ABSTRACT

Ariyani, Farida. 2016. Character Education in Teaching English (Qualitative Research at the Seventh Grade of SMPN 1 KecamatanMlarak). **Thesis,** English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Dr. Ahmadi, M.Ag.

Key Words: Character Education, Teaching English

Character education is the process of human to educate or transfer values to other through several process of making positive attitudes in life. It is as the process to support transferring the knowledge and skill; teaching. Through its implementation, the qualities of students are not only in their cognitive aspects, but also in daily good attitudes. Furthermore, teacher must implement it in all lessons in the schools; including English subject that are four skills; listening, speaking, reading, and writing. Its purpose is to achieve the goals of teaching and learning process and minimize students' bad attitudes.

The research problems of this thesis are: (1) what are core values applied in teaching English at seventh grades of SMPN 1 KecamatanMlarak (2) how are core values implemented in teaching English at seventh grades of SMPN 1 KecamatanMlarak (3) what are the problems faced by the teacher in the implementation of core values in teaching English at seventh grades of SMPN 1 KecamatanMlarak in academic year 2015/2016.

In this research, the researcher used qualitative approach with the design of case study. Subjects of the research and sources of data in this research were the teachers of teaching English at The Seventh grades of SMPN 1KecamatanMlarakPonorogo in academic year 2015/2016. Data collection techniques were observation, interview, and documentation. In analyzing data collection, the researcher applied at the steps of qualitative data analysis proposed by Miles and Huberman; covering data reduction, showing data display, and drawing/verification conclusion. The validity of data used was triangulation technique.

The research results follow; first, the core values are applied in teaching English are responsibility, trustworthy, and caring. Second, the implementation of core values in teaching English is through three parts; planning, acting, and evaluating. Third, the problems that are faced by the teacher the implementation of core values in teaching English was developing students' activeness and controlling students' activities.

Therefore, the researcher suggested that it would be better for the teacher to develop student' character through daily activities. Students must have high motivation to develop and change bad habits to be better.

CHAPTER I

INTRODUCTION

A. Background of Study

Basically everyone needs education for his or her better life. It can be formal or informal. The aim of all education, from elementary, secondary, vocational, and industrial training, to higher education is to apply what we learn in different context, recognize, and extend that learning to complete new situations.[1] It means that education is very important for human. It is one way that we can do to prepare our personalities in the future life.

Education becomes a major expectation for improving Indonesian qualities. Look from the leading role view, education is as the way of human's improving quality which more emphasizes in forming basic qualities, such as faith, piety, personality, intelligence, discipline, and so on. Education has a strategic value as an investment for the future.[2] It means that we always need education to create good personality with others.

Besides that the aim of Indonesian education is written in the National Rules (UUD). In chapter IV about direction, stages, and priority of long – range developing years 2005 -2025, still in the rules of Indonesia number 17 year 2007 about plan of long – range developing 2005 -2025,

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[1]Robert E Haskell, Transfer of Learning Cognition, Instruction, and Reasoning (New England: Academic Press), 3.

[2]Ngainun Naim, Character Building: Optimalisasi Peran Pendidikan dalam Pembangunan Ilmu & Pembentukan Karakter Bangsa (Jogjakarta: Ar-RuzzMedia, 2012), 25.

explain that "realizing Indonesia citizen who is have good character, moral, ethic, culture, courtesy, base on Pancasila philosophy...." It is noted with:

....realizing Indonesia citizen who is integrity, competitive, good character and moral base on Pancasila, which is characterized by human and Indonesia citizen's nature and behavior that is various, belief and faith to God Almighty, noble character, tolerant, mutual cooperation, patriotic soul, dynamic developing, and oriented iptec.[3]

In short, education is the important thing that is needed by everyone, whether children, adults, or parents. It can improve people's knowledge, personalities, and skills because it has many aims and objectives. They are also written in Indonesia rules that must be known and understood by citizen.

In Indonesia, the developing of character and nation becomes a strong motto in the leading years of the first president, Ir. Soekarno. He often shouted out the importance of nation character building that can become Indonesia as prestige nation, especially the nation that is free from colonization can make our nation in authority of slavery and colonization by other nation.[4] It means that since the first Indonesia president, Ir. Soekarno have been character education. The purpose of that year was to create Indonesia society had good intelligence, so, Indonesia is far from the colonial.

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[3]Fatchul Mun'in, Pendidikan Karakter Konstruksi Teoritik dan Praktik (Jogjakarta: Ar-Ruzz Media, 2011), 20.
[4]Ibid., 84.

Indeed Education in schools should not only provides a wide range of knowledge, but also be able to compose the character of their students. This aspect is important to muse together because the reality has shown that the formation of character is less appreciated and adequate attention. Teachers' concentration is deeper on how students obtain value satisfactory.[5] The education that is expected is to improve human knowledge and character. Furthermore the next generation will be good human who can compete with others.

Actually teaching sets up the practice games of language learning; the opportunities for learners to listen, think, take risks, set goals, and process feedback from the "coach" and then recycle through the skills that they are trying to master.[6] It means that teaching and learning process have relationship. By teaching process the learners will get information and knowledge. They also can improve their skills.

All of lesson subjects also are assumed have mission to compose good character to students.[7] It means that the lesson subjects must have the mission of characters or good values that will be taught to the students in the classroom.

Brown via Richards and Renandya claims that "whenever you teach language, you also teach complex system of cultural customs, values, and

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[5]Ngainun Naim, Character Building: Optimalsasi Peran Pendidikan ….41.

[6] H. Douglas Brown, Language Assessment Principle and Classroom Practices Second Edition, New York: Addison Wesley Longman, Inc.2001), 5.

[7]Marzuki, "Pengintegrasian Pendidikan Karakter dalam Pembelajaran di Sekolah", FIS UNY, jurnal pendidikan karakter, tahun II nomor I februari 2012), 40.

ways of thinking, feeling, and acting."[8] Teaching language has purpose to teach students able to communicate well. But, the effective teaching language is not only teaches how students can improve their skills but also change their behavior to be better.

Language subjects are not directed to improve to communication ability, because what was studied is more as a science rather than as a means of communication.[9] It means that in teaching of language subjects, the teacher must have good character and habits using its language to interact with students in class. So, the students will do as their teachers do.

Kohlberg's moral dilemma discussion provided for the teacher to facilitate students' reasoning, assisted students in resolving moral conflicts, and ensured that the discussion took place in a value free environment. The goal was to move the student to the next stage in moral reasoning, in both programs, the objective was cognitive development of moral reasoning; both emphasized that teachers were nonjudgmental and were not to moralize. [10]

The implementation of character education in Indonesia is more difficult, especially in globalization era. Now, moral crisis happens in Indonesia. It can affect all ages of society. [11]Many crimes or diverges occur among society. Indeed, the most of them have an education until in high

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[8]Siti Sudartini, "Inserting Local Culture in English Language Teaching to Promote Character Education," Faculty of Language and Arts Sciences, Yogyakarta State University, Jurnal Pendidikan Karakter, Tahun II nomor I februari 2012), 50.

[9]Wina Sanjaya,Strategi Pembelajaran Berorientasi Standar Proses Pendidikan (Jakarta: Kencana Perdana Media Group, 2009), 1.

[10] William G Thomson, "The Effect of Character Education on Students Behavior," (Dissertation, State Tennessee State University, 2002), 10.

[11]Zubaedi, Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan (Jakarta: Prenada Media Grup. 2011), 1.

level and be the aspirators figures. They also have been making the negative impact for the students as new generation.

The divergence that often occurs in the school is cheating. Cheating can do through asking other students, see others works or books, and searching in internet.[12] It is as the habit of students especially when they are on daily homework, exercise or National Examination. In National examination, cheating is not only done by the students but also the supported by the teachers. Most of teachers guide the students to get answers or give them the answers directly. The habit of teaching also occurs in the high level of students, in university. It is usually called as plagiarism to finishing the final project, thesis.

The high scores of National Examination (UN) are students' hopes, but it will be better if it is not only from the score that they get but also from the integrity during do the tasks. In 2015, The Indonesia Minister of Education had program to make the character of students in Indonesia be better. The achievement of success in UN is not only from the rights answers that students can but also the Index of National Examination Integrity (IIUN) in cities. The Head of Indonesia Minister of Education, Anies Bawean said that the goals of education do not only get the achievement, but also make students' character be better. So, it will proud to

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[12]Muchlas Samani & Haryanto, Konsep dan Model Pendidikan Karakter, (Bandung: Remaja Rosdakarya, 2013), 1.

the high score of IIUN than UN.[13] The result of Junior High School (SMP) data shows that the participants of UN are 52163 schools in 2015. It is just 12% that has UN and IIUN highest scores, 50% got UN high scores but low of IIUN, 17% got low UN score but high IIUN score, and 21% got UN and IIUN low scores.[14]

Other important diverge that is occurs in society is indiscipline. It is usually done by children, adults, and parents. The example of indiscipline is the infraction of the traffic line rules. That infraction happens whether in big city or small place of Indonesia. Indiscipline is also done by students in the schools. They do not come to schools on time, do not obedient with the schools' rules, etc. those infraction can influence students' attitudes or characters in the society in future. [15]

