

AROUSING STUDENTS' PATRIOTISM BY ASSESSING THE SPEAKING MATERIALS THROUGH SCAS MODEL

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Abstract

Nowadays, the patriotism in the students' life has started to vanish. Furthermore, some experts say that it happens because of the influence of globalization that detract their identities and love to their country. Besides, there are many students who idolized the figures out of their country. Sadly, they do not attentive with their local prominent figures who have amazing character, good morality and many accomplishment. Due to the degrading and scraping the patriotism of the students, the writers did the materials development for students in IAIN Bukittinggi by using the PIE (Planning, Implementing and Evaluating) to insert the biography of the prominent figures in the speaking material. It is supported by Socio-Cultural Affective Strategies (SCAS) model which considering the social, affective, and culture with multi-dimensional of speaking material by the used of video call with native speaker that can influence patriotism of the students. From that SCAS model, the researchers do assessing to see how far the modul gives the contribution to improve students patriotism. Briefly, this developing material effectively help the students to counteract them from indeterminate as the effect of globalization that furnish the insight of the students about interculturality.

Keywords: *Assessing Speaking Materials, SCAS-Model*

A. INTRODUCTION

Patriotism is a action to love the country includes attitudes be proud of the achievement of the nation, proud of the culture, existence of a desire to maintain the characteristics of the nation and the background of the culture. Rashid (2004) said that there are some values of patriotism, such as: loyalty, courage, willing to sacrifice, etc. But the biggest problem in Indonesia is patriotism in the life of the students has started to vanish, some experts say that is happens because the influence of globalization that detract their identities, such as like there are a lots of students who idolized the figures out of their country, like the artist and the singers. They adored and imitate the lifestyle and demeanors of their idols. Unfortunately, they do not attentive and acquainted with their local prominent

figures who have amazing character, good morality and many accomplishment, like Buya Hamka, Rohana Kudus, etc.

The effective way to steam the influence of the globalization era is to develop the teaching materials by inserting our own cultural. The students need to be exposed about the Indonesia prominent figures in their materials. The material in speaking need to develop with the new technical, that should involves to make decision about what and how to say things in specific communicative situation to convey the right intention.

Tomlinson (1998) said that teaching materials in second language can be created not only by the writes, but also by teachers and learners. In other words, the developing materials should be understood by the users. Teaching language especially in speaking needs much more consideration related to the learning process. There are two kinds of learning materials that can be used in a classroom. First is the printed material, worksheet is one of the popular printed materials that used by the teachers in the classroom. Worksheet is a material that contains the materials, exercise, and assesment in the end of materials. Because of that, some teachers prefer the worksheet to be their main source use in the classroom.

