will only be given to the ones identified very important and low level of proficiency on the basis of the respondents' responses in the needs analysis questionnaires.

The level of importance is determined by referring to the top three of the highest average scores achieved among the language functions. They are:

- a. Expressing opinions (3.60)
- b. Reacting to interruptions (3.58),
- c. Giving an explanation (3.51).

The low level of proficiency is found out after identifying the top three lowest average scores among the fair level of proficiency in the nine language functions. They are:

- a. Expressing opinions (2.06)
- b. Giving an explanation (2.08)
- c. Asking for an explanation (2.13)

3. Correct grammar is also considered very important. Therefore, grammar rules need to be given in the language functions of the transactional speaking skills. However, grammar rules are not going to be given to all language functions, but specifically to the ones that gain very important level and low level of proficiency.

The level of importance in this part is determined by referring to the top three of the highest average scores achieved among the language functions. They are:

- a. Expressing opinions (3.65)
- b. Giving an explanation (3.60)
- c. Asking for an opinion (3.53)

The low level of proficiency is found out after identifying the top three lowest average scores among the fair level of proficiency in the nine language functions. They are:

- a. Expressing opinions (1.90)
- b. Giving an explanation (2.06)
- c. Summarizing (2.08)

b. Perceptions on the Most Important Moral Character Topics as the Linguistic Needs for Developing ELT Materials for Transactional Speaking Skills

It has been revealed earlier that this study is carried out to develop moral character based ELT materials for transactional speaking. For the reason, fundamental elements such as appropriate vocabulary, good pronunciation, and correct grammar have been identified to be given in teaching the language functions of the transactional speaking skills. However, identifying the linguistic needs in terms of identifying the language elements is not enough, the writers need to go a step further to find out what moral character topics needed to be integrated in as the most appropriate topics for the students to learn. As everyone knows that the notions of speaking cannot be apart from the notion of 'topic'. Every time two people or more involve in verbal interactions, they will readily refer to their interactions with others to talk or discuss about one or more topics of speaking.

For the reason the discussion in this section presents information about a variety of moral based topics that the respondents of this study have chosen to be the most preferred materials in developing the teaching materials. The list of the real life topics is adopted from Keung Ma's (2009: 314-318) ten primary moral characters classifications. To initiate the discussion, it is

important to show the respondents' perception on the level importance of learning moral character based speaking in comparison to learning speaking skills in general (SSG). We can take a look at the information in the following table:

Table 4.9 The respondents' perceptions on the importance level of learning moral character based speaking in comparison to learning SSG

Respondents	Level of importance				N	Average
	Not imp	Less imp	As imp	More imp		
1. Students	0	0	27	28	55	3.52
2. Lecturers	0	0	2	3	5	3.60
Total	0	0	29	31	60	3.53
0 – 1.50 = not important 2.51 – 3.50 = as important 1.50 – 2.50 = less important 3.51 – 4.00 = more important						

Source: Primary data processing

Falling back on the data presented in table 4.9, it was found that most of most of the respondents (51,6%) think, it is more important to learn speaking skills which integrate moral characters than to learn speaking skills in general. The fact is also supported by the average score attainment 3.53 which means more important. Therefore, the course developers are in need of providing instructional materials of speaking course which contain a variety of moral character topics. For that purpose, there have been twenty six (26) moral character topics (classified into ten categories) offered and the respondents of this study have selected the topics on the basis of the importance level to determine the most preferred moral character topics to learn in the transactional speaking course. The information is presented in the table below:

Table 4.10 The respondents' perceptions about the most preferred moral value topics

Moral Character Categories	Level of importance				Average
	Not imp	Less imp	Imp	Very imp	
1. Humanity					
Forgiveness	0	0	24	36	3.61
Empathy	0	1	24	35	3.60
Caring	0	0	12	48	3.81
2. Intelligence					
Creativity	0	0	22	38	3.61
Rationality	1	1	18	40	3.61
3. Courage					
Persistence	0	2	12	46	3.74
Perseverance	0	2	12	46	3.74
4. Conscience					
Sincerity	1	0	14	45	3.73
Feeling of shame	1	5	28	26	3.33
Feeling of guilt	1	2	23	34	3.53
5. Autonomy					
Free will	5	10	23	22	3.08
Independency	1	4	28	27	3.31
6. Respect					
Tolerance	0	0	17	43	3.73
Gracefulness	0	1	12	47	3.78
Dignity	0	0	21	39	3.65
7. Responsibility					
Reliability	0	3	32	25	3.36
Accountability	0	2	21	32	3.58
Obedience	0	0	15	45	3.75
8. Naturalness					
Simplicity	1	3	29	27	3.36
Softness	0	1	25	34	3.55
Genuiness	1	1	17	41	3.63
9. Loyalty					
Integrity	0	1	16	43	3.68
Honesty	0	0	5	55	3.90
10. Humility					
Humbleness	0	1	15	44	3.70
Politeness	0	0	8	52	3.86
0 1.50 = not important 2.51 – 3.50 = important 1.50 – 2.50 = less important 3.51 – 4.00 = very important					

In transactional speaking, topic is the subject of speech. The reality shows that many students can easily handle discussions when they get familiar to the topic. On the contrary, some students find it very difficult to take a part in discussions due to their unfamiliarity to the topic being talked about. Therefore, the students really need to learn transactional speaking skills effectively by using moral character topics from real life situations. Table 4.10 describes the respondents' perceptions about the topics of moral characters that should be available in teaching transactional speaking. As a whole, the average scores found out from the respondents' perceptions are between 3.08 and 3.90 which means that the offered moral character topics are rated in the level of important and very important. Nevertheless, the writers may not include the all topics in the ELT materials because the main outcome of this research is to introduce a prototype as the product of integrating moral characters into the ELT materials for transactional speaking. For the reason, the topics' selection is mainly focused on the top three topics that achieve the highest average scores. The selected topics are then taken out of the 26 topics to be included in developing the ELT materials. The topics could then be listed into order according to the level of importance as follows:

- a. Loyalty: Honesty (3.90)
- b. Humility: Politeness (3.86)
- c. Humanity: Caring (3.81)

The moral character topics as listed above are going to be used in producing the prototype of moral character based ELT materials for transactional speaking skills at the English education study program of STAIN Parepare.

