

Developing a Moral Character-Based ELT Materials for Transactional Speaking Skills

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Abstract. *This research developed the English teaching materials based on moral characters. Therefore, the focus was to improve the English teaching quality by aligning the students' needs and lecturers' expectations (needs analysis) with the values of moral. The 'I-DO' method was developed with three different phases namely; 1) The input stage, the students' needs were analyzed in which 55 students and 10 lecturers participated. Data collection used a questionnaire and the data were analyzed by description. 2) The development stage the aims and goals were formulated by taking into account the information obtained from needs analysis. 3) The output stage conducted by planning the lesson, and generating the teaching material prototypes in which the values of moral are included. The article established an English learning teaching materials with well-developed prototype particularly for speaking skill of making transaction. The findings with the use of the 'I-DO' methodology provides useful input for developing the ELT materials in language programs. Therefore, English language teachers should study this methodology in order to use its stages in developing ELT materials for other subjects.*

Keywords: *Moral Character, Material Development, English Teaching Materials, Transactional Speaking Skills*

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INTRODUCTION

State Islamic Institute Parepare manages and runs the Tarbiyah (Education) Department with the aim of meeting the growing need for English teachers in Indonesia. This educational Institute provides the Study Program of English Education (PBI), Scholar level, to provide specialized educational services for English language education. For the effective implementation of the program, the core curriculum of English education provides three categories: (1) Language courses: the four language skills (speaking, listening, writing, and reading), translation, and pronunciation exercises; (2) Teaching of Language: method and approach in teaching language, strategy of learning, developing materials of teaching English, testing language competence, etc.); (3) Linguistics: introduction to linguistics, Phonetics and Phonology, Morphology, Syntax, Semantics, Sociolinguistics, and Psycholinguistics.

With these categories of courses, students do not only adequately master the four English skills, but they also have the preparation of knowledge and strategies of how to feed the students with English courses. To align the students' knowledge of English and the strategies of teaching English they have learned is expected to help them to fulfill the requirements to become a professional teacher of English (Curriculum evaluation team, 2006: 30). Students who have good of English speaking skill and are able to deliver the learning materials in English, then they have the potential to become a professional English lecturers (Mustadi, 2012; Arafah & Bahar, 2015).

In this context, good English speaking skills is that students must have communicative competence with all the needs they require in good speaking skills such as good mastery of vocabulary, good grammar, and English in social contexts (Bahar, 2013; Arafah et al 2021a). To improve students' communicative competence, the curriculum applies four speaking levels: namely Speaking One, Speaking Two, Speaking Three and Speaking Four. Speaking one course is a prerequisite for all other three speaking courses. The competency standards of speaking courses in the curriculum at State Islamic Institute Parepare (2006:40) are:

"Students have the ability and mastery of English in accordance with the structure of English or native speakers". The achievement of the students' competency standards is inseparable from the effective implementation of the English learning process in the classroom which is the responsibility of the lecturers in its management (Bahar, 2013a; Arafah et al., 2021b). Therefore, English lecturers need to increase their creativity in teaching of English, designing the course syllabus, extending learning materials, applying acceptable method of teaching English, and implementing suitable strategy of evaluating the students' learning result for helping them improve their English mastery (Butarbutar et al., 2021; Arafah et al., 2023).

There are two reasons underlining why performing these tasks are important. 1) Lecturers act as developers of teaching materials and 2) there is a demand to update the materials in relation to the student needs and the current globalization situation. Andi & Arafah (2017) mentioned two categories of student's needs, namely linguistic and learning needs. How well the students have learned the English grammar, developed their vocabularies, produced good pronunciation, acknowledged the language functions and established the topics for the development of teaching materials are aspects considered in students' linguistic needs (Kaharuddin, 2019).

Meanwhile, the students' needs refers to how the students learning English reflected in their learning attitudes (Kaharuddin & Latif, 2017) In brief, it can be said that learning needs contain a description of how students should learn English so that lecturers can determine the methods and strategies in their teaching English that they are expected to be able to the achievement of optimal learning outcomes. These needs are however required by students and could be revealed by conducting the analysis of students' needs. Richards (2001) states some situational factor such as politic, social, economic and institution may make the production of teaching materials succeed.

In 2003, the Law No. 20/2003 was issued by government. It was about the National Education System in Indonesia in which the chapter 2 article 3 reveal the functions of national education as to educate and develop potential students to be the faithful and devoted students to God Almighty, noble, healthy, knowledgeable, competent, creative, independent, democratic and responsible people. The law clearly explains that the government is anxious to have the education in Indonesia produce a good environment for students to learn that supports the improvement of intelligence, skills, moral values and noble character of Indonesia's young generation. Therefore, the law implementation manifests the issuance of a new curriculum for education in Indonesia to replace the 2006 curriculum.