On the other side, moral values crisis is seen from the raising of violence among the students. It becomes a serious action because it is part of criminal. Violence can means as the action of disturbing, strike, or all actions that make others uncomfortable.[16] One of the violence factors is bullying. It is as ridiculing others. When the students was ridiculed by their friends and they afraid to avenge the, they will ask others friends to do it. That action can be a violence and killing. In a reset of LSM Plan International and International Center for Research on Women (ICRW) that

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[13]www.wartapriangan.com/nilai-un-tasi-membanggakan-nilai-kejujuranyamengkhawatirkan/4771/Senny Apriani 21/05/2015. 18/03/2016 03.30

[14] Litbang.kemdikbud.go.id/index.php/index-berita-bulanan/2015/berita-bulan-juni-2015/1240-hasil-un-dan-iiun-smp-sederajat=2015-sebagai-potret-awal-perbaikan. Posted 18/03/2016/06.30

[15]Wuri Wuryandani. Etc. Internalisasi Nilai Karakter Disipin Melalui Penciptaan Iklim Kelas yang Kondusif di SD Muhammadiyah Sapen Yogyakarta. UNY. 176

[16]Zubaedi, Desain Pendidikan Karakter: Konsepsi dan Aplikasinya……., 2.

created on March 2015 showed that 84% of Indonesia students do violence in the schools. It is higher than others regions of Asia, 70%.[17]

In fact, the character education in teaching English is implemented by almost of school in Ponorogo. One of them is SMP N 1 Kecamatan Mlarak. It can be seen when the researcher do Teaching Practicum II in it. The character is taught by all teachers to the students, especially in teaching English. The researcher have ever interviewed with the English teacher of seventh grades in SMP N 1 Kecamatan Mlarak, Mr. Hadi Mulyo.[18] He said that he also implementing character education in teaching and learning process of English lesson. It can be implemented by several methods and ways that can improve students' knowledge and character.

There are many activities that show the character education in the morning, the teacher and students must come to the school before 07.00 am. In front of the school, there are some teachers who stand and shake students' hands. They also check students' uniforms and attributes. The students who do not wear uniform complete, they must borrow or buy it to the school cooperation. They also must write their name on the teacher's notebook. [19]

Moreover, in religious aspect, there are habits that have done to improve students' character. Students and teacher must pray Dhuhur together every day except Friday. It do not mean that Friday is free in religious activity. Friday is as the great day in Islam, so, the activities are

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[17]M.liputan   6.com/news/read/2191106/survey-icrw-84-anak-indonesia-alami-kekerasan-di-sekolah NafiysulQadar on 15 maret 2015 01.05

[18] Look at the observation transcript of 01/O/11-3/2016

[19] Look at the observation transcript of 01/O/11-3/2016

longer than other days. Students and teachers must come to the school before 06.00 am. They shake hand each other base on their gender; male or female. After that they must prepare to pray Dhuha together. Then, the teacher will tell the motivation or inspiration speech. He also leads the students to read the verses of Holey Qur'an and Asmaul Husna. At the last, they shake hand each other to ask the forgiveness.

In the class, the teacher; Mr. Hadi will come in it on time. The students also must come to class before him. If they are late, they will get the punishment. It is not difficult things that make them feel hard. It will be as doing the tasks, cleaning the class, remembering vocabularies, etc. Those kinds of punishment will change the students better. Besides, in every class of the seventh grades has rules or contract teaching and learning process that are made in the first meeting. Those rules are different with others base on their agreed. Furthermore, they know their duties during teaching process and will get the punishment base on their rules.[20]

The students' character of the seventh grade of SMPN 1 Kecamatan Mlarak need to be changed. One of them is bullying. Most of them like bullying each others. They like to make laugh and fun especially in the class. Moreover the wrong action of their friends will be the main theme to bullying. It makes them be enjoy and happy in the class. They often make others become shy. They also avenge it be funnier and make it as a joke. The

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[20] Look at the observation transcript of 01/O/11-3/2016

bullying with others will continue until they are outside the class and for several days.

The wrong habit that still happens in teaching and learning process is cheating. Although there were rules that prohibit them in teaching but, cheating is the habit that must be leaved step by step. So, he will control them in doing the tasks, especially in examination. He also tells them to be honesty students before they are do tasks. It is the important thing, furthermore the honesty in every side must be taught from the childhood.

Beside it there are the efforts of teacher to minimize that habit. The example of good habit is coming on time. The teaching and learning process begins at 07.00 am. The teacher will punish the late students with the important things, such as reading materials, cleaning the whiteboard, leading a pray, etc. If he doesn't come, he will give the tasks that must be done by the students at that time, so they are not crowded in the classroom. It means that the teacher apply the discipline and responsibility.[21]

The teacher always gives the opportunities to the students in reading the materials. He uses the strategy to make other students keep silent and listen the reader. When he reads or explains the materials while they are crowded, he will choose one of them to continuo the reading. It is a way to make them be silent. The teacher also conducts the students' respect too through shake hand after learning process and before the examination. The teacher wants to the students to respect with others and be good listeners. He

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[21] Look at the observation transcript of 01/O/11-3/2016

also gives the appreciation to the active students and positive responds to the others who active but they have wrong answer. In the first meeting, he was telling them that when the others are active in the classroom, all of them must keep silent and appreciate it. He wants them to be active students in teaching and learning process. Because the teacher doesn't need the right answers but also the active sides.[22]

Based on the statements above, the researcher wants to know the implementation of character education. Furthermore, the researcher make the observation entitle" Character Education in Teaching English (Qualitative Research at The Seventh Grade of SMPN I Kecamatan Mlarak Ponorogo).

B. Research Focus

This research focuses on the implementation of Character Education in Teaching English at The Seventh Grade of SMP I Kecamatan Mlarak in Academic Year 2015/2016.

C. Problem Statements

Depend on the statement about the background of study there are the statement of the problem formulated bellow:

a. What are core values applied in teaching English at the seventh grade of SMPN 1 Kecamatan Mlarak Ponorogo in academic year 2015/2016?

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[22]Look at the observation transcript of 01/O/11-3/2016

b. How are core values implemented in teaching English at the seventh grade of SMPN 1 Kecamatan Mlarak Ponorogo in academic year 2015/2016?

c. What are the problems faced by teacher in the implementation of core values in teaching English at the seventh grade of SMPN 1 Kecamatan Mlarak Ponorogo in academic year 2015/2016?

D. Objectives of Study

Concerning with the problem statement, this research has some objectives described as follows:

1) To identify the core values that are applied in teaching English at the seventh grade of SMPN 1 Kecamatan Mlarak Ponorogo in academic year 2015/2016

2) To describe the implementation of core values in teaching English at the seventh grade of SMPN 1 Kecamatan Mlarak Ponorogo in Academic Year 2015/2016.

3) To know the problems are faced by teacher in the implementation of core values in teaching English at the seventh grade of SMPN 1 Kecamatan Mlarak Ponorogo in Academic Year 2015/2016

E. Significance of Study

This research focuses on the character education in teaching English. The result of the study is expected to the beneficial for:

1) Lecturer

This research is hoped giving useful for the lecturer especially for English lecturer in teaching English. It's expected could be reference for them in teaching English.

2) Students

This research is expected to make students have good attitudes especially in the classroom by the implementation of character education in teaching English.

3) Readers

This research is expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching reference for the next research

F. **Research Methodology**

This chapter promotes the research methodology that applied in this research. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.[23] It means that research methodology is very important as basic of research. In a scientific research, it is necessary for the researcher to present research methodology as:

1. **Research Design**

A research design is the arrangement of conditions for collecting and analysis of data in manner that aims to combine relevance to the

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[23] C.R Kothari. Research Methodology Methods and Techniques second Revised Edition (New Age International (P) Limited Publishers,2004), 8.

research purpose with economy in procedure.[24] Thus, research design is a plan of collecting and analyzing data in that related with the research objectives. The purpose of research design is guiding the researcher in conducting the research activities.

This research applies a qualitative research. Qualitative research is type of research that is from phenomena. Bogdan and Taylor argue that, "Qualitative methodology is a research procedure that generates descriptive qualitative data in the form of words written or spoken of-people and observed behavior".[25]

Based on the statement, it can be concluded that qualitative research is the type of research which produces descriptive data in the form of speech or writing that relate with the object of research.

There are many types of qualitative researches; one of them is case study. It is a method of exploring and analyzing the life of social unit – be that unit a person, a family, institution, culture group, or even an entire community.[26]

In conclusion, the researcher wants to analyze and describe the character education in teaching English on seventh grades of SMPN 1 Kecamatan Mlarak deeply.

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[24]Ibid., 31.

[25]Andi Prastowo, Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian, (Jogjakarta: Ar – Ruzz Media, 2014), 22

[26] Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, (New Delhi: New Age International (P) Ltd., Publisher, 2006), 146.

2. Researcher roles

In qualitative research, there are three types of researcher role. They are complete observer, observer as participant and complete participant.[27]

In this research, researcher becomes an observer and participant. The researcher interacts with the subject of activity in the research location. Through using data collection, the researcher collects, analyzes, and interprets data to find the conclusion of research.

3. Research Location

This research takes place in Junior High School 1 Kecamatan Mlarak in Mlarak Street No. 02, Mlarak, Ponorogo. There are some reasons that make the researcher excited to make a research in Junior High School 1 Kecamatan Mlarak;

1) Junior High School 1 Kecamatan Mlarak has good quality in academic or extracurricular especially in English skill, it can be the first reason for the researcher to know the learning and teaching process.