3. The perceptions on the Learning Needs to Develop Moral Character Based ELT Materials for Transactional Speaking Skills

To develop moral character based ELT materials, this study used two kinds of information i.e. the first information associated with what linguistic needs the students require in the teaching materials, and the second information deals with what learning needs the students require in classroom interactions. The first information has just discussed in the previous section. This section specifically looks at the second type of information that is the respondents' perceptions on the learning needs. Learning needs basically refers to the students' learning problems and learning styles or learning preferences which are described by their speaking problems commonly felt and their attitudes toward current learning activities. Identifying the

learning needs is very helpful in getting an idea on how the students should learn well which can assist the materials developer to provide the most appropriate teaching methods and strategies as the solutions to the students' problems when speaking English that the students can finally achieve better learning outcomes.

a. Perceptions on the students learning problems as the learning needs

Learning problems in this study refer to the difficulties that the learners are facing in learning speaking as a subject while learning attitudes refer to the students' feeling on learning something which is normally affected by the students' learning style. Therefore, when a teaching process does not match the students' learning styles, it will result in learning attitudes that decrease the students' effort, creativity in the learning process. The information on the students' learning problems in speaking English is derived from the perceptions of the 60 respondents which can be seen in the following table:

Table 4.11 The perceptions on learning problems in speaking English

Learning problems in speaking subject	Level of frequency				Average
	1	2	3	4	
1. Feel shy speaking English	2	21	32	5	2.63
2. Afraid to make errors	1	13	32	14	2.98
3. Afraid to be criticized	5	11	32	12	2.86
4. Can't avoid native language	0	18	28	14	2.90
5. Lack of vocabulary	0	8	40	12	3.05
6. Lack of grammar	0	10	36	14	3.10
7. Lack of pronunciation	1	20	31	9	2.76
8. Insufficient knldg of the topic	3	17	21	19	2.88
0 – 1.50 = hardly ever (1)		2.51 – 3.50 = often (3)			
1.50 – 2.50 = seldom (2)		3.51 – 4.00 = always (4)			

Source: Primary data processing

According to table 4.11, it is obviously seen that the students at least experience four learning problems as they learn to speak in English i.e.

- a. The first is psychological problem in which the students feel shy speaking English (2.63) because they are afraid to make errors and mistakes (2.98) and afraid to be criticized by teachers and other students due to their errors and mistakes (2.86),
- b. The second is mother tongue interference problem in which the students often use their native language when they should speak English in the classroom activities (2.90),
- c. The third is problem associated with insufficient knowledge of the topic in which the students don't have enough information and vocabulary to talk about the topics being discussed (2.88),
- d. The fourth is problem with limited linguistic resources e.g. lack of vocabulary (3.05), pronunciation (3.10), and grammar (2.76), which causes the students unable to speak English effectively.

The learning problems faced by the students are in the 'often' level of frequency because all the problems' average scores range from 2.63 to 3.10 which mean 'often' occur when the students speak English. All these indicate the importance for lecturers or course designers to help students reduce the effects of those problems and to maximize their learning to speak in English by selecting the most appropriate approaches, methods, and strategies in teaching as the possible solutions to overcome the problems.

b. Perceptions on the Learning Attitudes as the Learning Needs

In line with the discussion above, it is also necessary to look at another part of the students learning needs by focusing our attention on the students' learning attitude. According to Brown (1995: 44), an attitude in learning needs analyzing to uncover information about how well the students like studying in a program. To describe this, it is first of all very important to identify the students' learning preferences and learning styles. Learning preference refers to the way the students tend to learn best. On the other hand, learning styles refer to the educational conditions under which the students are most likely to learn. Therefore, learning preferences are concerned with *what* learners need to learn in order to learn (task or activities), and learning styles are associated with *how* they need to learn in order to learn (teaching methods), (Stewart and Felicetti, 1992: 15).

With regard to that issue, it is believed that the students' learning attitude is much affected by the students learning preferences and styles, for example; some students want more opportunities to participate in free conversation, expressing their wish towards a more

communicatively oriented approach with role-play learning activities. However, the teacher more emphasizes on grammar teaching and gets the students to work on written grammar exercises. Consequently, the students perform negative learning attitude toward the teaching process due to mismatch between their learning styles and the teaching styles. The negative attitude will automatically influence the students' language performance. As Visser (2008) states that attitude is considered as an essential factor influencing language performance.

Learning preferences of the students are explored by presenting the respondents' perceptions (the students' the lecturers, and the graduates) on how the students should learn major components of speaking that is vocabulary and pronunciation as indicated in the following tables.