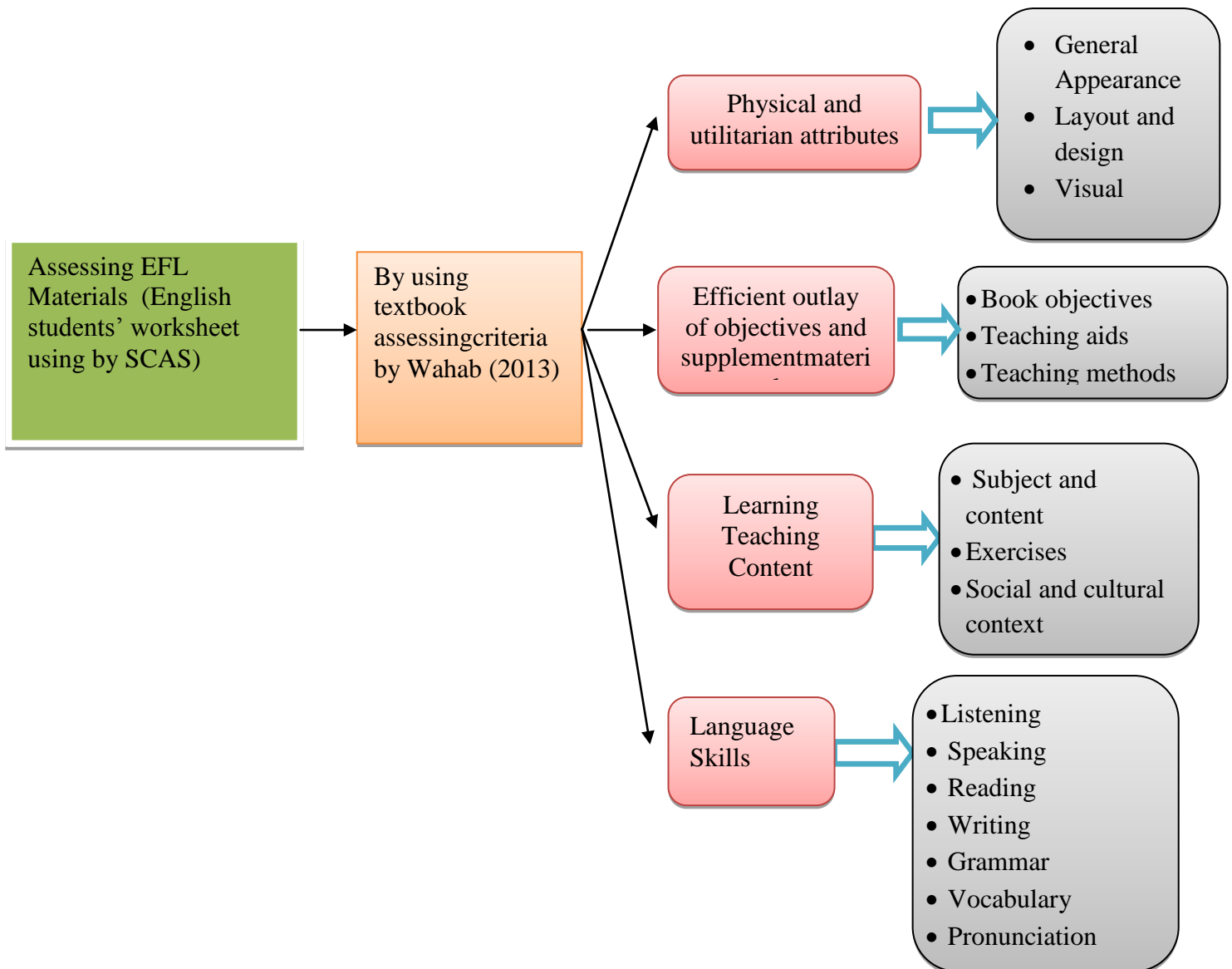
This is making the publisher creat the worksheet that is suitable with the curriculum changing and the development of technologies from time to time. Nunan (1989) states that the important thing in teaching speaking is the communication should be seen as a process rather than a set of products. It also supported by Breen (1984) he said it calls the “ process syllabus”. According to the syllabus, the predesign plan to make and script the develop material, the users (lecturer and students) can be open the reinterpretation of that plan. Both of the designs have the right plan to join each other in to create the process to shape users’ experiences, attitudes, and knowledge. Bao Dat in Tomlinson (2003) says that It is through such as interaction that predesigns schetch that can best modified to become appropriate materials that the implementation can serves as tool for speaking materials to be powerful discovered and created.

To insert the material about prominent figures in speaking material, researchers use SCAS Model, socio-cultural affective strategy is the model of teaching that insert the material about local culture, the speaking leacturer believe that the insertion of the local culture can affectively to counteract and arousing the

students' patriotism. English students need to be exposed with their own culture, because they spend the time to study about foreign culture. To enter the speaking class the lecturers should know about different cultures and have to respect the student's cultural values. Englebort (2004) said that when we teach a foreign language is also we have to teach a foreign culture, and it is important to be sensitive to the fact that students, colleges, administrators, and if we live in a board do not share all of our paradigm's culture. Speaking material need to be integrating with the culture of local wisdom that can arouse students character building about their own culture by Speaking material.

Based on the researcher done observation, it was known that Speaking worksheet with material about My Hero is one of worksheets used in speaking material for second grade in IAIN Bukittinggi year 2016. For the first stage is the researchers is made the appointment with one of the speaking lecturer to do interview relate to the use of that worksheet. From the interview done by the researcher, it was known that the use of worksheet My Hero is compulsory during the learning process. So, every student should have this worksheet. This is based on the policy made by the students and lecturer. The lecturer believes that the content, the choice of vocabularies, the materials and the exercises in the worksheet is suitable for the students from level of difficulties.

The scheme of the assessing criteria can see below:



The scheme above explains some criteria, the criterias are taken from the checklist criteria developed by Wahab. The assessing will be consisted of four areas, such as physical and utilitarian attributes, efficient layout of objects and supplementing materials, learning teaching content, and language skills. The first area consists of general appearance, layout and design, and visual. The second area is divided into three, namely book objectives, teaching aids, teaching methods. The third area is also consists of three divisions, for instance subject and content, exercises, and social and cultural context. Thus, the last area is the

language skills within the worksheet like speaking, reading, listening, writing, grammar, and vocabulary.