2) The teachers of Junior High School 1 Kecamatan Mlarak are very discipline to obedient the rules that make students have good habit in school.

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[27] Norman K. Denzim, Handbook of Qualitative Research (California: SAGE Publication. Inc, 1994), 248.

3) In Junior High School 1 Kecamatan Mlarak have good habits in teaching and learning every day. The teachers and students do good habits such as respect to others, hard work, and responsibility in the tasks, etc.

4. **Data Source**

Data source is the subject where have come from obtainable information. It means that data source in a research is subject where the data can be obtained. It is collected in words forms. It also can be from teacher and students who are as informant, books, and documentation transcript related the character education in teaching English at the seventh grade of SMP N 1 Kecamatan Mlarak.

5. **Technique of Data Collection**

a. **Interview**

Interview is a data gathering instrument that involves direct verbal interaction between individuals.[28] Interview is collecting data by verbal communication with the object of research.

The interview involves unstructured and generally open – ended questions that are few in number and intended to elicit

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[28] Mohammad Adnan Latief. Research Methods on Language Learning An Introduction (Malang: UM Press, 2014), 200.

views and opinions from the participants.[29] Thus, interview is done by arranging the questions and asking them to the object.

In this research, the researcher used the arranged of close and open interview. The researcher prepared and arranged the list of question and commended to make the statements or answering clearly.

The researcher interviewed the English teacher, Mr. Hadi Mulyo and the students that are observed randomly. The researcher wants to know the target of core values that are implemented and the difficulties of it in English teaching process.

b. **Observation**

Observation is the selection and recording behaviors of people in their environment. This method is useful for generating in – depth descriptions of organizations or events, for obtaining information that is otherwise inaccessible and for conducting research when other methods are inadequate. Observation fosters are in depth and rich understanding of a phenomenon, situation and/or setting and the behavior of the participants in that setting. Observation can also provide the foundation for the theory and

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[29] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approach* (United States: Sage Publication, inc, 2009), 181)

hypothesis development. [30] In conclusion observation is process of collecting data by analyzing the phenomena directly to get data.

In this research, the researcher observed different three classes at the seventh grade of SMPN 1 Kecamatan Mlarak; class VII A, VII C, and VII E with the same topic in the teaching English process. The researcher wants to know the core values and the activities that are be and the problems during the process.

c. **Documentation**

In addition to using interviews and observations, case study researchers often review exiting documents or create and administer new documents from which to gather information related to the research questions. Documents take many forms and often vary in usefulness. Documents examined by a case study researcher include material extracted from the internet, private and public records, physical evidence, and instruments created by the researcher. [31]

In short, documentation is process of getting data from any sources that related with the research. Furthermore, in the researcher use any resources such as books and internet to find the supporting information which related with the research and

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[30] Sri Wahyuni, Qualitative Research Method Theory and Practice (Jakarta: SalembaEmpat, 2012), 21.
[31] Dawson H Hancock & Bob Algozzine. Doing Case Study Research A Practical Guide for Beginning Reseachers (NewYork: Teacher College Press, 2006), 51.

school of SMPN 1 Kecamatan Mlarak, such as background, vision, mission, and so on.

6. Data analysis

This study uses an inductive logic-abstractive --- a logic which starts from 'particular to the general' and not from general to specific 'as in deductive logic verification. Conceptualization, categorization, and descriptions developed on the basis of events (incidence) which is got when it happens in field activities. Theorizing that shows how the relationship between categories (or relation between the variables in the terminology of qualitative research is also developed on the basis of data that is got when activities take place directly on the field). Therefore, between data collection and data analysis take place simultaneously or in takes place simultaneously. Cycle process, the inside is the interactive nature of the collection (collection) of data with the data analysis. Even collecting data is also placed as an integral component of data analysis. [32]It means that data analysis is the ways or steps in analyzing data from the collecting until the resulting.

Mill Hubernman classify the data analysis technique of qualitative research, there are:

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[32]Andi Prastowo, Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian 45-46.

1) Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. As we see it, data reduction occurs continuously throughout the life of any qualitatively oriented project. Even before it, the data are actually collected. [33]

In this stage, the researcher selecting the data that are accurate. The data that are from interview, observation, and documentation are written by the researcher base on the research problems.

2) Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. As with data reduction, the creation and use of displays is not separate from analysis, it is a part of analysis. Designing a display-deciding on the rows and columns of a matrix for qualitative data and deciding which data in which form, should be entered in the cells—are analytic activities.[34] In this step, the researcher clarifies the data and characterizes it into diagrams or columns.

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[33] Matthew B.Miles& A. Michael Huberman, An Expanded Qualitative Data Analysis Second Edition (United States of America: Sage Publication, Inc. 1994), 10.
[34]Ibid., 11.

Researcher also chooses the data that related with research or not.

3) Conclusion drawing and verification

The third stream of analysis activity is conclusion drawing and verification. Conclusion drawing, in our view, is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "inter subjunctive consensus," or with extensive efforts to replicate a finding in another data set. [35]

Furthermore, Conclusion drawing and verification is analyzing the data to find the conclusion. It is the interpretation of data collection.
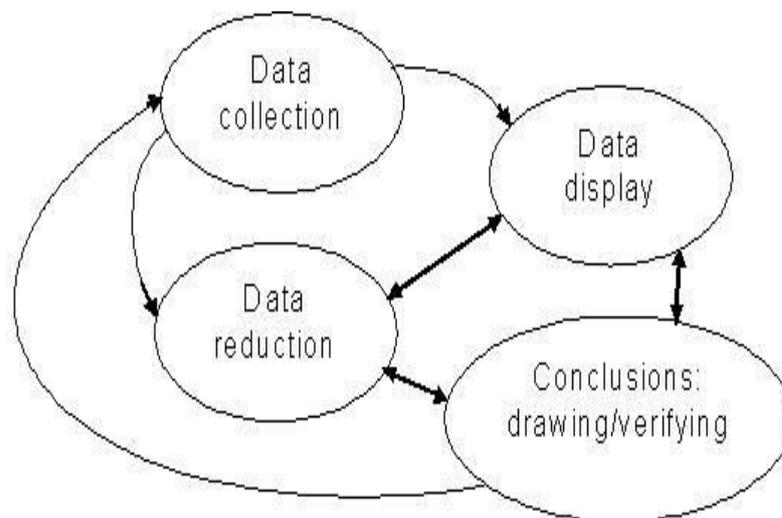
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[35] Ibid 12

Figure 1

Components of Data Analyst

Base on the statement above, the researcher does four steps. The researcher was collecting the data that base on the interview, observation, and documentation. Then, selecting the data that relate and accurate with the research problems. After that, reducing data that appropriates with the requirement necessary. The last, concluding the result of data collection.

7. Checking Data's Validity

Validity, on the other hand, is one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the

participant, or the readers of an account. To get the valid and credible data, researcher use triangulation technique. Triangulation technique is examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspective from participants, then this process can be claimed as adding to the validity of the study.[36]

In conclusion, triangulation is validity investigation technique that uses other things from origin data to check or as comparator of the data. In this research, researcher compared the result of data that have been collected among teachers and students.

8. **Research Procedure**

In this research, there were some procedures of research which must be done. It would be described as follow:

a. Preparation

The researcher proposes the little of research; review references relate to the research problems, observe the place and arrange the research instrument.

Before doing the research activity, the researcher must prepare the material. The preparation in these activities was:

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[36] John W Cresswel, *Research Design Qualitative, Quantitative……*191.

1). Getting permission letter from institution.

2). Getting permission letter and approval from the school that will be researched.

3). Arranging the plan of the research.

4). Arranging the research instrument.

b. Application

1). Observing the implementation of character education in teaching English.

2). Collecting of data: the researcher was interview with the teacher who teaches English lesson and the students about English especially the implementation of character education.

c. The procedure of data analysis. It includes analyzing data along and after collecting data. Making conclusion and suggestion.

d. The procedure of writing research report

In this activity, the researcher wrote a research report in form of thesis about the implementation of character education in teaching English.

G. Organization of Thesis

The researcher has to organize the research as well as the description of research methodology systematically. First chapter is introduction chapter. It explains about the basic pattern based on the research conducting. It consists of background of study, research focus, statements of problems, objectives of the study, significance of the study, research methodology, and organization of the thesis.

The next chapter is theoretical background chapter. The theories which are in the background of the research will be explained here. In this research explains the theories about character education and teaching English. This chapter also captures the previous research findings.

The third is finding chapter. The reports of research explain in this chapter by existing the general data and data description.

The fourth is discussion chapter. It is the elaborated discussion which is describing the cores values in teaching English, the ways in implementing them, and the problems are faced by the teacher in.

The fifth is conclusion chapter. The conclusion and recommendation based on the research are explained here. Conclusion is talking some recommendations for the reader to make it easier.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. **Theoretical Analysis**

1. **Character Education**

   a. Definition of character education

   Tracked from the history, words "the character" is derived from the Greek that means tomark means that the blueprint, the basic format, prints, such as in fingerprints.[37] It means that character is the basic term of human to manage his attitudes with others.

   Character is as an individual's set of psychological characteristics that affect that person ability and inclination to function morally. Simply put, character is comprised of those characteristics that lead a person to do the right thing or not to do thing. [38] Character is psychological characteristics of human whether it is right or wrong that can affect other person.