Table 4.12 The respondents' perceptions on the students' vocabulary learning preferences

Vocabulary learning preferences	Level of importance				Average
	Not imp	Less imp	Imp	Very imp	
Memorizing the vocabulary	0	8	26	26	3.26
Communicating the vocabulary	0	0	16	44	3.70
Listening and repeating	0	0	24	36	3.55
From list of vocabulary	0	4	35	21	3.25
0 – 1.50 = not important		2.51 – 3.50 = important			
1.50 – 2.50 = less important		3.51 – 4.00 = very important			

Source: Primary data processing

Based on the table above, we can see that there are six ways of learning vocabulary given to the respondents in order to provide their perceptions on which among the six the most preferred ways for the students are. The above data illustrate that learning vocabulary through 'communicating the vocabulary' and 'listening and repeating' are identified as the most preferred ways. Most respondent put both learning vocabulary preferences in the very important level in which communicating the vocabulary achieves 3.70 and listening and repeating gains 3.55. Conclusively, the writers can now determine the students' vocabulary learning preferences, according to the average scores from all respondents in this study are:

- a. Communicating the vocabulary 3.70 = very important
- b. Listening and repeating 3.55 = very important

The listed ways of preferred vocabulary learning should be taken into account to be selected as strategies in teaching vocabulary for transactional speaking skills. Hence, it should clearly be described in the course design of the transactional speaking.

In this research, besides identifying the students' vocabulary learning preferences. It is also essential that we find out the students' pronunciation learning preferences. The information about it is available in the table 4.13 below:

Table 4.13 The respondents' perceptions on pronunciation learning preferences

Pronunciation learning preferences	Level of importance				Average
	Not imp	Less imp	Imp	Very imp	
Learning from dictionary	1	3	37	19	3.20
Learning by imitating teacher	0	5	38	17	3.15
Learning from NES' recording	0	0	13	47	3.80
0 – 1.50 = not important 1.50 – 2.50 = less important		2.51 – 3.50 = important 3.51 – 4.00 = very important			

Source: Primary data processing

The table above shows that there are three possible ways of learning pronunciation given to the respondents so that they provide their perceptions on which way among the three the most preferred way for the students to learn pronunciation in transactional speaking. The result of the data analysis indicates that the respondents think 'learning pronunciation from native English speakers' voice recording' is the most appropriate way for the students to learn pronunciation of English. This can be found out from the average score attainment in which the respondents give the average score 3.81 meaning 'very important'. This information should become the only strategy to employ in teaching pronunciation for the students.

The foregoing part of this section emphasizes the students' learning preferences in speaking course one. We will turn now to a consideration of discussing the students' learning styles based on the respondents' perceptions. However, it is first of all necessary to see types of learning styles that students commonly have according to Willing (1988) which are then succinctly summed up by Nunan (1991: 170) with reference to the kind of activities the students prefer:

Type 1: Concrete learners

These learners tend to like games, pictures, films, video, using cassettes, talking in pairs and practicing English outside class.

Type 2: Analytical learners

These learners like studying grammar, studying English books and reading newspapers, studying alone, finding their own mistakes and working on problems set by the teacher.

Type 3: Communicative learners

These students like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in shops, trains, etc., learning new words by hearing them, and learning by conversations.

Type 4: Teacher-oriented learners

These learners prefer the teacher to explain everything, like to have their own textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them. Let's take a look at the discussion of the students' learning style based on the results of data analysis which can be seen in the following table.

Table 4.14 The respondents' perceptions on the students' learning styles preferences

Learning style preferences		Level of importance				Average
		Not imp	Less im	Imp	Very imp	
1	Games	2	7	44	7	2.95
2	Pictures	0	15	35	10	2.91
3	Film & video	3	6	30	21	3.15
4	Talking in pairs	0	8	36	16	3.15
5	Role play	2	11	33	14	2.95
6	Study case (problem solving)	0	1	19	40	3.65
7	Small group (group of 3)	0	2	20	38	3.60
8	Large group	0	4	16	30	3.60
0 – 1.50 = not important		2.51 – 3.50 = important				
1.50 – 2.50 = less important		3.51 – 4.00 = very important				

Source: Primary data processing

The above data illustrate that 'study case' is the most preferred way of learning transactional speaking as for the respondents. This category achieves the highest average score

among the others that is 3.65 which means ‘very important’. The other learning preferences of learning transactional speaking which are also identified in the level of ‘very important’ are learning in small groups and large groups in which both learning in small groups and large groups achieve 3.60 as their average score. If we relate the findings to the types of learning styles, it illustrates that the students are categorized as analytical learners. The category is drawn up by matching the respondents’ most preferred activities in learning speaking and the typical characteristics of the four learning styles as stated previously.

Thus, when developing the moral character based ELT materials for transactional speaking skills, the lecturers and the course designers should base on the principles underlining the above findings (such as learning with case study) take into consideration to be integrated with small group and larger discussions. Conducting such an effort to accommodate learning styles for selecting suitable teaching styles, methodologies and course organization can result in improving learners’ satisfaction and attainment (Willing, 1988:1).