In this case, the researchers aim to find out the effect toward students' mastery by applying the material about My Hero that used the Socio-Cultural Affective Strategies (SCAS) Model. The research question is whether the material about my hero in teaching speaking by using SCAS model give the effect toward students' speaking skill. These all things are the complicated problems that were commonly faced by the students in their daily life.

In answering this problem, the researcher started from describing the method of the research, the result of the research, the discussion and the conclusion. The contribution of the result from this research is as the alternative material that can be used by the speaking lecturer to improve students' speaking ability as well as fostering students' patriotism.

B. RESEARCH METHOD

The design of the research will be descriptive with quantitative research. The reason is the data will be described in the numeral forms, and that's will focus on analyzing documents, which is Speaking Worksheet with material about My Hero. Brown in Hinkle (2011) said that the quantitative research can be defined as any research that focuses on counting things on understanding the patterns that emerge from those count. In other words, this research is considered to be quantitative research because the researcher involves the collected data to find the answer to the research question by asked to the participants. Additionally, the descriptive method will be used in this research because the result of the research will be the description of worksheet quality drawn from the collected data in the whole worksheet.

The object of this research is thesecond semester English Education Department students of IAIN Bukittinggi. The materials and the modul for the test were validated by expert appraisal. As addition the modul about my hero that has been tried out to the experiment group and the outcome is the practical modul. Meanwhile, the test also validated until the result is the test valid and reliable. Moreover, the data collected by giving the questionnaire to test the practicality and conduct pre and post test from one class to get the effectiveness of the modul. Futhermore, to analyze the data, the researcher appliedt-test for quantitative ones.

In collecting the data in this research, the researchers will use the checklist assessing checklist suggested by Wahab. For this kind of assessing, the researchers will adapt 140- items assessing checklist.

The items of the assessing checklist are grouped under four domains:

Table 1: Assessing Checklist

<p>1. Physical and Utilitarian attributes</p> <p>A. General Appearance (10 items)</p> <p>B. Layout & design (12 items)</p> <p>C. Visual (4)</p>
<p>2. Efficient outlay of objectives and supplementary materials</p> <p>A. General Appearance (10 items)</p> <p>B. Teaching Aids (8 Items)</p> <p>C. Teaching Method (14)</p>
<p>3. Learning-teaching content</p> <p>A. Subject and content (9 items)</p> <p>B. Exercises (10 Items)</p> <p>C. Social and Cultural Context (9 items)</p>
<p>4. Language Skill</p> <p>A. Listening (7 items)</p> <p>B. Speaking (6 Items)</p> <p>C. Reading (6 items)</p> <p>D. Writing (8 Items)</p> <p>E. Vocabulary (11 Items)</p> <p>F. Grammar (11 Items)</p> <p>G. Pronunciation (5)</p>

To collect the data, there are some steps that will be done by the researcher. First, the researcher will re read the worksheet entirely. Second, the researcher will adapt the worksheet assessing and give the assessing checklist to the expert, after the researchers get the validity from the expert then the assessing checklist give to the participant that will be used to collect the data.

In collecting the data for this research, the researchers have 4 questions that will be answered by 3 participants. This research will use the checklist assessing checklist suggested by Wahab. For this kind of assessing, the researcher will adapt

140- items assessing checklist. The items of the assessing checklist are grouped under four domains:

1. Physical and utilitarian attributes (25 items)
2. Efficient outlay of objectives and supplementary materials (33 items)
3. learning-teaching content (28items)
4. Language Skills (54 items)

After The Example of assessing (Physical and Utilitarian attributes) can be seen in the table below:

Table 2: Items of Worksheet Assesment Criteria

Items of Assessing	Good	Satisfactory	Poor
I. Physical and utilitarian attributes			
A-General Appearance			
1. The outside cover is informative and attractive.			
2. The font size and type used in the book are appropriate.			
3. The paper used for the worksheet is of good quality			
4. Binding is strong enough.			
5. Printing used is good.			
6. There is enough white space to achieve clarity.			
7. The titles and sub-heading titles are written clearly and appropriately			
8. Its size is appropriate			
9. The worksheet has sufficient number of pictures to make the situation more life-like.			
B- Layout and design			
1. There is a variety of design to achieve impact.			
2. There is consistency in the use of headings, icons, labels, italics, etc.			
3. The worksheet includes a detailed overview of the functions and structures that will be taught in each unit.			
4. The worksheet includes a detailed overview of vocabulary that will be taught in each unit.			