   Character education according to Ratna Megawangi, as quoted Dharma Kusuma, it is an effort to educate children in order to make decisions wisely and practice in daily life so that they can make a

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[37] Ngainun Naim, *Character Building: Optimalsasi Peran Pendidikan*.....51.
[38] William Damon, Bringimg in a New Era in Character Education (California:Hoover Institution Press, 2002), 64.

positive contribution to society[39]Another definition according to Fakry Gaffar, character education is a process of life values transformation to be cultivated in human personality to become one in the life of that person.[40]The character education needs process and must be continue until make others have good personalities.

Then , according Srenco, character education can be interpreted as an effort to really, by the way, positive feature of personality traits are developed, encouraged, and empowered by example, studies, and the practice of emulation. Anne Lockword then defined character education is as a school-based activity that reveal a systematic form students attitudes [41] Character education is not only taught in class room but also in others way or place.

Based on some definition above, the researcher concludes that character education is the process of human to educate or transfer values to other through several process making positive attitudes in life.

b. The values in character education

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[39] Novan Ardy Wiyani, Membumikan Pendidikan Karaker di SD Konsep, Praktik, &Strategi (Jogjakarta: Ar – Ruzz Media, 2013), 26.

[41] Ibid 27

The character education can be developed through implementing some values in learning and teaching process. There are some different views of values that are implemented:

1) Thomas Lickona emphasizes respect and responsibility, but he also discusses honesty, compassion, fairness, courage, self – discipline, helpfulness, tolerance, cooperation, prudence, and democratic values.

2) The program developed by the Heartwood Institute (n.d.) promotes seven virtues: respect, loyalty, honesty, love, justice, courage, and hope.

3) William Bennett lists compassion, responsibility, honesty, friendship, work, courage, self – discipline, perseverance, loyalty and faith.

4) The Character education Partnership (CEP) lists eleven principles, the first of which holds that "there are widely shared, pivotally important core ethical values – such as caring, honesty, fairness, responsibility, and respect for self and others – that form the basis of good character[42]

5) Tanan mentions nine pillars of character in general, there are: believe in God and love with all his creation; independence and responsibility; honesty; respect and courteous manner; philanthropists, cooperative; confidence

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[42] Nel Noddings, Educating Moral People: A Caring Alternative to Character Education (New York: Teacher Collage Press, 2002), 3.

and hard working; leadership; humble, and; tolerance, peace, and unity.[43]

6) Base on the Ministries of education and culture' regulatory there are 18 values in character education. They are: (1) Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard working, (6) Creative, (6) Independent, (8) Democratic, (9) Curiosity, (10) Spirit of Nationalism, (11) Love Homeland, (12) Respect (13) Communicative, (14) Love Peace (15) Like reading, (16) Care for the environment (17) Social Care , & (18) Responsibility.

Specifically, the researcher takes the mold six pillars of character issued by Character Counts. Characters that becomes mold in The Six Pillars of Character issued by the Character Counts! Coalition (a project of The Joseph Institute of Ethics). Six types of Characters are as follow:

1) Trustworthiness

Trustworthiness is the effort of person to be trusted by others. It is the shape of the character that makes a person:

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[43] Gelar Dwirahayu, "Implementation of Character-Building Education in Mathematics Teaching and Learning to Create of Human Character," (Thesis, State University of Islamic Syarif Hidayatullah, Jakarta., 2011), 9.

integrity, honesty, and loyalty. [44] It is the way of person to have high character, so, the others will believe him.

Other explanation, trustworthy is honesty, do the promise, be brave, and be good personality. [45] Trustworthy means having high commitment in saying and acting. Everyone must say as the fact and do as well as possible.

2) Fairness

Fairness defines to the character that has positive and good characteristics such as integrity, truthful, and straight, not lying, dishonest or thief. [46] It means that fairness is positive characteristics that must be in individuals or students.

Fairness is behavior that is based on the effort becoming himself as someone who is always believed in words, actions, and works whether for himself or others.[47] The students are fairness in the school if: (1) Telling something base on the true conditions, (2) Preparing the conceding of the mistakes, decreasing, or limits himself, (3) Do not cheating, (4) Dislike lying, (5) Do not manipulate the fact/ information, (6) Brave the conceding of mistakes.

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[44] Kamaruddin, Character Education and Students social Behavior,(Journal of Education and Learning. Vol.6 (4) 2012, 225.

[45] Muchlas Samani & Haryanto, Konsep dan Model Pendidikan Karakter, 55.

[46] Muhammad Mustari, Nilai Karakter Refleksi untuk Pendidikan(Jakarta: Rajawali Press, 2014), 12.

[47] Ibid, 11.

To maintain the fairness in schools, teacher can make rules that can decrease or leave the unfairness. Discipline becomes the important thing to support the fairness education.[48] The fairness value is very important because it can affect the words, actions and creations.

3)   Caring

Caring is the shape of the character that makes a person has a caring attitude and concern for others and the social conditions of the neighborhood. [49] The students are as the part of social, they will need the others. Furthermore they must be taught of the caring from the small environment, the class.

Caring is the action to help others well. [50] It means that we must help others who need us, say something well and care with others' goodness.

4)   Respect

The shape of character that makes a person always appreciate and respect others. Word respect is from Greek respicere that is see backside, express the ideas about evaluating something that have done in past and recognized as the important things.

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[48] Ibid, 16.
[49] Kamaruddin, Character Education and Students social Behavior….225.
[50] Muchlas Samani & Haryanto, Konsep dan Model Pendidikan Karakter, 56.

Respect means the feelings of positive or self-esteem, whether for other people or entities (as nation or religion), and special actions and behaviors that represent the appreciations.[51] It means that respect is the way to do or appreciate with others.

By respect in society, we are also taught doing, talking, and creating that make us respected. These are the characteristics of politeness and prestige society. The respect is for them whom have rights.[52] The respect must be taught in teaching process in preparing good attitudes in society.

5) Citizenship

The shape of character that makes a person aware of the laws and regulations as well as care for the natural environment.[53] Citizenship is a long standing idea and still vital today. The idea of citizenship education is old and still vital, too. In contemporary US society, it is also called "civic education" and "political education" although the letter is often avoided outside academe, perhaps because it connotes indoctrination.[54] It means that citizenship is nationalism value. The teacher must teach the nationalism terms to introducing the culture and increase it.

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[51] Muhammad Mustari, Nilai Karakter Refleksi untuk Pendidikan….122

[52] Ibid 128

[53] Kamaruddin, Character Education and Students social Behavior….225.

[54] Larry Nucci, Darcia Narvaez, Tobias Krettenauer, Handbook of Moral and Character Education Second Edition. (New York: Routledge, 2014), 348.

6) Responsibility

The form of character that makes a person responsible, disciplined, and always does things as good as possible.[55] From this, there are indications that must be in the responsibility self. Those are: (1) Choosing the right ways, (2) always improve himself, (3) Keeping his honor, (4) Always wary, (5) Has the commitment on the tasks, (6) Do the tasks best, (7) Conceding all his actions, (7) Fulfill promises, (8) Brave taking the risks of his words and actions.[56] In other words, the responsibility value has many characteristics that must be implemented through teaching and learning process.

c. The implementation of character education

The implementation of character education must be done by all subjects of schools. The ways of it also must be started in all aspects or units of school. One of them is in the teaching and learning process. The basic goal of character education is to support the children become good person (perfect person). [57]There are many steps of integrated of character education in teaching and learning process, as:

2) Planning

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[55] Kamaruddin, Character Education and Students social Behavior….225.

[56] Muhammad Mustari, Nilai Karakter Refleksi untuk *Pendidikan*….22

[57] Heri Gunawan, Pendidikan Karakter: Konsep dan Implementasi, (Bandung:Alfabeta,cv. 2014), 39

Planning is the first step in the teaching. There are syllabuses, RPP, and teaching materials are arranged. Those are to facilitate the content and process of learning. The easy way to make them is adapting them that are made by adding/adapting the process of learning that facilitate introducing, importance, and internalizing of the values.[58]

a. Syllabus

Syllabus is as a part of curriculum. It is the explanation about basic standards of competence and competence into the subject matter, learning activities, and achievement of competence indicators.[59]It means that syllabus consists of several parts that becomes as the basic of teaching and learning process.

In facilitating the teaching and learning process that can helps the students in developing their characters, there are three components that must be changed, as follows:

1. Adding/modification the process of teaching and learning, furthermore there are the process that developing students' character.

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[58] Ibid, 225

[59] Pryla Rochmawati, English Curriculum and Material Development, (Ponorogo:STAIN Po PRESS, 2012), 6

2. Adding/modification the target indicators, furthermore there are the indicators related the developing students' character.

3. Adding/modification the technique of assessment, furthermore there are technique of assessment that can develop and assess students' character.

The adding or modification of activities, indicators, and technique of assessment must appropriate with standard and basic competence that must be achieved by the students. Those must not only strength the standard and basic competence achievement but also develop students' character. [60]

b. Lesson plan

Lesson plan is arranged based on the syllabus that have developed in the school. Basically, lesson plan is arranged on standard and basic competence, objectives, material, methods, steps, sources, and assessment of learning. Furthermore, lesson plan guides the teachers in creating learning knowledge and character development. [61]

c. Material/ book

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[60] Heri Gunawan, Pendidikan Karakter: Konsep…..225.
[61] Ibid, 226.