4. The Needs Inventory for Developing Moral Character Based ELT Materials for Transactional Speaking Skills

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:

a. Needs Inventory of 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.

a.1 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 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 scores are:

- a. Giving an opinion (2.13)
- b. Asking for an explanation (2.15)
- c. 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 scores are:

- a. Expressing opinions (2.06)
- b. Giving an explanation (2.08)
- c. 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 scores are:

- a. Expressing opinions (1.90)
- b. Giving an explanation (2.06)
- c. Summarizing (2.08)

a.2 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, 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 achievement among the language functions are:

- a. Expressing opinions (3.65)
- b. Giving an explanation (3.60)
- c. 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 achievement among the language functions are:

- a. Expressing opinions (3.60)
- b. Reacting to interruptions (3.58)
- c. 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 achievement among the language functions are:

- a. Expressing opinions (3.65)
- b. Giving an explanation (3.60)
- c. Asking for an opinion (3.53)

a.3. The needs for Integrating the Moral Character Topics in Developing the ELT Materials for Transactional Speaking

Learning transactional speaking skills (e.g. group discussions) requires special skills in terms of delivering language functions such as asking questions, expressing opinions, etc. The kinds of skills are going to be the focus especially in the area of how to deliver 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:

- a. Loyalty: Honesty (3.90)
- b. Humility: Politeness (3.86)
- c. Humanity: Caring (3.81)

b. Needs Inventory of 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.

b.1 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:

- a. 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.
- b. The mother tongue interference problem like using the native language when they should speak English in the classroom activities most of the time.
- c. The problem of insufficient knowledge of the topic like having no enough information and vocabulary to talk about the topics being discussed.
- d. 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.

b.2 The students learning attitudes

Learning attitudes are analyzed to uncover how well the students like to learn. 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, Deckinger, Withers, & Katzenstein, 1990:96).

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:

1. Communicating the vocabulary
2. 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 (1981). They are:

- a. study case (problem solving)
- b. small groups
- c. larger groups

B. 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 materials for transactional has resulted in:

1. identifying the students' learning ability in delivering the language functions of transactional speaking skills.

2. determining the 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.
3. identifying the moral characters topics which are mostly preferred by the students
4. identifying the obstacles or problems which are mostly experienced by the students in learning to speak in the classroom
5. 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 development phase refers to a set of procedures carried 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.

1. 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: 120) suggests that aims have four main purposes:

1. To provide a reason for the program
2. To provide guidelines for teachers and learners
3. To provide a focus for learning
4. 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 (2000: 75). 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 (2001:123) suggests that objectives generally have the following characteristics:

1. They describe what the aims seeks to achieve in terms of smaller units of learning
2. They provide the basis for the organization of teaching activities
3. They describe learning in terms of observable behavior or performance
4. They facilitate planning: once objectives have been agreed on, course planning, materials preparation, textbook selection, and related processes can begin
5. 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
6. They are prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.

Besides, Richards (2001:123) also describes that statements of objectives possess the following characteristics:

1. Objective describes a learning outcome
2. Objective should be consistent with the curriculum aim
3. 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:

- a. ***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.***
- b. ***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

- a. 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.
- b. 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.

- c. 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.

2. Outlining the contents of the ELT Materials

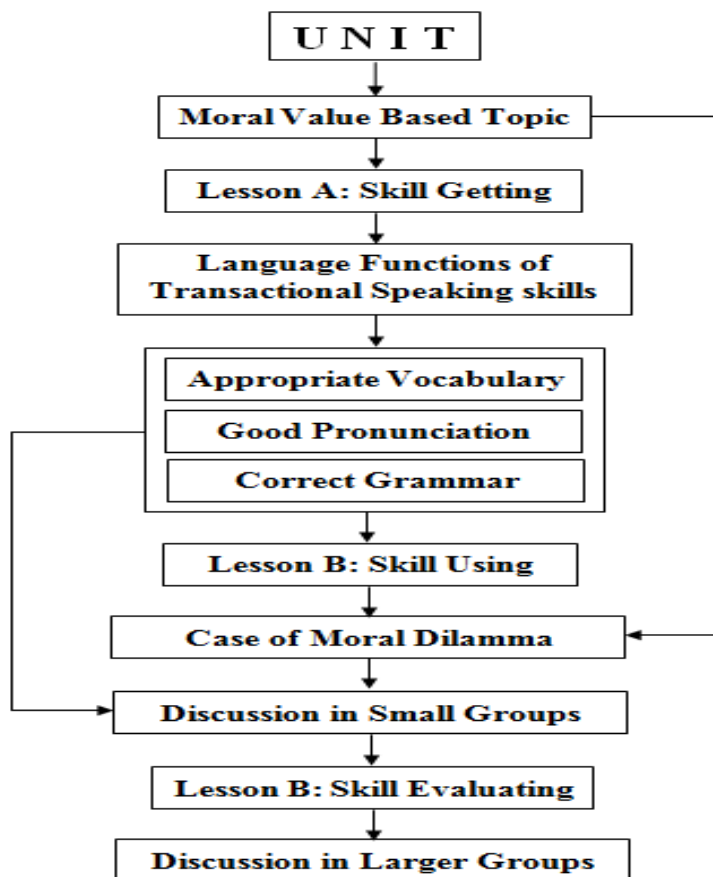
After the course aims and objectives are stipulated, the next step to do in this development phase is to outline the course contents for the teaching materials prototypes. Outlining the course content is conducted by selecting the major components and determines the order in which the components will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

- a. The materials are developed in a single entity of instructions called a unit
- b. Each unit contains a moral character topic
- c. Each topic consists of three lessons. The lessons are identified as lesson A: Skill Getting, lesson B: Skill Using, and lesson C: Review.
- d. 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.
- e. 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 discussions are carried out by giving a particular real life situation which contains moral dilemma. 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.

- f. 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.



3. 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 outline of the ELT materials, is to select the contents of the teaching materials components. In relation to this, Richards (2001: 148) 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:

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

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

- a. Are all the suggested topics necessary?
- b. Have any important topics omitted?
- c. Is there sufficient time to cover them?
- d. Has sufficient priority been given to the most important areas
- e. Has enough emphasis been put on the different aspects of the areas identified?
- f. 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.