It is the curriculum 2013 which focuses notably on education with character base. It is necessary however that "curriculum alteration in education system in Indonesia is required. Currently many students do not show good character, tolerance towards others, and empathy towards others. These additions to the curriculum respond concerns to what is incriminating for students to learn and the consequence is the case of violence to students to occur increasingly (Kaharuddin, 2018). Therefore, students need to learn how to be good citizens which can only be done if moral and character values are included in the education curriculum in the national education system (Althof et al. 2006).

Related to the implementation of the Law and to respond to curriculum changes, State Islamic Institute Parepare must ensure that students who have completed their studies have good character, have broad knowledge, and are professional in carrying out their profession as

indicated in the vision of the institution. To realize the vision, State Islamic Institute Parepare equip students with moral understanding as being integrated in the materials in all courses, including in the English learning-teaching materials. Therefore, conducting research related to the development of course materials for speaking courses is necessary (Kaharuddin et al., 2019). This research was then conducted at State Islamic Institute Parepare to explain the necessary of integrating the moral values in English learning-teaching materials particularly to develop the students' competence in transactional speaking. The result is expected to have the students implement their good understanding of character with moral values in social interaction especially in using English as a tool of communications.

LITERATURE STUDY

Language Pedagogy and Character Education

Every language including English has form and content. Language form includes sounds and grammar (Arafah & Kaharuddin, 2019). Meanwhile semantical aspect and contextual usage are included in content (Susilawati & Syahid, 2024). Related to the meaning in language, Wulandari et al. (2025) argues that meaning (semantical aspect) is what is expressed or referred to in using the language. The actions conveyed by the use of language is the context (pragmatical aspect). Meaning and context in language are the link between language and culture. Therefore, when we speak, we express sounds by which the meaning of what we think, feel, or believe is conveyed (Kaharuddin & Nanning, 2014).

Based on the above view, English is not only taught related to the expression of sounds, words, phrases, sentences, but more importantly is that English learning should also focus on the expression of meaning. The aspects on which the expressions are based including the aspects of living attitude, morals, ethic, trust. They are the components of culture which can be integrated in learning-teaching of English for developing the ELT materials. Thus, character education is included in English language learning and even becomes a priority in the current education system in Indonesia (Arafah et al., 2021).

Education Department of United States defines character education as a process of creating an understanding and care in school communities so that they can act and behave in accordance with core moral and ethical: courtesy, impartial, goodness, citizenship, and being responsible for themselves. Students' understanding, care, and internalizing the social life values and norms as the education of characters afforded is expected to lead the students to better personalities (Zuhri, et al, 2022; Kaharuddin, 2021). In other words, the reason for including character education in English teaching is to help students understand good character, live a life with better character, make better choices when they are in a problems of life, all of which are developed by learning activities in the classroom.

In this study, the classification of moral character by Keung Ma's (2009) is used as a reference to measure character education in developing the teaching materials of Tadris English particularly for students' speaking skill in the context of making transaction in communication in the English Education Study Program of State Islamic Institute Parepare.

Integrating Moral Value in English Material Development

The development of teaching materials needs to be considered and carried out according to the needs of the time (Rofikah et al., 2022). Lecturers are the ones who must carry out the development (Nifasri et al., 2024). The need to develop ELT teaching materials is due to changes in language learning methodologies, curriculum in schools, educational policies, and social values in society (Andi & Arafah, 2017). Lecturers must constantly strive to construct, deconstruct, and reconstruct their pedagogical practices to deal with decision-making, improve teaching performance, classroom innovations that suit the needs of students and specific learning settings (Núñez & Téllez, 2009). Therefore, lecturers need to pay attention to development of appropriate English materials for teaching and strategies suitable for methodology applied, changing

curricula and educational policies, students' preference, learning styles and the expectation of society.

This research was conducted with reference to the demands of the current curriculum and educational policy in Indonesia. Therefore, research goal is to integrate the moral values in developing of materials of English teaching. But before that, explaining material development concept and procedures for oral English is necessary. Dat suggests that those who have the rights to make language teaching materials, especially in universities, are book writers and lecturers who teach the course (Ahmad, 2022). He further suggests developing the teaching materials is not only the concern of writing a book but also the process of having the actual learning space.

In this case, the book produced is not considered as a final product, but the students and lectures can use them to creatively develop their interaction, adaptation, and reinterpretation. Therefore, these works in the form of books provide room for modification the materials suitable with students' needs to encourage better English language learning outcomes. The development of teaching materials by integrating moral character is another thing important to discuss. Therefore, the development of these teaching materials is discussed by using the framework of oral language teaching materials proposed which consists of five procedures.