Teaching material is very important to support teaching and learning process. It can be got from many sources, such as from textbooks, videos, pictures, internet, etc.[62]

Material is component of learning that effect to the real happening as long as teaching and learning process. Even there are many teachers who teach the students based on the series of it, without adapt the important ones.[63]

There are many books that fulfill the proper criterion; content, presentation, language, and graphic. It yet integrate character education. If the teachers just follow the process based on the material/book, the character education is not integrated and applied maximally. Furthermore, material/book also must base on character education as in the syllabus and lesson plan arrangement. One example way of it is adapting. Adapting can be done by teachers by adding the activities that develop character education. It is also changing the activities of material that is used. [64] It means that teachers can add or change the activities of teaching and learning process. All activities are hoped can integrate character education, so the students have good character.

3) Acting

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[62] Prila Rochmawati, English Curriculum and Material Development……140.
[63] Heri Gunawan, Pendidikan Karakter….227.
[64] Ibid, 227.

The acting of teaching from the core introduction and closing are chosen and done to practice the values of character education that are targeted. The principle of contextual teaching and learning is suggested to be applied in all steps of learning because it can facilitate the internalization of values. Besides that, the teachers' attitudes as long as learning process are as models of values action for students.[65]

There are three parts of acting that must be known and applied by teachers. They are:

a. Pre- activity

Pre- activity is the first step in acting. It is also as warming of teaching and learning process. Based on the Standard Process, the teachers must do as : (1) Preparing psychic and mental's students to join teaching and learning process; (2) Giving the questions related the last materials that have learned together; (3) Explain the objectives of teaching and learning that will be achieved, and (4) Telling the materials and activities base on syllabus.[66]

There are some ways to introduce, build, and integrate character values that can be done by teachers through pre- activity. For examples, teachers come on time (discipline value), give salaam kindly to the students

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[65] Ibid, 229.
[66] Ibid 230

(caring value), admonish the late students (responsibility value), etc. [67]

b. Core activity

Core activity is next step after pre- activity. There are some activities including in it. Base on the rules of National Education Minister No 41 year 2007, the core activity divided into three parts. They are:

1. Exploration

Exploration is steps that facilitate the students to get knowledge and skills and develop their characters. It is as the first time of students to get new things. In this step, teachers can do anything to develop some character values, such as; (1) Looking for the information about the materials and relate it with around environment (citizenship and responsibility), (2) Using interesting methods, medias, and sources that makes students understand easily (responsibility and caring), (3) Interacting with students through giving some questions (fairness and respect), etc. [68]

2. Elaboration

Elaboration is step when the teachers give opportunities to students deeper and develop their

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[67] Ibid, 230.
[68] Ibid 232

character more. In this step, teachers can do anything to develop some character values, such as; (1) Giving tasks to the students (respect and responsibility), (2) Giving the opportunities to students answering the questions (fairness and caring), (3) Giving the opportunities to students in competing each other (Trustworthiness and caring), etc. [69]

3. Confirmation

Confirmation is the step when the teachers give feedback to the students. It also means the opportunities to give the clarification. In this step, teachers can do anything to develop some character values, such as; (1) Giving positive feedback to all reaction (Responsibility, trustworthy, and caring), (2) Giving confirmation of the materials (caring and responsibility), (3) Giving the opportunities students to give opinion (caring), etc. [70]

c. End activity

End activity is the final activities of teaching and learning process. In this step, teachers can do anything to develop some character values, such as; (1) Giving the opportunities the students to make the reflection of all

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[69] Ibid, 232.
[70] Ibid, 233.

activities (trustworthy and caring), (2) Giving the feedback of the process (caring and responsibility), (3) Making the resume of materials (caring and responsibility), etc. [71]

There are several things that must be known and understood by the teacher in integrating the values of character to students. They are; (1) Teachers must be a model, even words and action of teachers based on good characters, (2) Teachers must give rewards and punishments in some ways to students as appreciate to their action, (3) Teachers must avoid bad habits that make the class are crowded. [72]

4) Evaluation

Technique and instrument of assessment that are chosen and done are not only to measure the students' academic/ cognitive, but also students' personalities development. Moreover, it need to be applied the assessment both cognitive and personality.

There are some techniques of assessment that can be applied to assess the student' cognitive and personalities. They are observation (with observation sheets), self-assessment (self

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[71] Ibid, 233-234.
[72] Ibid 234-235.

assessment sheets/questionnaire), and friends assessment (friends assessment sheets).[73]

d. The effective of Character Education

There are some characteristics of effective of character education, as:

1) Promotes core ethical values and supportive performance values as foundation of good character.

The character Education Partnership (CEP) believes that character education's primary focus is developing the core ethical values needed to be good human being. But character education also seeks to develop complementary performance character qualities that enable students to perform at their highest potential in the classroom, the workplace, or any other area of endeavor. These two part of character work together in mutually supportive ways.

2) Defines "character" comprehensively to include thinking, feeling and behavior.

Good character involves understanding, caring about, and acting upon core ethical values. A holistic approach to character development therefore seeks to develop the cognitive, emotional, and behavioral aspects of moral life.

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[73] Ibid 235.

3) Uses a comprehensive, intentional, and proactive approach to character development.

School committed to character development look at themselves through a moral lens to assess how virtually everything that goes on in school affects the character of students. A comprehensive approach uses all aspects of schooling as opportunities for character development. It includes the hidden curriculum, the academic curriculum, and extracurricular program.

4) Creates a caring school community

A school committed to character strives to become a microcosm of a civil, caring, and just society. It does this by creating a community that helps all its members form caring attachment to one another. This involves developing caring relationship among students (within and across grade levels), among staff, between students and staff, and between staff and family.

5) Provides students with opportunities for moral action

Through repeated moral experiences, students develop and practice the skills and behavioral habits that make up the action side of character.

6) Includes a meaningful and challenging academic curriculum that respects all learners, develops their character and helps them to succeed.

A meaningful curriculum includes active teaching and learning methods such as cooperative learning, problem solving approach, and experiences based projects. These approaches increase students autonomy by appealing to students' interest, providing them with opportunities to think creatively and test their ideas, and fostering a sense of "voice and choice" – having a say in decisions and plans that affect them.

7) Strives to foster students' self – motivation

Rather than settle for mere compliance, these school seek to help students benefit from their mistakes by providing meaningful opportunities for reflection, problem solving, and restitution.

8) Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.

All school staff – teachers, administrators, counselors, school psychologists, coaches, secretaries, cafeteria workers, playground aides, bus drivers – need to be involved in learning

about, discussing, and taking ownership of the character education effort.

9) Fosters shared moral leadership and long- range support of character education initiative.

In addition, within the school students assume developmentally appropriate roles in leading the character education effort through class meeting, student government, peer mediation, cross- age tutoring, service clubs, task forces, and student- led initiative.

10) Engages families and community members as partners in the character building effort.

Schools that reach out to families and include them in character – building efforts greatly enhance their chances for success with students. They take pains at every stage to communicate with families- via newsletters, e-mails, family nights, and parent conference- about goals and activities regarding character education.

11) Assesses the character of the school, the school staff' functioning as character educators, and the extent to which students manifest good character.

Effective character education must include an effort to assess progress using both qualitative and quantitative. [74]

Those are many characteristics that must be implemented being effective character education. Those must be understood by all member of educators the character education.

2. Teaching English

a. Definition of teaching English

Word "teach" or teaching derived from the ancient English language, namely taecan. The word is derived from the ancient German language (old Teutenic), taikjan, which is derived from the basic Teik, which show. Its word is found also in Sanskrit, dic, which in the ancient German language known asdeik. The term of teaching (teach) is also associated with atoken which means sign or symbol. The words token is also derived from the ancient German language, taiknom, namely knowledge of taikjan. In Old English language support taecan means to teach. Thus, tokens and teach historically has related. Tteach (teach) is seen from the origin of words means show something to someone through a sign or symbol.

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[74] Tom Lickona, Eric Schops, Catherine Lewis, *CEP's Eleven Principles of Effective Character* Education, Washington DC, 2007.

Using sign or symbol was meant to evoke response or increase on the scene, a person, observation, discovery, and so forth.[75]

The teaching/ learning process represents a delicate and sometimes subtle relationship of responsibilities between student and teacher. [76] In the other hand teaching process need the teacher and students or learners.

The teacher establishes course objectives in terms of specific behaviors which describe what a student should be able to do as a result of instruction. If the objectives are stated ambiguous behavioral terms which are measured, it should be possible to design appropriate instructional experiences which facilitate desire outcomes. This can established by means of evaluations (examination) which follow directly from the stated objectives. These components of instruction exist in a relationship of mutual integrity.[77]

In short, the researcher defines teaching English is a process of transferring knowledge to others and having purpose making them be better.

b. Skills in Teaching English

There are four skills in teaching English:

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[75]Wina Sanjaya,Strategi Pembelajaran Berorientasi *Standar Proses Pendidikan…….*, 1.
[76]Ibid., 21.
[77] Frank Vattano, The Teaching Assisstant Handbook (Colorado: Colorado State University,1987), 22.