- a. 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.
- b. 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 (2001:150), sequencing of content in the course can be determined based on the following criteria:

- a. Simple to complex: content presented earlier is taught to be simpler than later items.
- b. Chronology: content is sequenced according to the order in which events occur in the real world.
- c. Need: content is sequenced according to when learners are most likely to need it outside of the classroom.
- d. Prerequisite learning: the sequence of content reflects what is necessary at one point as a foundation for the next step in the learning process.
- e. Whole to part or part to whole: in some cases, material at the beginning of a course may focus on the overall structure or organization of a topic before considering the individual

components that make it up. Alternatively, the course focuses on practicing the parts before the whole.

- f. Spiral sequencing: the recycling of items to ensure that learners have repeated opportunities to learn them.

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 exemplified as follows:

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.

No	Course Key Components	Materials' Contents
1	UNIT	Unit One
2	TOPIC	A Case of Honesty
3	LESSON A: SKILL GETTING	Language functions 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 confidently b. Using a case of honesty entitled: Between Cheating and Lying. The honesty case is adapted from http://www.goodcharacter.com

C. The Output Phase

In the previous section, the writers have already discussed the processes employed to make decisions about formulating the aims and the objectives of the course, outlining the key components of the ELT materials, selecting the contents of the materials components and determining the relevant tasks for transactional speaking. The other 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 character based instructional block for transactional speaking. Instructional blocks 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.

1. 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 (2001: 149-152) proposes six essential elements of a lesson plan should be namely; 1) Goals, 2) Objectives, 3) Materials and equipments, 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 outlines 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, as follows.

THE LESSON PLAN	
I. Subject:	Transactional Speaking (Speaking 2)
II. Unit	One (Loyalty 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 equipments	a. Handout b. Active speaker (audio player) c. Recorded voice of native English speaker
VII. Procedures/activities: (60 minutes)	
<ol style="list-style-type: none"> 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 supplementary 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.

2. 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 structures 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 illutrsted as follows:

Unit 1. Loyalty 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 discussions.

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

1. 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.

- f. Give the score by referring to scoring guidance sheet (it is given separately) which contains three possible answers your partner might be chosen (Don't show it to your partner)
- g. 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.

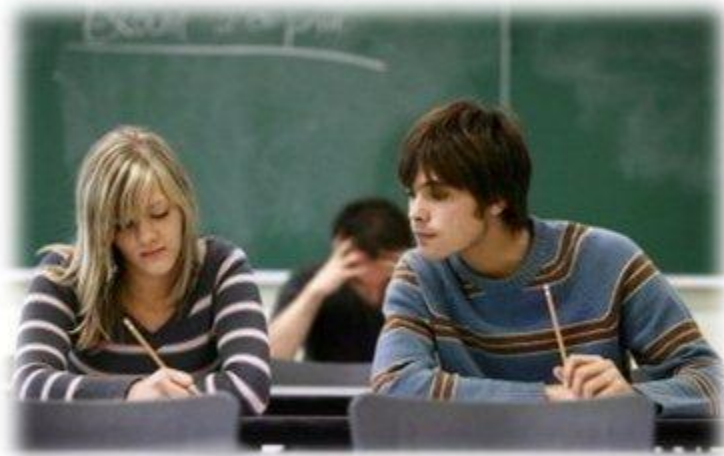
No	Scenarios	Opinions' Scores
1	You're shopping at a department store when you accidentally knock an expensive crystal bowl off the shelf. It shatters. You're alone in the aisle – no one saw. You...	
2	You're taking a stroll when you see a 5.000.000 IDR cheque caashing fall from the pocket of an elderly woman walking in front of you. She doesn't notice the fallen cheque. 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		

2. 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.

- a. 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.
- b. The students are required to learn the scenario and problems given as good as possible.
- c. The students begin organizing their previous knowledge associated with the cases and recollect all relevant information to make a list of possible opinions.
- d. The students, in turn, convey their relevant knowledge and information to the problems as opinions and possible solutions.
- e. The other students are posing any additional questions associated with the possible solutions for clarification and another have to respond the questions.
- f. 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

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

LESSON C : Skill Evaluating

1. 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:

1. All students' are spilt in two larger groups, which may be called group A and B
2. The students of group A and B have to sit face to face.
3. The teacher will serve as the facilitator of the larger group discussion.
4. 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.
5. However, the discussion is focused on discussing the following questions:

- a. What might be the differences between cheating on the history test or lying at the movie ticket office?**
- b. What might be the consequences of cheating and lying? Do they bring benefits to the cheater and the liar?**

2. 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.

- a. 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?**
- b. 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?**

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter deals with the conclusions of this research findings as the solution to the research problem and the answers to the research questions as well as some suggestions specifically given to the future research and other researchers who are probably interested in investigating similar topics in different aspects of this study.