Conceptualizing Learner Needs

In conceptualizing the student' needs, the students must be involved to identify what their needs are. The result are then used to develop the learning-teaching material. Students' needs are categorized into two: subjective needs and objective needs. Information required related to the subjective needs of students includes speaking ability, problem to speak, and situation of real conversation (Kaharuddin et al., 2023). Meanwhile, information about the objective needs is related to the way lecturers teaching, how the students learn, what the students prefer, desires, and expect from learning English. To that end, moral character categories integrated in the teaching materials are described.

Core Subject and Situation of Communication Identified

Identification of the core subject and situations of communication is the second procedure in which the content of teaching material is outline clearly. Selecting the material content is in accordance with the information about the student' needs. The more specific the statement of students' needs, the more appropriate the contents are organized which include the learning topics, situations, the language functions, the teaching strategies, and the language grammatical structure (Kaharuddin, 2025). To develop the students' speaking skill, the learning topics and situations are determined by taking into account the moral character the students need most (Kaharuddin & Ismail, 2022).

Identifying Verbal Communication Strategies

The third procedure relates to identification of verbal communication strategies which include how to teach the speaking skill to communicate meanings. It relates to strategies in teaching speaking skill in which the students' tasks are designed in the context of oral communication. Example of the students' tasks are speaking practice, how to deal with the pressures in interaction such as taking over the conversation, switching new topic in conversations, and so on (Ahmad et al., 2024). In addition, practical tools are also provided students for students to improve speaking skill to enable them to avoid the problems in speaking.

Verbal Interaction Utilized

Utilizing the verbal interaction in real life was the fourth procedure. Aside from using printed source, book writers and lecturers as material designers are expected using the real-life verbal interactions as stepping stones for students to communicate by recording the students' interaction in peer group and then the interactions recorded are analyzed. Thus, difficulties or obstacles they face in speaking can be detected which are then used as materials to create appropriate strategy in teaching speaking, the strategy could be based on problem the students

encounter in their learning process. In this instance, many sources can be used such as listening to a conversation, interviews and many others (Arafah et al., 2020; Mardiana et al., 2023).

Designing Skill-Acquiring Activities

The last teaching materials development procedure according to Dat's framework of spoken language teaching materials is to design speaking activities for the learning process. In this case, the relevant tasks are created to help students 1) acquire and develop the foreign language they are learning interaction), 2) learn the rules of interaction (providing conditions where students understand the basic procedures of interacting such as giving permission to read dialogs or encouraging discussion of a topic, etc.), 3) communicate meaning (providing speaking opportunities by inviting students to listen to conversations from tapes, or encouraging discussion of a topic, etc.), and 4) experience the communication of meaning (communicating through role-playing, providing social tasks, motivating their communicative activities, etc.).

By adapting the working procedure proposed we can develop materials by taking into account the moral education. Procedures are selected as needed to obtain a framework for developing materials that the students could develop their speaking skills related to transactional communication. In this material development, the moral characters are specifically integrated to reflect the implementation of character education.

METHODS

Design Research

A development research design was used to describe the decision-making process in the program development and improve the ability to create things suitable for the future situations (Van, 1999). Thus, this research applied a descriptive approach.

Procedures of the Research

Moral Education-Based ELT materials are developed using the teaching material development framework by Dat (2008), resulting in three stages known as the I-DO Method. The first stage, Input, includes language items, moral values, and learners' preferences and styles. The second stage, Development, involves identifying the core subject, communication situations, and verbal communication teaching strategies, which includes formulating objectives, outlining core subject materials, selecting materials, and determining tasks relevant to the learning objectives of transactional speaking skills. The final stage, Output, focuses on developing English teaching materials integrated with moral values by correlating content and tasks in the lesson plan and producing prototypes of the learning materials.

Population and Sample

55 students were involved in this research and grouped into three groups: 20 students of first semester (have not studied transactional speaking), 20 students of third semester (currently studying transactional speaking), 15 students of fifth semester (already studying speaking skill for transactional situation). They were selected randomly. 5 lecturers are taken, they are teaching English skills: two teaching speaking skill and three others teaching listening (one lecturer), vocabulary, and pronunciation (one lecturer), and grammatical structure (one lecturer). They were selected separately by purposive sampling technique.

Instruments for Collecting Data

The research data was obtained through the distribution of questionnaires to all research respondents. The question items in questionnaire were grouped four sections: students' identity, interests, linguistic needs, and learning needs. Linguistic needs were formulated in relation to students' transactional speaking ability, students' perceptions about the ability, and students' perceptions about the moral characters important to integrate in the learning-teaching material development. The ten major moral characters classified by Keung Ma (2009) are used. Furthermore, the researcher asked questions or statements related to students' learning needs

including learning styles and what the students prefer to learn related to the development of speaking skill for transactional context.