5. The worksheet has a complete and detailed table of contents.
6. Every unit and lesson is given an appropriate title.
7. The worksheet has a complete bibliography.
8. The worksheet is organized logically and effectively.
9. An adequate vocabulary list or glossary is included.
10. Adequate review sections and exercises are included.
11. The worksheet is free of mistakes
12. The worksheet is durable.
C-Visuals
1. The Visuals are well produced ,varied and attractive
2. The Visuals stimulate students to be creative.
3. The Visuals are functional.
4. The Visuals are compatible with students' own culture.

The data of this research will be analyzed in the following steps. Firstly, the score will classify the data based on the three criteria (poor, satisfactory, and good) of the checklist assessing criteria recommended by Wahab. The criteria of numerically scale 0 to 2 in the blank space of the score column as follows: Poor = 0 (It goes up to 64%.) Satisfactory =1 (It starts with 65% and goes up to 74%.) Good = 2 (It starts with 75%.). The researcher then will conclude the result of the analysis in the form of percentage. It is completed by counting the total number for each checklist of the assessing criteria and multiplied by 100%.

C. RESULT AND DISCUSSION

The modul about my hero has been tried out at IAIN Bukittinggi students with the total participants are 30 students. The researchers take 3 participants to assessing the modul with the way randomly. Therefore, the English worksheet will be evaluated by using checklist of Speaking Worksheet assessing criteria by Wahab from the table above. The criteria are numerically rated scale from 0 to 2 in the blank space of the score column as follows: Poor = 0 (It goes up to 64%.)

Satisfactory =1 (It starts with 65% and goes up to 74%.) Good = 2 (It starts with 75%).The data of the assessingg from of 3 participants, the researchers get the data, like the following:

Table 3: Data from participant assessing the modul

- score = amount of items*point
- Poor = 0
- satisfactory =1
- good =2
- participants' score = amount of the score
- total score = (total items*highest score) 140*2= 280
- percentage score = participant score : total score * (100%)

Number of participant	Participant 1			Participant 2			Participant 3		
	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>
Items	-	40	100	-	50	90	-	53	87
Score (items*point)	-	40	200	-	50	180	-	53	174
Participants' score (calculating of the score)	240			230			227		

From the table above, the researchers get the data from the participants. The score from first participantis 240. The data come out from the participant fill out the items of speaking worksheet assessing criteria in the satisfactory criteria for 40 items, good criteria for 100 items. The participant 1 point is 240 point, and the percentage is $240/280 * 100\% = 85,7\%$ the criteria is Good. The second participants' score is 230, its consist of 50 point for sactifory criteria and 180 points for good criteria. The percentage score from second participant is $230/280 * 100\%$ the score percentage is 82,1% it is in good criteria. The score of the last participant is 227 that consist of 53 point for sactifory criteria and 174 points for good criteria. The percentage score of participant 3 is $227/280 * 100\% = 81\%$ it is in good criteria.

The percentages score shows in the Polygon graph

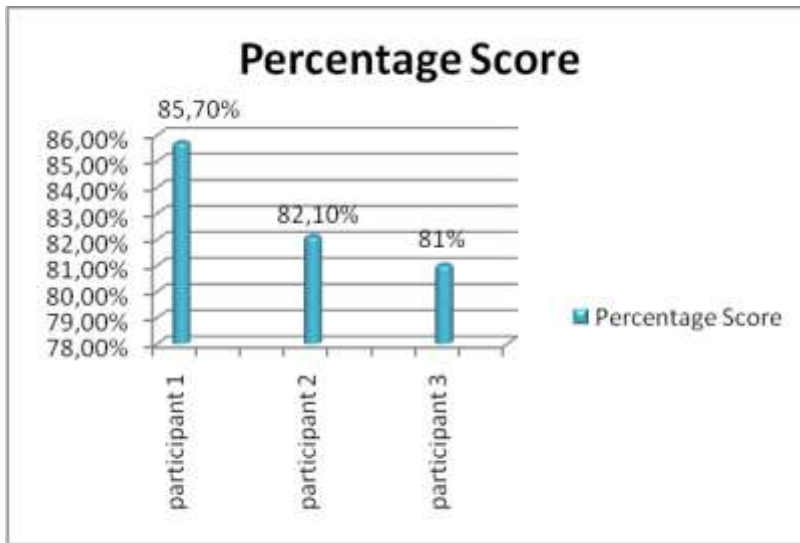


Image 1 Percentage score Polygon Graph

The table and graph Polygon show that the percentages of the 3 participations is accumulated and the result of the amount is divided the number of participants * 100%. The range percentages score is $85,70 + 82,10 + 81 = 248,8 : 3 * 100\% = 82,9\%$.