A. Conclusions

Falling back on the discussion of some previous chapters in this study, 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 information covers the linguistic and the learning needs. The **Linguistic needs** in this study refer to two things i.e. the students' *learning ability* and *learning priorities*. In terms of learning ability, the students are required to assess their own transactional speaking skills specifically in using the language functionse in terms of appropriate vocabulary, good pronunciation, and correct grammar by filling in the needs analysis questionnaires. 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 5.1 The overall needs inventory of the linguistic needs

Linguistic Needs	
Learning Abilities	Learning Priorities
Fair level of proficiency in: <ol style="list-style-type: none"> 1. using appropriate vocabulary for: <ul style="list-style-type: none"> - Giving an explanation (2.13) - Asking for an explanation (2.15) - Expressing opinions (2.15) 2. using good pronunciation for: <ul style="list-style-type: none"> - Expressing opinions (2.06) - Giving an explanation (2.08) - Asking for an explanation (2.13) 3. using good grammar for: <ul style="list-style-type: none"> - Expressing opinions (1.90) - Giving an explanation (2.06) - Summarizing (2.08) 	Very important level of <ol style="list-style-type: none"> 1. Learning appropriate vocabulary for: <ul style="list-style-type: none"> - Expressing opinions (3.65) - Giving an explanation (3.60) - Asking for an opinion (3.53). 2. Learning good pronunciation for <ul style="list-style-type: none"> - Expressing opinions (3.60) - Reacting to interruptions (3.58) - Giving an explanation (3.51). 3. Learning correct grammar for <ul style="list-style-type: none"> - Expressing opinions (3.65) - Giving an explanation (3.60) - Asking for an opinion (3.53)
The Integrated Moral Character Topics	
<ol style="list-style-type: none"> 1. Loyalty: Honesty (3.90) 2. Humility: Politeness (3.86) 3. Humanity: Caring (3.81) 	

2. On the other hand, the students' **learning needs** in this study refer to the students' *learning problems* and *learning attitudes*. Based on the analysis of the respondents' perceptions on the students' learning problems, it is disclosed that the students' problems in speaking can include: *the first*; 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 second*; the mother tongue interference problem like using the native language when they should speak English in the classroom activities most of the time, *the third*; the problem of insufficient knowledge

of the topic like having no enough information and vocabulary to talk about the topics being discussed, *the fourth*; the problem of limited linguistic resources e.g. lack of vocabulary, pronunciation, and grammar, which causes the students unable to speak English effectively.

In addition, learning attitudes can basically be described by identifying the students' learning preferences in learning vocabulary and pronunciation as well as styles in learning English. From the analysis results of the respondents, it is found out that the students prefer to learn vocabulary by: Communicating the vocabulary, Listening and repeating. Besides, among the three possible ways of learning pronunciation which are given to the respondents so that they provide their perceptions, the students prefer to learn pronunciation from: "Native English speakers' voice recording. Detailed information on the students' learning needs can be seen in the following table:

Table 5.2 The overall needs inventory of the learning needs

The Learning Needs	
Learning Problems	Lerning Attitudes
<ol style="list-style-type: none"> 1. The psychological problems <ul style="list-style-type: none"> - Feel shy speaking English, - Afraid of making mistakes, - Afraid of being criticized by teachers 2. The mother tongue interference <ul style="list-style-type: none"> - Cannot avoid using the native language 3. Insufficient knowledge of the topic <ul style="list-style-type: none"> - No enough information to talk about the topics 4. The problem of limited linguistic resources <ul style="list-style-type: none"> - Lack of vocabulary, - Lack of pronunciation - Lack of grammar 	<p>Learning preferences</p> <ol style="list-style-type: none"> 1. Appropriate vocabulary <ul style="list-style-type: none"> - Communicating the vocabulary - Listening and repeating 2. Pronunciation <ul style="list-style-type: none"> - Native English speakers' voice recording <p>Learning styles</p> <ol style="list-style-type: none"> 1. Learning from study case 2. Learning in small groups 3. Learning in larger groups

3. The results of the needs analysis are then used as the basis for developing the Moral Value Based ELT Materials. After going through three main phases of materials development. 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 underline here that the effectiveness of implementing the prototype has not been proved yet and this is recognized as the weakness of this study.

B. Suggestions

Based on the conclusions drawn in the previous section, the writer is in need of putting forward the following suggestions:

1. In developing English Language Teaching (ELT) materials in whatever courses will be, the students' needs should be used as the starting point to determine the contents and the activities in the courses.
2. All efforts needed to develop ELT materials of any other courses should employ well-defined procedures of materials development as exemplified in this research. This is essential to carry out to match between the students' needs and the objectives of the courses.
3. It is suggested that teachers of English at the English education study program of STAIN Parepare should consider using the result of this present study as a real example of teaching materials development when they decide to develop the other teaching materials from different English courses such as listening, reading, and writing courses.
4. The information provided in this study can be a valuable contribution to language teacher, teaching materials developers, and other researchers who want to investigate materials development issue in different aspect from this research beyond all the writer has done in this study.
5. It is expected that there will be another study intentionally carried out to evaluate the effectiveness of implementing the prototype of the moral character based ELT materials.

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APPENDICES

A. RESEARCH INSTRUMENT (KUESIONER ANALISIS KEBUTUHAN)

Peneliti :	Dr. Andi Kaharuddin, S.IP, M.Hum Drs. Ismail Latief, M.M
Judul:	Mengintegrasikan Nilai-Nilai Akhlak Dalam Mengembangkan Materi Ajar Bahasa Inggris Untuk Keahlian Berbicara Transaksional

Pendahuluan

Tujuan utama kuesioner ini adalah tidak hanya untuk mendapatkan informasi tentang perlunya mengintegrasikan nilai-nilai akhlak dalam materi ajar, tetapi juga untuk mengetahui nilai-nilai akhlak yang menjadi kebutuhan dalam pengembangan materi ajar bahasa Inggris untuk keahlian berbicara transaksional pada jurusan pendidikan bahasa Inggris di STAIN parepare. Karena alasan itulah, anda diminta untuk mengisi kuesioner ini dengan jujur. Informasi yang anda berikan akan membantu kami dalam mengembangkan materi ajar berbasis nilai-nilai ahklak yang sesuai dengan kebutuhan anda.