Technique of Data Analysis

The result of data process revealed the percentage level of occurrence of each item, produced scores to be calculated and then presented in a table. They were then analyzed qualitatively, interpreted and discussed in-depth. Previously stated that two questions become the base of the research development. Those questions provide description of 1) integrating moral values in English Learning Teaching material, linguistic needs (ability and priority) and learning needs ((learning style and preference) and 2) moral values integration process in material development for teaching spoken English used for transaction in social communication. Information obtained were studied to have description about the levels of interest, proficiency, importance, and frequency using score categorization, namely the score 1 to score 4.

This study adopted a developmental research design to create English Language Teaching (ELT) materials that integrate moral character education into the development of students' transactional speaking skills. The research followed a qualitative descriptive approach, focusing on collecting and analyzing students' and lecturers' perspectives to design pedagogically appropriate and value-oriented learning materials. The development process was framed using Dat's (2008) model for spoken language materials, which was operationalized through the "I-DO" model consisting of three stages: Input, Development, and Output.

The sampling strategy involved both random and purposive methods to ensure a balanced and contextually relevant participant pool. A total of 55 students were selected through stratified random sampling and divided into three academic categories to reflect different levels of speaking experience. This included 20 first-semester students who had not yet studied transactional speaking, 20 third-semester students currently taking a speaking course, and 15 fifth-semester students who had completed advanced speaking coursework. In addition, five lecturers were purposively selected based on their subject expertise and relevance to the study, including two who taught speaking, and three others who specialized in listening, grammar, vocabulary, and pronunciation. This selection aimed to capture both learner and instructor perspectives to inform material development in a well-rounded manner.

Data collection relied primarily on structured questionnaires administered to both student and lecturer participants. The student questionnaire was divided into four key sections: demographic identity, linguistic needs, learning needs, and preferences for integrating moral values. Linguistic needs included self-assessments of vocabulary usage, grammar, and pronunciation accuracy in various transactional speaking contexts. Learning needs addressed psychological and cognitive barriers such as anxiety, fear of making mistakes, native language interference, and limited topic knowledge. Students were also asked about their preferred methods for learning vocabulary and pronunciation, as well as their favored learning styles. Furthermore, the moral value section asked students to rate the importance of character traits such as honesty, politeness, and care, based on Keung Ma's (2009) moral character taxonomy.

The lecturers' questionnaires sought input on pedagogical challenges, curriculum goals, and their perspectives on the role of moral education in English language instruction. The data analysis involved several integrated procedures to ensure comprehensiveness and clarity. Initially, all questionnaire responses were tabulated and coded manually using frequency analysis to identify dominant themes in student responses. The linguistic and learning needs were categorized by their relevance to speaking proficiency, material content, and instructional design. Particular emphasis was placed on language functions such as requesting and giving explanations, expressing opinions, and summarizing—functions critical to transactional communication.

To structure and interpret the multimodal content of the materials, the study employed Halliday's (1994) metafunctional framework—encompassing ideational, interpersonal, and

textual meanings—as well as Kress and van Leeuwen’s (2006) visual grammar. These frameworks allowed the integration of textual and visual content to support meaning-making, while maintaining coherence with the moral education objectives. To ensure the reliability and credibility of the findings, several validation strategies were implemented. A pilot coding process was conducted using a subset of the data to calibrate thematic categories and refine coding consistency. Peer checking was also conducted with two senior lecturers experienced in ELT material development, who reviewed the data categorization and interpretation procedures. Additionally, triangulation of data from both student and lecturer sources was performed to cross-verify key findings and to confirm the alignment between learner needs and instructional goals. This multi-source validation process added depth and trustworthiness to the conclusions drawn from the needs analysis.

The final phase of the research focused on transforming the results of the needs analysis into concrete teaching material prototypes. This included the development of a structured set of learning units embedded with character values and targeted language functions. Each instructional unit was composed of three integrated lessons: (1) Skill Getting, which emphasized vocabulary acquisition, pronunciation, and grammar; (2) Skill Using, which applied language functions in collaborative tasks and group discussions; and (3) Skill Evaluating, which focused on reflection, discussion, and performance assessment based on moral dilemmas. The selected moral values—honesty, politeness, and care—were contextualized in real-life speaking scenarios to foster both communicative competence and character formation. These prototypes were designed to be adaptable for similar instructional settings and serve as a model for further material development in moral-based ELT practices.

Table 1. Scores Categorization

Scores	Interest level	Proficiency level	Importance level	Frequency level
One	Uninterested	Bad	Unimportant	Almost never
Two	Less interested	Fair	Less important	Rarely
Three	Interested	Good	Important	Often
Four	Very interested	Very good	Very important	Always

The scores are calculated by accumulating the amount of respondents with their scores and the result is then divided by the amount of respondents:

$$\bar{x} = \frac{\sum fx}{\sum f}$$

The scoring scales used in this research are as follows:

Scale One : 0-1.50

Scale Two : 1.15-2.50

Scale Three : 2.51-3.50

Scale Four : 3.51-4.00

The results are put table describing the interest, proficiency, and significance from which the perception to all items of questionnaire are depicted.