Based on the scale of criteria assessing, the score is 82,9% is counted in Good criteria. It mean that the assessing speaking material through SCAS model is good to applied in the classroom. It supported that the students value is increasing. Before applied the modul about my hero in the classroom the researchers do pre-test and in the end of the reseach the researchers do post test for getting the good quality of the product. The table below shows the result of the percentage of the Students score improvement by using SCAS model.

Table 4 : Result of pre-test post-test and the percentage of the improvement

NO	Indicator	Pre-test Score	Post-test Score	Improvement	
				Total Score	%
1	Grammar	50	72	22	44%
2	Vocabulary	63	87	24	38%
3	Comprehension	61	89	28	45.9%
4	Fluency	62	88	26	41.9%
5	pronunciation	60	85	25	41.7%
Total		296	421	115	42.3 %

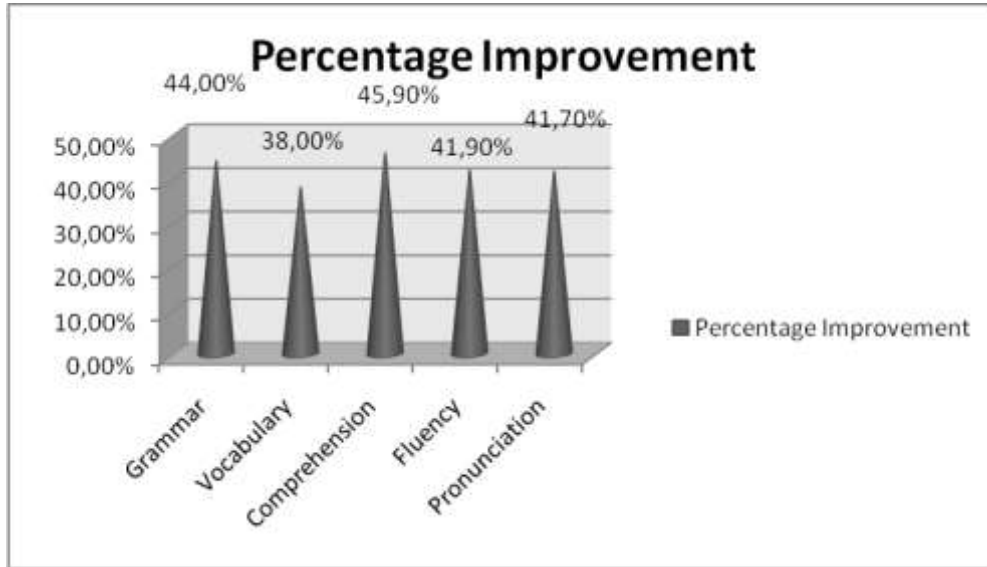


Image 2 Increased Polygon Test Results post-treatment

Based on the table and polygon above it can be seen that the highest componen is comprehensionthat is a value is45.90%. Next grammar indicator with a value increase is 44%. Fluency indicator value for the increase was 41.90%. Further to the indicators Pronunciation value increase was 41.70% and the lowest increase of the indicators mentioned above are vocabulary is 38%. From the table above can be seen an increase in value for each indicator pretest and posttest with details as follows: For the indicators grammar value of 50 increased to 72, indicator vocabulary value of the pretest is 63 increased to 87, indicator comprehension pretest was 61 increased to 89, fluency indicator pretest is 62 and the indicator increased to 88 pronunciation pretest 60 value increased to 85. The overall improvement of the test results occurred at 42.3%, after the treatment.

The results of the analysis of product trials that have been done have a positive impact on speaking to arousing students' patriotism. Data shows that at the initial assessment value is 296 and the score of the final test increased to 421. It can be concluded that the development of SCAS model gave the significant impact on students' speaking skills or a positive impact on learning outcomes in Speaking II.

D. CONCLUSION

Finally, this paper show that the assessing of the module in speaking materials by inserting the culture is affective to apply in the classroom. It is

important to insert the culture in the material when the aspect is integrating in a language. Because the influence of globalization the students' patriotism has started to vanish. It is the reason why the researchers need to do assessing the speaking material through SCAS Model. as a speaking lecturer, one must give students the information of cultural differences and always to insert the local culture in teaching process. The lecturer have to can selected the materials of speaking before teach it in the classroom, the speaking material have to evaluate and assessing the content and the moral value that gives by that material on the local culture. The most important thing is the module of speaking materials have to has the purpose to make characters buildings in the students life.

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