Bagian I : Data dasar responden

Pertama-tama, dimohon kesediaannya untuk memberi informasi tentang diri anda.

1. No responden :
2. Jenis kelamin :
3. Umur :
4. Semester :

Bagian II: Ketertarikan dan kebutuhan

1. Apakah anda tertarik untuk mempelajari keahlian berbicara transaksional seperti bedikusi, berdebat dan wawancara dalam bahasa Inggris (lingkari angka)?

1	2	3	4
Tidak tertarik sama sekali	Tidak begitu tertarik	Tertarik	Sangat tertarik

2. Apakah anda tertarik mempelajari keahlian berbicara transaksional yang mengintegrasikan nilai-nilai akhlak di dalamnya?

1	2	3	4
Tidak tertarik sama sekali	Tidak begitu tertarik	Tertarik	Sangat tertarik

3. Seberapa pentingkah mata kuliah berbicara berbasis nilai-nilai akhlak dibandingkan dengan kuliah berbicara secara umum (BSU) tanpa integrasi nilai akhlak di dalamnya?

1	2	3	4
Tidak penting	Kurang penting dibandingkan BSU	Sama pentingnya dengan BSU	Lebih penting dari pada BSU

Kebutuhan Linguistik Mahasiswa

Bagian I : Gambaran kemampuan bahasa mahasiswa

4. Sekaitan dengan kemampuan berbicara anda saat ini, nilailah keahlian dan pengetahuan berbicara anda pada bagian berikut ini.(beri tanda centang pada kolom yang dipilih)

Keahlian berbicara transaksional	1	2	3	4
	Buruk	Sedang	Baik	Sangat baik
1. Kemampuan menggunakan kosa kata/frasa/ungkapan yang tepat untuk:				
Meminta pendapat				
Meminta penjelasan				
Menyampaikan pendapat				
Memberi penjelasan				
Meringkas pernyataan				
Menginterupsi				
Menangani interupsi				
Mengkritik pendapat				
Mendukung pendapat				
2. Kemampuan mengucapkan kosa kata/frasa/ungkapan secara tepat untuk:				
Meminta pendapat				

Meminta penjelasan				
Menyampaikan pendapat				
Memberi penjelasan				
Meringkas pernyataan				
Menginterupsi				
Menangani interupsi				
Mengkritik pendapat				
Mendukung pendapat				
3. Kemampuan menggunakan tata bahasa yang tepat untuk:				
Meminta pendapat				
Meminta penjelasan				
Menyampaikan pendapat				
Memberi penjelasan				
Meringkas pernyataan				
Menginterupsi				
Menangani interupsi				
Mengkritik pendapat				
Mendukung pendapat				

Part II : Gambaran prioritas belajar mahasiswa

5. Seberapa pentingkah bagian-bagian keahlian berbicara dibawah ini menurut anda?

Keahlian berbicara transaksional	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
1. Kemampuan menggunakan kosa kata/frasa/ungkapan yang tepat untuk:				
Meminta pendapat				
Meminta penjelasan				
Menyampaikan pendapat				
Memberi penjelasan				
Meringkas pernyataan				
Menginterupsi				
Menangani interupsi				
Mengkritik pendapat				
Mendukung pendapat				
2. Kemampuan mengucapkan kosa kata/frasa/ungkapan secara tepat untuk:				
Meminta pendapat				
Meminta penjelasan				
Menyampaikan pendapat				
Memberi penjelasan				
Meringkas pernyataan				
Menginterupsi				
Menangani interupsi				

Mengkritik pendapat				
Mendukung pendapat				
3. Kemampuan menggunakan tata bahasa yang tepat untuk:				
Meminta pendapat				
Meminta penjelasan				
Menyampaikan pendapat				
Memberi penjelasan				
Meringkas pernyataan				
Menginterupsi				
Menangani interupsi				
Mengkritik pendapat				
Mendukung pendapat				

6. Mohon berikan pendapat anda tentang seberapa pentingkah nilai-nilai ahklak berikut ini untuk dipelajari dalam mata kuliah berbicara.?

Kategori Nilai-nilai ahklak	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
1. Kemanusiaan				
Pemaaf				
Empati (memahami perasaan orang)				
Kepedulian/penolong				
2. Kecerdasan				
Kreativitas				
Befikir dan bertidak adil				
Rasional (bertindak dan berfikir berdasar fakta)				
3. Keberanian/Semangat				
Ketekunan (bersungguh-sungguh)				
Kegigihan (pantang menyerah/putus asa)				
4. Hati nurani				
Ketulusan (keikhlasan)				
Punya Rasa malu				
Punya Rasa bersalah (mau mengakui kesalahan)				
5. Kemandirian				
Punya sikap (bertindak sesuai kehendak)				
Mandiri (tidak bergantung pada siapa pun)				
6. Menghormati				
Toleransi (menghargai perbedaan)				
Berterima kasih				
Bermartabat (menghargai diri dan orang lain)				
7. Tanggung jawab				
Dapat diandalkan				
Dapat diberi amanah				

Taat/patuh (untuk kebaikan dan kebenaran)				
8. Kealamian				
Kesederhanaan (tidak boros)				
Kelembutan (tdk kasar dalam bertindak /bertutur)				
Keaslian (tidak munafik)				
9. Loyalitas				
Integritas (keteguhan memegang prinsip)				
Kejujuran				
10. Kerendahan hati				
Kerendahan hati (tidak sombong)				
Sopan dan santun pada orang lain				