RESULTS AND DISCUSSION

The teaching material development procedure by Dat (2008) was used from which we three phases as we called 'I-DO' methodology. These phases are input phase, development phase, and output phase.

The Input Phase

This stage identifies what the students’ needs for their linguistic requirement and what they need in learning process. These needs are inventoried. For this reason, the needs are

analyzed for having information about the students' need in linguistic and learning. The results of this analysis are used in developing a prototype of the English learning teaching materials in which moral values are integrated. Needs Inventory to develop the English teaching material in which the moral values delivered for Transactional Speaking Skills. The need analysis resulted in several needs required to in the development of Moral Character-Based ELT Materials:

Students' Needs of Linguistics

The students' ability to learn English and their learning priorities were revealed through an analysis of their linguistic needs, providing insights into the speaking components and teaching materials prioritized in the design of the course one syllabus. To assess learning ability, the study focused on students' transactional speaking skills, such as requesting, expressing opinions, and reasoning. Self-assessments were conducted to evaluate students' use of appropriate vocabulary, pronunciation, and grammar. The results categorized students' abilities as sufficient across all language functions. In terms of vocabulary usage, scores were 2.13 for conveying explanations, 2.15 for requesting explanations, and 2.15 for revealing opinions. Pronunciation ability also fell into the sufficient category, with scores of 2.06 for conveying opinions, 2.08 for giving explanations, and 2.13 for requesting explanations. Grammar use was similarly rated sufficient, with scores of 1.90 for conveying opinions, 2.06 for giving explanations, and 2.08 for making summaries.

Regarding learning priorities, the analysis of students' perceptions showed a strong emphasis on the teaching of vocabulary, pronunciation, and grammar, especially as they relate to language functions. Vocabulary was the top priority, with the highest scores in conveying opinions (3.65), giving explanations (3.60), and requesting opinions (3.53). Pronunciation followed, prioritized in conveying opinions (3.60), reacting to interruptions (3.58), and giving explanations (3.51). Grammar was also considered highly important, with the same top three scores as vocabulary. Furthermore, integrating moral values into English teaching materials for transactional speaking—such as group discussions—was seen as very important by most students. They recognized the need for mastery in vocabulary, pronunciation, and grammar to effectively express language functions. The study identified three moral value topics with the highest importance: Loyalty through honesty (3.90), Humility through politeness (3.86), and Humanity through care (3.81), which informed the development of prototype ELT materials based on moral character integration.

Table 2. The Students' Needs of Linguistic

Needs of Linguistic	
Ability to learn	Priority in learning
Medium level: 1. Precise vocabulary: - Give explanation (2.13) - Request explanation (2.15) - Convey opinions (2.15) 2. Good pronunciation: - Convey opinions (2.06) - Give explanation (2.08) - Request explanation (2.13) 3. Using correct grammar for: - Expressing opinions (1.90) - Give explanation (2.06) - Making Summary (2.08)	Very important level: 1. Precise vocabulary: - Convey opinions (3.65) - Give explanation (3.60) - Request opinion (3.53). 2. Good pronunciation: - Convey opinions (3.60) - React interruptions (3.58) - Give explanation (3.51). 3. Correct grammar: - Convey opinions (3.65) - Give explanation (3.60) - Request opinion (3.53)
Topics with Moral Character integration Learn precise vocabulary and good pronunciation from topics of real life	

1. Loyalty: Honesty (3.90)
2. Humility: Politeness (3.86)
3. Humanity: Care (3.81)

Needs Inventory in needs of learning

To identify students' learning needs, the researcher analyzed the challenges they face in learning activities and their attitudes toward learning, particularly focusing on barriers to effective speaking and their preferred learning styles. The analysis revealed several key problems based on students' perceptions. These included psychological barriers such as shyness and fear of making mistakes while speaking English, mother tongue interference where students tend to use dialects from their native language, lack of topic knowledge leading to difficulties in generating ideas and vocabulary, and limited linguistic resources including poor vocabulary, unclear pronunciation, and inadequate grammar skills. Understanding these problems allows lecturers to design strategies and teaching methods that better address students' needs, thus reducing the negative impact of these challenges on their speaking skills.

Additionally, analyzing students' learning attitudes helps in gauging their seriousness and commitment to learning. The research examined students' preferences and learning styles, which are crucial in formulating effective teaching strategies for transactional speaking. In terms of preferences, students favored methods that help them improve vocabulary and pronunciation—primarily through active communication and repetitive listening and speaking. For pronunciation improvement, they preferred using voice recordings of native speakers. These preferences provide valuable insights for lecturers in selecting appropriate instructional techniques. Regarding learning styles, most students were identified as analytical learners based on their preference for case studies, small group discussions, and larger study group activities learning style typology. These findings collectively inform the development of targeted and effective ELT materials and teaching strategies suited to students' needs and styles at the State Islamic Institute Parepare.