1) Listening skill

During the 1970s, listening pedagogy largely emphasized the development of learners' abilities to identify words, sentences boundaries, contractions, individual sounds, and sound combinations, that is bottom-up linguistic processing..[78] Teaching listening skills must from the easy part of English language to difficult ones.

The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening, the most widely used language skill, is often used in conjunction with the other skills of speaking, reading, and writing.[79] It means that listening skill relates with spoken language and other skills.

2) Reading skill

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire.[80] It is a process students acquiring in English language. It also concludes the receptive skill.

In her practical book for teachers, Birch advocates teaching L2 reading by beginning with processing letters, then

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[78] Eli Hinkel, Current Persprectives on Teaching the Four Skills journal on TESOL QUARTELY, (United states, 2006), 117.

[79] Ronald Carter and David Nunan. The Cambridge Guide to Teching English to Speakers of Other language, (New York: Cambridge University Press, 2001), 7.

[80] H. Douglas Brown, Language Assessment Principle and Classroom Practices, 185.

moving forward to the English spelling system, morphophonemic, and vocabulary learning.[81] It means that reading skill concern with small process. It must be done step by step from the easier.

3) Speaking skills

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of tests taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. [82] Speaking is productive skill that can be tested by oral test.

In an interaction that typically involves speaking and comprehending at the same time, L2 speakers need to self monitor so that they can identify and correct production problems at the fast pace of real conversational exchange.[83] Speaking can be improved through trying and evaluating it.

4) Writing skill

The current approaches for teaching L2 writing to school age children are similarly based on the premise that learners need to attain fundamental proficiency in spelling and

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[81] Eli Hinkel, Current Persprectives on Teaching the Four Skills…..121.
[82] H. Douglas Brown, Language *Assessment Principle and Classroom Practices…..*,140.
[83] Eli Hinkel. Current Persprectives on Teaching the Four Skills…..,114.

in letter and word recognition, followed by a focus on the syntactic parsing of morphemes, phrases, and sentence.[84] Writing skill also must be begun from the spelling. Furthermore, students can know and understand from the basic language.

In beginning English, writing is quite limited but not ignored. It should be used in direct relationship to the use and understanding of the spoken word in class. Because of their influence on intonation, the question mark, period, and apostrophe are taught at this point. The students are also taught to begin sentences with capital letters.[85] It means that teaching writing skill for beginners is important. But, the teachers must know the students' abilities in English language. So they can teach as their levels.

3. **The character education in Teaching English**

Lickona defined character education as the deliberate, proactive effort to develop good character education in students – or more simply, to teach children get right from wrong. [86] It means that character education is deliberate process to teach students a moral. The teacher also teaches them from the wrong to the rights.

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[84]Ibid., 125.

[85] Roy W. Steeve, Handbook for Teachers of English as a Second Language (California: Americanization Literacy, 1969), 1.8

[86] Jason Alex Ampel, "Character Education: Examining the Perception of Elementary, Middle, and High School Teachers in a Central Florida School District," (Dissertation, University of Central Florida, Florida, 2009), 1.

The foundation needs to be set for consistent school settings across all states that foster balance of a positive environment, elevate students attitudes, and positive student behavior. Through evaluation studies, the impact of character education can be seen through changes in school climate, student attitudes, and behavior. [87] Character education must continue. It can be done from many sides. The implementation of character education also need evaluation as long as the process.

There have been a number of studies that indicate that character education is a valid and necessary component of curriculum. [88] Character education is implemented in curriculum.

Using educational concepts, we can say that curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching in situations, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teacher's profile.[89] It means that the implementation of character education is in all aspects of curriculum, whether lesson plan, strategies used, or the learning resources.

Zuchdi stating that character building can be conducted either directly through certain subject matters or indirectly integrated to all

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[87] Ibid., 2.
[88] Kassandra Churcher, "Family ties: A Case Study of a character education Program at a Local Montreal elementary School," (Thesis,ConcordiaUniversity,Canada, 2005), 2.
[89] Pryla Rochmawati, *English Curriculum and Material…..*2.

subjects matters that can develop cognition, affection, and behavior, including English with all branches.[90] It means that the implementation of character education in subject matters is to develop their knowledge and attitudes. It will be more effective when the implementation is in all subject matter of lesson including English ones.

The implementation of character education in lessons matters in the school is through planning, action and evaluation of teaching and learning process. [91] The process of implementation character education is through the process of teaching and learning process.

In conclusion, character education is implemented from the basic term of teaching and learning process, curriculum. It can be done from all aspect of curriculum. The school usually implements it in learning and teaching process, the rules, books, etc. furthermore, the evaluation in character education process is needed to make it successful.

B. Previous Research Findings

There is previous research that is found by the researcher. It is researched by Eka Pujiastutia Ningsih from Education of Indonesia Art and language Department of Yogyakarta University (UNY). The title of the research is "Implementasi Pendidikan Karakter dalam Pendidikan Bahasa

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[90] Sukarno, "Integrating Local Cultures in Teaching English as a Foreign Language for Character Building, (Jurnal Pendidikan Karakter, tahun II nomor II, Yogyakarta State University, 2012) 205,

[91]Ika Puji Astutia Ningsih, Implementasi Pendidikan Karakter dalam PembelajaranBahasa Indonesia di MAN Godean Yogyakarta,(Thesis, Yogyakarta State University, 2014), 13

Indonesia di MAN Godean Yogyakarta" The research focuses on the implementation of character education in teaching Indonesia.

The results of the research are found that the implementation of character education is implemented in learning Indonesian at MAN Godean Yogyakarta whether planning, acting, and evaluating of learning. The obstacle factors in implementing in learning Indonesian at MAN Godean Yogyakarta is teachers are difficult to choose the character values and combine them in learning Indonesia, evaluate the character education reaching, and learning media that is less supporting. The support factor in implementing in learning Indonesian at MAN Godean Yogyakarta is the environment of family, members of school, students' habit, behavior, tools of school, and the schedule of learning.

Both her research and this research are same on the focus of implementation of character education. But, the differences of the researcher with previous research is that the researcher takes place in SMP N 1 kecamatan Mlarak that focus on values and difficulties in teaching English and the language subject, English.

Last, research by Shelvya Fauziah Ardi had done the research with the title "Integrating of Character Education on Bilingual Class in MTsN Takeran Magetan". This research focused on bilingual class program, the basic characters education values and integrating of character education on bilingual class.

Both her research and this research are same on the focus of character education. But, the differences of the researcher with previous research are this research is more specific object. It is on teaching English of seventh grades. Besides that this research is on different place. It is on SMPN 1 Kecamatan Mlarak.
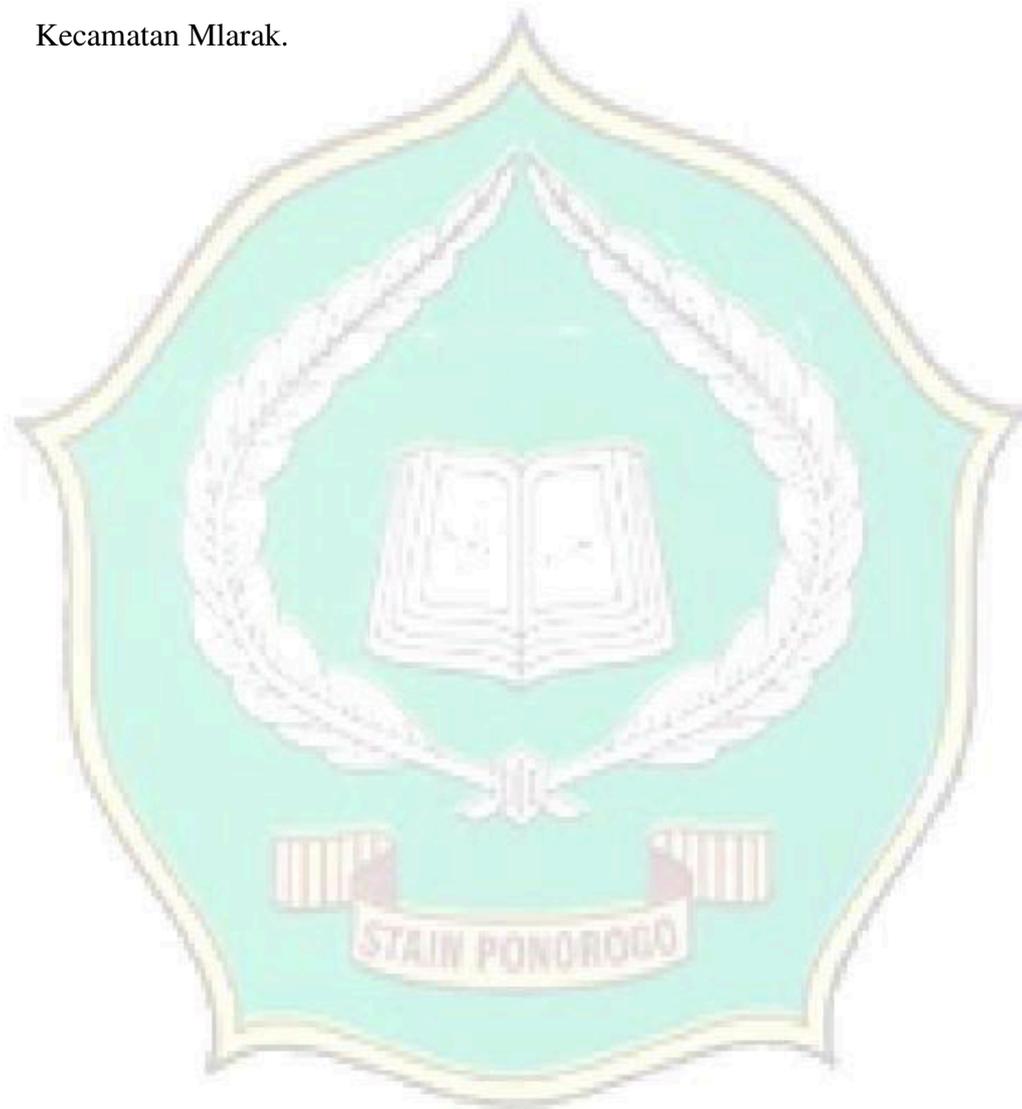
CHAPTER III