Kebutuhan Belajar Mahasiswa

Bagian I : Gambaran masalah yang dihadapi mahasiswa dalam belajar

7. Menurut pendapat anda, apakah anda mengalami salah berikut ini saat berbicara dalam bahasa Inggris?

Masalah saat berbicara	1	2	3	4
	Hampir tidak pernah	Jarang	Sering	Selalu
Malu berbahasa Inggris				
Takut membuat kesalahan				
Takut dikritik karena kesalahan				
Tidak bisa menghindari B.indonesia				
Merasa kurang kosa kata				
Merasa kurang di tata bahasa				
Merasa kurang di pengucapan				
Tidak bisa berbicara karena tidak punya cukup pengetahuan tentang topik yang dibicarakan				

Bagian II : Gambaran tentang sikap belajar mahasiswa

Pilihan belajar yang disukai

8. Dalam belajar kosa kata/frasa/dan ungkapan, sepeenting apakah pilihan belajar dibawah ini?

Pilihan belajar kosa kata/frasa/ungkapan	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
Menghafal				
Menggunakan (langsung komunikasi)				
Menyimak dan mengulang				
Daftar kata/frasa/ungkapan				

9. Dalam belajar pengucapan, sepenting apakah pilihan belajar dibawah ini?

Pilihan belajar pengucapan	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
Belajar pengucapan dari kamus				
Belajar pengucapan dari dosen				
Belajar pengucapan dari rekaman native English speakers				

Gaya Belajar yang disukai

10. Dalam belajar keahlian berbicara transactional (diskusi, debat, wawancara), sebrapa pentingkah gaya belajar dibawah ini?

Gaya belajar yang disukai	1	2	3	4
	Tidak penting	Kurang penting	Penting	Sangat penting
Permainan				
Menggunakan gambar				
Menggunakan video/film				
Diskusi berpasangan				
Bermain peran				
Studi kasus (problem solving)				
Kelompok kecil (minimal 3 orang)				
Kelompok besar				

B. THE RESEARCHERS' CV

I. Ketua Peneliti

A. Identitas Diri

1	Nama Lengkap dan gelar	Dr. Kaharuddin, S.IP.,M.Hum
2	N I P	197508142005011006
3	Gol./Pangkat/Jabatan	Penata TK I/III d/Lektor
4	Jenis Kelamin	Laki-laki
5	Tempat dan Tanggal Lahir	Ujung pandang, 14 Agustus 1975
6	Alamat Rumah	Perumahan Villa Mutiara Asri 10, No.28, Makassar
7	Nomor Telepon/Fax/HP	081342253326
8	Alamat E-Mail	Andikaharuddinbahar@gmail.com

B. Riwayat Pendidikan

No	Jenjang Pendidikan	Jurusan/Konsentrasi	Tahun
1	SD	Inpres Rappokalling II Makassar	1988
2	SMP	SMP YPPI Bontang Kalimantan Timur	1991
3	SMA	SMA Negeri 1 Bontang Kaltim (IPS)	1994
4	Sarjana	FISIP Universitas Hasanuddin	1999
5	Magister	English Language Studies UNHAS	2004
6	Doktor	English Linguistics UNHAS	2014

C. Pengalaman Penelitian Yang Relevan

No	Tahun	Judul Penelitian	Jenis Penelitian
1	2008	Teacher Professional Development: Portfolio Self-Assessment to Monitor Language Teacher Performance	Kelompok
2	2010	Identifying errors in speaking English committed by Intermediate learners of English at the English education study program of STAIN Parepare	Kelompok
3	2011	Identifying Potential Problems in Listening to English: An Evaluation to Listening Comprehension of English Department Students of STAIN Parepare	Kelompok
4	2013	Needs Analysis for Designing Communicative Competence-Based Syllabus for Speaking Course One	Kelompok
5	2015	Integrating Moral Characters to Develop ELT Materials For Transactional Speaking Skills	Kelompok

II. Anggota Peneliti

A. Identitas Diri

1	Nama Lengkap dan gelar	Drs. Ismail, M.M
2	N I P	196312071987031003
3	Gol./Pangkat/Jabatan	III/d. Penata Tingkat I/ Lektor
4	Jenis Kelamin	Laki-laki
5	Tempat dan Tanggal Lahir	Bottoe, 07 Desember 1963
6	Alamat Rumah	BTN Lapadde Mas Blok B Nomor 1 Parepare
7	Nomor Telepon/Fax/HP	08124201965
8	Alamat E-Mail	Ismailatif93@yahoo.co.id

B. Riwayat Pendidikan

No	Jenjang Pendidikan	Jurusan/Konsentrasi	Tahun
1	SDN Aroppo	--	1974
2	SMPN Barru	--	1977
3	SMAN Barru	IPA	1981
4	Sarjana(IAIN Alauddin)	Pendidikan Agama Islam	1989
5	Magister(Universitas Patria Artha Makassar)	Magister Manajemen SDM	2003
6	Doktor		

C. Pengalaman Penelitian Yang Relevan

No	Tahun	Judul Penelitian	Jenis Penelitian
1	2007	Game in Action : Improving Students' ability to Speak English at MAN 2 Parepare	Kelompok
2	2010	Students' needs Analysis of English skills at Non English Study Program in STAIN Parepare	Kelompok
3	2014	The Effectiveness in Teaching by Modifying Reading Text to Develop Real-Life Reading Skill to The First year Students' of MAN 1 Parepare	Mandiri
4	2015	Integrating Moral Characters to Develop ELT Materials For Transactional Speaking Skills	Kelompok