Table 3. Inventory of Students' Needs of Learning

Needs of learning	
Problems in learning The learning problems	Attitudes of learning The learning attitudes
1. Problems in psychology - Embarrassed in speaking English - Scared of being wrong - Scared of lecturer criticize 2. Interfered by mother language - Speak English with mother language 3. Less knowledge of the topic - Lack knowledge of the topics 4. Source of linguistic limited - Vocabulary, - Pronunciation - Grammar	Learning preferences 1. Vocabulary - Communication - Listening - Repeating 2. Pronunciation - Voice Recording from native English speakers Styles in learning 1. from study case 2. in groups (small and large)

The Development Phase

This stage formulates the learning objectives, selects content, organizes content, and determines tasks that support the transactional speaking skills. What the students need in linguistic and in learning are required for developing the prototype of English learning-teaching materials with the moral values contents (Yassi & Kaharuddin, 2018). The materials relates to transactional speaking with the purpose of: (1) Identifying the ability to communicate language

functions in transactional speaking; (2) Determining the language function in which the vocabularies are used appropriately; (3) Identifying the topics related to moral character that students like to learn; (4) Identify the students' problems in speaking practice in class; (5) Identifying the learning preferences and styles they need. Developing the English learning-teaching materials needs data obtained from the input phase. The procedures in this development phase are distinguishing aims and goals of the learning program, outlining the learning-teaching materials, selecting the material contents, and determining the assignments having relevance to the contexts of transactional communication.

Formulating the Aims and Goals

The aims and goals of a course reflect the underlying ideology of the curriculum. According to Richards (2001), goals serve several essential functions: they provide a rationale for the program, offer guidance for both lecturers and students, establish a learning focus, and describe the desired changes in students' learning. That goals help students concentrate on their vision and learning priorities by breaking down broader aims into smaller, more specific learning units that describe observable behaviors or performances, essentially outlining expected learning outcomes. Goals also assist lecturers in planning course materials and offer a basis for evaluators to assess the program's success or failure. Richards (2001) outlines key characteristics of goals, including indicating the learning units to be achieved, supporting the organization of learning activities, reflecting observable behaviors, facilitating course planning, providing measurable outcomes, and having a prescriptive nature. Statements of goals should describe learning outcomes, align with the broader curriculum, and be both appropriate and implementable.

Based on this theoretical foundation, the researchers at the State Islamic Institute Parepare formulated the course aims and goals tailored to the students' needs in the first semester for learning speaking skills. The aims of the course are: (1) to help students develop skills in transactional conversation effectively and confidently using English, focusing on language functions and incorporating appropriate vocabulary, pronunciation, and grammar, and (2) to prepare students with basic transactional speaking skills to communicate about daily situations and topics integrated with moral values. The specific goals of the course are: (1) students can express the language functions of requesting opinions and explanations using precise vocabulary, good pronunciation, and correct grammar in discussions about "honesty," (2) students can express the functions of revealing opinions and conveying explanations with accurate language use while discussing "politeness," and (3) students can express interruption and conclusion appropriately when discussing the language function of "care." These goals are supported by the development of three prototype English learning-teaching materials that integrate moral values.

Outlining the Contents of ELT Materials

The aims and goals of the course are determined and used as the foundation for outlining the course content, which is then developed into a material prototype. This process involves identifying the main components of the material and organizing them sequentially for classroom presentation. The design includes several key elements: (1) the development of materials into course units, each centered around a specific moral character topic; (2) the inclusion of one moral value topic per unit; and (3) the structure of each unit into three distinct lessons—Lesson A: Getting Skills, Lesson B: Using Skills, and Lesson C: Review. In Lesson A, students acquire specific communicative knowledge, focusing on the linguistic forms necessary for speaking English, such as vocabulary and pronunciation. They also engage in paired exercises to apply these linguistic elements in communicative contexts. Lesson B emphasizes the practical use of these skills, as students participate in small group discussions on real-life situations involving moral dilemmas.

In these discussions, students apply language functions using accurate vocabulary, pronunciation, and grammar. This lesson also includes a half-dialogue role-play model to provide additional opportunities for practicing social interaction. Lesson C serves as a review session, evaluating students' understanding of the unit through larger group discussions that promote

creative and spontaneous interaction in transactional speaking. These structured components collectively support the development of English teaching materials that are integrated with moral values.