FINDINGS

A. **General Data**

1. **The History of The School**

   SMPN 1 KecamtanMlarak is one of the education institutions in Ponorogo. It has stood and operated on 1982. This school occupies an area 10.166 m^2 with building large 2.265 m^2. SMPN 1 KecamatanMlarak registered as Accreditation school with score 89,35 (A) with the number 201051108001. This school includes the development schools in it area. It can be known by SMPN 1KecamatanMlarak status is National School Standard (SSN) since 25th August 2008 with SK No. 043/C3/DS/2008. SMPN 1 KecamatanMlarak has 16 classrooms with 526 students which are educated with 37 teachers.[92] Since SMPN 1 KecamatanMlarak was built in academic year 1982/1983, there are some head masters who lead SMPN 1KecamatanMlarak:

   a. Tukirin, BA

   b. Kuswandi

   c. Sri Siswarno,S.Pd.

   d. Drs. AgusSetijoAdi

   e. Drs. Tri Sulaiman

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[92] Look at documentation transcript of 01/D/18-5/2016

f. Ni WajanBinarti, S.Pd.,M.Pd.

g. Drs. Haryono, M.Pd.

2. **Geographical Location**

SMPN 1 KecamatanMlarak is located on Jl. Raya Mlarak no. 2 JoresanMlarakPonorogo. SMPN 1 KecamatanMlarak complex takes place southeast of center of Ponorogo suburb at north of Center Mlarak government office. School location is strategic which it takes place in center of district government business. Many public services are in there, likes: market, hospital, district hotspot area, bank, and fashion outlet.

3. **School Organization Structure**

School Organization at SMPN 1KecamatanMlarak contains: School Committee, Headmaster, Vice Headmaster, Administration Staff, Vice of Curriculum, Vice of Students, Vice of Infrastructure, Vice of Public Relations, Guardianship of Class, Teachers, Students, and Community.[93]

4.**Vision and Mission**

a. Vision

Vision on SMPN 1 KecamatanMlarak is achievement, competent, and personality value based on faith and piety. The indicators of vision are:

1) Realizable of intelligent, competitive, a great interest in the country, and pious graduates.

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[93]Look at documentation transcript of 01/D/18-5/2016

2) Realizable of KTSP in the school

3) Realizable standard of effectively and efficiently teaching and learning process.

4) Realizable standard of the relevant education infrastructure.

5) Realizable educator professionalism

6) Realizable standard of education management

7) Realizable standard of education evaluation.

8) Realizable standard of education financing

9) Realizable standard of education culture quality

10) Realizable standard of enjoyable, peaceful, beautiful, clean, and leafy condition in the school environment.[94]

b. Mission of the school

1) Develop Education Unity Level Curriculum (KTSP) which diversified based oriented on increasing students' guiding based on potency, development, necessary, and students' importance, and also environment demands.

2) Optimally of teaching and learning process based on CLT, PAKEM, Cooperative Learning, and learning based problem-solving approach.

3) Increasing GSA Gain Score Achievement) in national Examination

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[94]Look at documentation transcript of 02/D/18-5/2016

4)   Optimally in educators and staff educators self-development activity

5)   Quality and quantity of infrastructures based on ideal necessary

6)   Applied MBS optimally

7)   Built relationship with school committee in order to finding school financial

8)   Optimally in carrying out of continuity authentic assessment

9)   Optimally in implementing of religion

10) Increasing academic and non-academic achievement.[95]

5. Educational Personality and Staffs

A teacher is a person who provides schooling for others. A teacher who facilitates education for an individual student may also be describing a personal author. The rule of the teacher is often formal and ongoing, carried out by wary occupation or profession at school on other place of formal education. In SMPN 1KecamatanMlarak there are 38 teachers as permanent teacher and 1 teacher is not permanent. There are 526 students which are spread from seventh grades until ninth grades.[96]

6. Facilitates and Infrastructures

Facilitates and infrastructure at SMPN 1 KecamatanMlarak is condition of building, props, and educational supports. Condition of building contain 17 classrooms, 1 headmaster room, 1 teacher room, 1 administration room, 1 students' organization room, 1 counseling room,

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[95]Look at documentation transcript of 01/D/18-5/2016
[96]Look at documentation transcript of 01/D/18-5/2016

1 mosque, 15 toilets, 1 canteen, 1 conventional library, 1 multimedia library, 1 hall room, 1 healthy room, 1 multimedia room, 1 parking area , and 1 kitchen. All of them are in good condition. Props and educational support for teaching and learning is 24 computers (laboratory), 1 printer, 3 LCD, 1 cupboard, 2 televisions, 25 students' tables, 510 students' chairs and 2 school fields.[97]

B. Data Description

1. Core Values in Applying of Character Education in Teaching English atthe Seventh Grades of SMPN 1 Mlarak in Academic Year 2015/2016

Character education has been implemented in SMPN 1 KecamatanMlarak for several years ago. There were many values that must be implemented in teaching and learning process, but for some reasons, teacher also chooses values that must be as core values.Mr. Hadi said that applies most of six characters, but the core values are responsibility, trustworthy, and caring."[98]

Mrs. Umi, as other English teacher at seventh grades of SMPN 1 KecamatanMlarak also said:

> Most of students' characters at the seventh grades were good, although there were many students who do mistakes and unimportant things. From that reasons, character education that was implemented ust be developed to minimize the bad attitudes. In teaching English, responsibility and trustworthy was the main core values that must be implanted in every meeting.[99]

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[97]Look at the documentation transcript of 01/D/18-5/2016
[98] Look at interview transcript of 01/I/30-3/2016
[99] Look at interview transcript of 02/I/30-3/2016

Choosing core values had the purpose to minimizing students' bad attitudes. Mrs. Nurul, as English teacher at other class also said:

> The different character in every student was important thing related core values. Teacher must know the dominant of students' bad attitudes. For example, when I saw student who were at seventh grades, they must be controlled to be a good students. Furthermore, they needed responsibility and caring.[100]

Base on some reasons from the teachers above, it could be indicated that core values in teaching English were responsibility, trustworthy, and caring.There were the description of the reasons in choosing core values that are implemented in teaching English at seventh grades of SMPN 1 KecamatanMlarak based on the researcher's observation and interview:

a) Responsibility

Actually character crisis that happened was an effect of individuals who were not care with their actions. It needed to the teacher in implementing responsibility. Responsibility was as one of core value that must be in students' selves.It need be implemented in teaching English process. Mr. Hadi said:

> "Responsibility was as the value that need be built to the students' selves. It must be implemented well from the young ages. Because of the importance of its value, it was as the preparation to lead their selves. After that, they would lead others in the future."[101]

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[100] Look at interview transcript of 03/I/30-3/2016
[101] Look at the interview transcript of 01/I/30-3/2016

Besides, it was as a value that can give positive effects to the students. By this value, other teacher hoped to change young generation' character through teaching and learning process in better life. Mrs. Umi said:

"Students who are as next generation must have this value. They will establish this nation, Indonesia whether increasing or decreasing the nation society. Through this values, they will do their duties as well as possible. Furthermore they also will get their rights well."[102]

In other hand,there were some actions that indicated responsibility value base on many aspects. First, responsibility to students' selves. Students must aware the effects of their actions, whether direct or indirect.There were some actions that indicated this value. Mr. Hadi also said:

"Students will do what they must to do. They must did the rights ones although they will get the punishments. They must aware that doing the rights was they duties as good people. When they were doing false ones, they must got the punishments base on the rules."[103]

Okti also said that students must aware the effects of words and actions. When we said or did bad things, we will get negative things from the teacher as punishment. We also had not many friends in the class. [104]

Base on the observation, responsibility to students' selves was implemented in teaching English at the seventh grade at SMPN 1

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[102] Look at interview transcript of 02/I/30-3/2016
[103] Look at interview transcript of 01/I/30-3/2016
[104] Look at interview transcript of 08/I/31-3/2016

KecamatanMlarak. All actions or words of the students will get the responses base on its kinds; right or wrong. When the students were crowded during teaching English process, the teacher will warm them. [105]

Second, responsibility to the duties.It can be means discipline. It can be seen when the teacher and the students were on time in the class. They came before 07.00 am. When the bell was ringing, they entered to the class and prepare the lesson, so, the English teaching and learning process occurred on time as on the rules schedule.[106]

Base on the observation, in the end of teaching and learning process, Mr. Hadiasked the students to collect their results works. Students must collect it base on the time targeted before. [107]