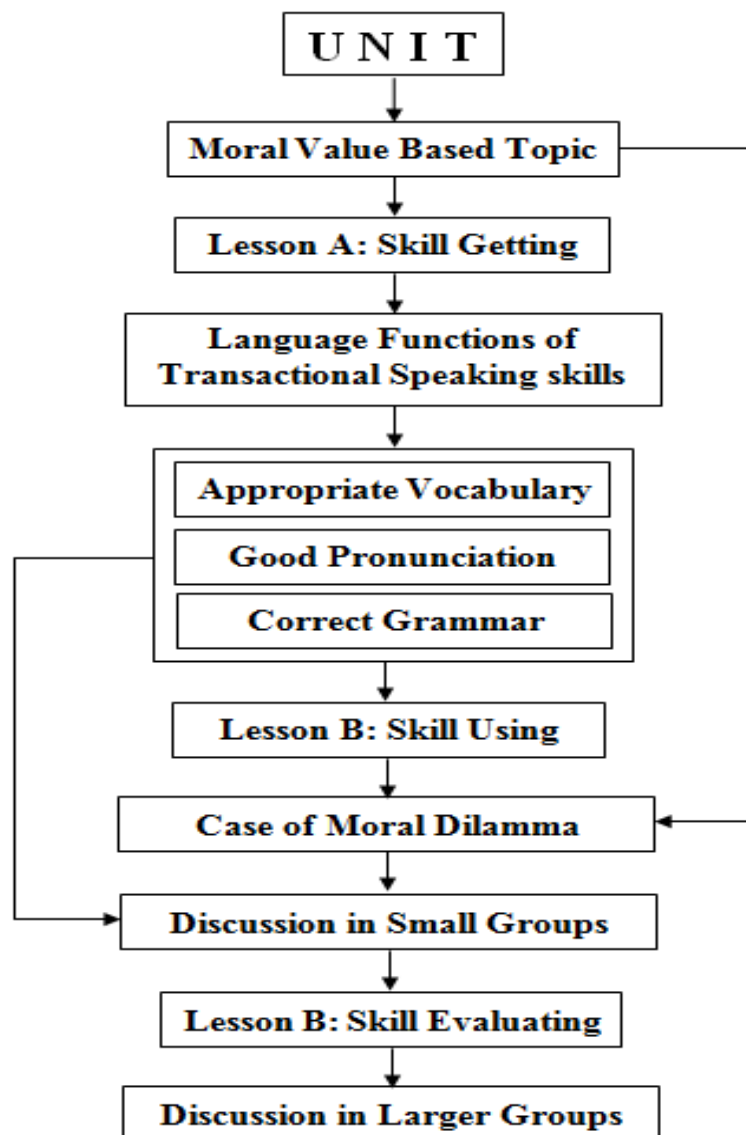


Figure 1. Required Components in Developing Moral Values-Based ELT Materials

Selecting Materials Content and Determining Assignments Relevant to Transactional Speaking

After outlining the contents of English learning teaching materials, the content of the teaching material components is then selected. The result of analysis of students' needs provides information required for planning the contents of the English course Richards (2001). Additionally, some other sources where the information can be collected are literature, manuscript publications, and courses from other universities, test or exam results, students, lecturers and experts. The results of the needs analysis and consultation with English lecturers are included in the list of three language functions and topics which are then loaded in transactional speaking course for English students at State Islamic Institute Parepare:

Table 4. Topics and Language Functions

Ability to learn	Priority in learning
Precise vocabulary	
Convey opinion (2.13) Ask to give explanation (2.15)	Convey opinions (3.65) Give explanation (3.60) Request opinions (3.53).
Good Pronunciation	
Convey opinions (2.06) Give explanation (2.08) Ask to give explanation (2.13)	Convey opinions (3.60) React the interruptions (3.58) Give explanation (3.51).
Correct Grammar	
Convey opinions (1.90) Give explanation (2.06) Make summary (2.08)	Convey opinions (3.65) Give explanation (3.60) Request opinions (3.53)
Topics of moral values	Loyalty: Honesty (3.90) Humility: Politeness (3.86) Humanity: Care (3.81)

In developing moral character-based ELT materials, careful consideration must be given to the selection and sequencing of both linguistic elements and moral topics to ensure alignment with course aims and goals. According to Richards (2001), refining the list of topics and language functions involves addressing key questions such as: Is it necessary to study these topics? Are any essential topics overlooked? Is the time sufficient to cover them? Is priority given to the most important areas? Are other aspects adequately emphasized? And do the selected areas contribute effectively to achieving the intended learning outcomes? To respond to these considerations, a prototype of English learning-teaching materials integrated with moral values was developed using selected language functions based on students' linguistic needs. These functions were identified through a needs analysis and further refined through consultations with English lecturers. In this process, language functions were paired and selected by considering factors such as the course's aims and goals, the importance and frequency of use, students' existing knowledge, and time constraints.

Furthermore, lecturers discussed the rationale and methods for organizing moral value topics within the course structure. Richards (2001) outlines six key criteria for sequencing course content: (1) from simple to complex, starting with basic material before progressing to more advanced topics; (2) following a chronological order that mirrors real-life events; (3) based on students' actual needs outside the classroom; (4) using prerequisite learning to build foundational knowledge that supports further development; (5) adopting either a whole-to-part or part-to-whole approach depending on the learning strategy; and (6) employing spiral sequencing, where materials are revisited periodically to reinforce understanding. These principles guide the logical and pedagogical organization of course content, ensuring it supports student learning both linguistically and morally. Thus, "need" is a criterion to include the moral value topics that are arranged in accordance with students' needs in social life. The result can be seen in the following example:

Category One	
Functions of Language	Moral Value Topic
- Ask for opinions - Convey opinion	Honesty
Category Two	
Functions of Language	Moral Value Topic
- Ask for explanations - Give explanation	Care

Course contents are determined based on the selection of the content of the material components adapted from various sources that contain information about the topics covered.

Table 5. Decided the Content of Course

No	Key Components of Course	Contents of Materials
1	UNIT	Unit One
2	TOPIC	Honesty
3	Lesson A: Obtaining skill	Functions of language used in transactional speaking: a. To ask for opinions b. To convey opinion The focus: a. Vocabulary and phrase b. Pronunciation c. Grammar
4	Lesson B: Using skill	Practice in pairs: the interview uses: a. Phrases to ask for opinions and give opinions b. Good pronunciation to ask for opinions and give opinions c. Correct grammar to ask for opinions and give an opinions d. The Honesty Quiz from cited from http://www.cbsnews.com Activity in small group: Conduct discussion using a. appropriate phrases, correct pronunciation and correct grammar to ask for opinions and give an opinion. b. A case of honesty.
5	Lesson C: Evaluating skill	Activity in larger group: Conduct discussion using a. phrases to ask effectively and confidently for opinions and give opinions b. A case of honesty: "Between Cheating and Lying" adapted from http://www.goodcharacter.com

The Output Phase

This stage develops the learning materials by planning the lesson and bringing about a prototype of teaching material with moral values. Therefore, the researcher presents all materials and activities sequentially in the lesson plan to produce an instructional blocks prototype with moral values for transactional speaking. The block contains specific focus of instruction within one lesson or more generally in a working unit with some lessons. It starts from the lesson planning before the materials from the textbook are developed. This lesson plan functions as a roadmap to present the lesson in class.

Planning the Lesson of English Learning-Teaching Materials With Moral Values

Lesson plans, especially in language programs, are intended to determine the learning objectives and activities of the each teaching. Lecturers can use the lesson plans to decide effectively the strategies of teaching English. Therefore, detail activities must be established in the lesson plan as a guide for the lecturers to interact with students. Six important things in planning lesson are suggested by Brown (1995). The six elements are: 1) aims, 2) goals, 3) materials and equipment, 4) procedures, 5) evaluation, and 6) Outdoor class. The lesson plan directs the focus of lecturers and students in the learning process: where to go, how to get there, and what to achieve when they get there. The guideline for writing lesson plans is the outline of the main components of ELT materials. In this study, the lesson plan required for one unit was prepared as a prototype example of ELT materials, namely the lesson plan for Unit One: A Case of Honesty, in the appendix (see appendix 1).

English Teaching Materials Prototype with Moral Values

What is meant by teaching language in this study is feeding students with something using linguistic, visual, and auditory, to facilitate their English learning process, inform about English, experience about English, and help discover the English for communication. Furthermore, English teaching materials are planned and developed based on results of needs analysis being transformed into lessons plans and components. The structure is organized based on the unit presenting the topic of moral values consisting of three lessons, namely: Lesson A: Skill Getting, Lesson B: Skill Using, and Lesson C: Review. The English teaching materials prototype is presented in the appendix 2.

CONCLUSION

Needs analysis provides information needed to develop the English learning teaching materials with moral values for the intention of building the students speaking skill in particularly transactional interaction at the English education study program of State Islamic Institute Parepare. The information includes students' needs of linguistic and learning. Students' needs of linguistic are abilities and priorities in learning. In this case, students self-assess their ability in transactional speaking by using language functions that include the appropriate use of vocabulary, good pronunciation, and correct grammar obtained from questionnaire distribution. Students' needs of learning relate to problems and attitude in learning English. Research results reveal that the students' problems in speaking relate to psychological problems, mother tongue interference, lack of knowledge about the topic, limited linguistic resources. Furthermore, English learning preferences in particularly vocabulary, pronunciation, and learning style provide information about the students' English learning attitude. The English learning-teaching materials with moral values are developed based on the needs analysis results. Applying the method of "I DO" produces the prototype the English materials with moral values to be a model for developing other teaching materials. However, the effectiveness of applying the prototype still needs further proof and is also a weakness of this study.

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