Third, responsibility to the rules.The students must do the rules that were made in the first meeting of teaching and learning process. For example, the students must bring the dictionary every English lesson. When they do not do it, they must get it in other class.[108]

Laila also said that the completeness of tools and uniform during teaching process was important. Those were as the supporting terms. Those were also be done by all members of school; teachers and students.[109]

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[105]Look at observation transcript of 02/O/30-3/2016
[106] Look at observation transcript of 02/O/30-3/2016
[107]Look at observation transcript of 02/O/30-3/2016
[108] Look at documentation transcript of 05/D/30-3/2016
[109]Look at interview transcript of 09/I/31-3/2016

Base on the observation, students also must wear the uniform base on the rules. When they did not do it, they must write their names on the teachers' notebook.[110]

b) Trustworthy

Trustworthy was a priority value in education. It was not as a lesson in the class, but also an attitude. Trustworthy value that was implemented at the seventh grade of SMPN 1 KecamatanMlarak was in words and actions. It also was as a value to indicate the students selves in the future. Mr. Hadisaid:

> Through the implementing trustworthy, the students can be better especially in English skills. He said that students must be brave to give their best answer although they are still wrong. They must aware that students must effort maximally.[111]

It was as the capital value to prepare students in future life. It also kept away the students from the falsehood and made law damage. Mr. Umi also said:

> "Trustworthy was as the main value that must be in students selves. It was as the students' main capital to live in the globalization era that indicates students with Islamic background. Students must honest with their selves. After that, when it was true build, they will not lie to others."[112]

Base on the observations, there were the conversation among teacher and students in the class before teaching process. That was the conversation as the activities that must be done when they met with others. It was base on Islam command. It was:

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[110]Look at observation transcript of 03/O/30-3/2016
[111] Look at interview transcript of 01/I/30-3/2016
[112] Look at interview transcript of 02/I/30-3/2016

T: Assalamu'alaikum

S: Wa'alaikumsalam

T: How are you today?

S: I am fine. Thank you, and you?

T: I am fine too.[113]

It was as a value that could change students' habit. It was also as a way to minimize dishonest and hypocrite. There were also some actions that indicated trustworthy in actions. It can be done by the students. Mr. Hadi also said:

> "Students trustworthy could be seen when they were in the examination. Good students would not cheat in it by any reasons. Students usually would change when they finished the tasks. Students who did not hold out, they would did always to make their results are good. Moreover, they did not aware that they are lie to their selves. That's way; they must be controlled every time, because the bad actions did not happen in once."[114]

Base on the observation, students must do their actions or activities base on the rules and religion. When they did mistakes, the teacher must remember them. Teacher also checked their activities when they had rest time.[115]

c) Caring

In school, teacher had duty to control students' social interaction. Caring is as the value that related with others. It was also that make good relationship among people. Mr. Hadi said:

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[113]Look at observation transcript of 02/O/30-3/2016
[114] Look at interview transcript of 01/I/30-3/2016
[115]Look at observation transcript of 04/O/31-3/2016

"Every student needed to have this value. It would give positive effects to their selves. In teaching and learning process, the students must care with their selves, friends, and teachers."[116]

Caring that was implemented also had several impacts in teaching and learning process, whether among other students, teacher, or environment. In the same purpose, Mr. Umi also said:

"Base on the curriculum, students were demanded to have excellent personalities not only on the knowledge and skills, but also on the daily attitudes. By improving students' caring, it hoped to build other good value like respect each other."[117]

In other sides, caring was also had other purpose, it was a realization in society life as the social people. Mr. Hadisaid :

"By building caring value and its importance, students would be easy in interaction with the society. As social people, they must care with others. Students who had high caring value, they would had many friends. Most people also will love them. Then, they will increase their achievements because they had many supports from the others."[118]

By implementing caring value, teacher wants the students can help their friends. When the others are difficult in understanding the materials, they must help them. They must do the right ones to all friends. The teacher also often makes the group in different ways to make them interact each others.[119]

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[116]Look at interview transcript of 01/I/29-3/2016
[117] Look at interview transcript of 02/I/29-3/2016
[118] Look at interview transcript of 01/I/30-3/2016
[119] Look at documentation transcript of 05/D/30-3/2016

2. The Implementation of Core Values in Applying of Character Education in Teaching English atthe Seventh Grade of SMPN 1 Mlarak in Academic Year 2015/2016

One effort to developing students' character is implementing character education in the school. It is also must be implemented through teaching and learning process. Mr. Hadi said that all of six pillars need to be implemented in all teaching and learning process especially in teaching English. The implementation of character education especially core values depends on the class. Students' character in classes are different each other although they are in a grade."[120]

The teaching and learning process by character education must base on the goals of it process. It means that there are many aspects that influence character education in SMPN 1 KecamatanMlarak. They are not only goals of learning process, but also students' condition of the class and the materials of every lesson.

a. Responsibility

The implementation of responsibility in teaching English at seventh grades of SMPN 1 KecamatanMlarak can be seen from the basic term in teaching and learning process; syllabus. Students must do the duties to achieve the goals of teaching and learning process; understanding. The standard competence of English lesson with reading skill was:"Understanding the meaning in short written

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[120] Look at interview transcript of 04/I/30-3/2016

functional text related the social context, while the basic competences of English lesson with reading skill was; Responding the meaning and steps accurately and fluently on the short essay related with social context in descriptive/procedure texts.[121]

Related with hose standard and basic competence, responsibility also could be achieved with some indicators that had created by the teacher to make them easier in implementing it. There were:

2.2.1 Finding the main idea of the text
2.2.2.Identification the meanings of the text.
2.2.3. Identification of hidden meaning/ moral value of the text.[122]

In other sides, responsibility was also shown in actions of teacher' lesson plan. There are many actionsthat related with this value. There are:

1. Giving the example of descriptive texts related social context.
2. Asking the students to read the text.
3. Giving the feedback to the students.
4. Giving the opportunities to the students to ask something related the material that have be studied.[123]

Base on the observation, there were teacher and students' activities that showed responsibility, whether to their selves or other people. Responsibility could be means discipline. It could be seen when the teacher and the students were on time in the class. They

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[121]Look at document transcript of 03/D/18-5/2016
[122] Look at document transcript of 03/D/18-5/2016
[123]Look at document transcript of 04/D/18-5/2016

came before 07.00 am. When the bell was ringing, they entered to the class and prepare the lesson, so, the English teaching and learning process occurred on time as on the rules schedule.[124]

Indra, as a student in class VII A also said:

"We must was on the class before the lesson will be started. If we were late, we must ask the permission to enter the class. In the first meeting, we have contracts to come on time. If we were late more than 15 minutes, we must do some activities as our punishment. Furthermore, if the students have a agenda and will be late, we must explain it to the class leader, so, we did not be given those punishment.[125]

Other ways, the students also finished their tasks on time as teacher's asks. When the teacher asked to collect, they do it as fast as possible. When one of them still finished the tasks whether the time is out, the teacher will asks other to take his sheets. The students must do the rules that were made in the first meeting of teaching and learning process. For example, the students must bring the dictionary every English lesson. When they do not do it, they must get it in other class.[126]

In the first, as a teacher, Mr. Hadi also checked students' selves. He looked their wears and other things in the class directly. He did it when he gave warming up; giving some question related the last material. Furthermore, he often walk around them to do it

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[124] Look at observation transcript of 02/O/30-3/2016
[125] Look at interview transcript of 10/I/31-3/2016
[126] Look at documentation transcript of 05/D/30-3/2016

detailed. When he found bad things, he will ask them. After that, he advised them to be better.[127]

Besides it, in teaching and learning process, they must try to asks and speak with English. Although there are not bilingual class in SMPN 1 KecamatanMlarak, but Mr. Hadi also minimized in speaking Indonesia language. He uses the easy words to explain the material. Sometime, he also uses Indonesia to make students understood clearly.[128]

Rudi, as a student in class VII C also said:

After that the rules of lesson in using English. Furthermore, we must try to speak English, although we rarely were confused with the English sentences. Sometime, Mr. Hadi also gave us the best sentence to express our means, then we repeat it. So, we know the right English.[129]

b. Trustworthy

Trustworthy could be seen from the basic term in teaching and learning process; syllabus. Students must tell what they want base on their feeling; responding. Basic competences of English lesson with reading skill was;Responding the meaning and steps accurately and fluently on the short essay related with social context in descriptive/procedure texts.[130]

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[127] Look at observation transcript of 04/O/31-3/2016
[128] Look at observation transcript of 02/O/30-3/2016
[129] Look at interview transcript of 07//I/31-3/2016
[130]Look at document transcript of 03/D/18-5/2016

In other sides, trustworthy is also shown in teacher lesson plan. There are many actions that related with this value. There are:

1. Asking the students to ask the difficult words
2. Giving the opportunities to the students to answer the questions.
3. Giving the feedback to the students.
4. Giving the conclusion the material.[131]

In the class, students also must be honest in every situation. They must tell the truth base on the fact wherever and whenever they are. Okti said:

> "As good students, we must do and tell the best. Tell the best means that we must tell the truth as well as possible. We were not afraid to the others, although there were treatments. The teacher also had been advising us to be good people through some ways, including honesty."[132]

Through trustworthy values, he want has purpose to minimize students passive in teaching English process. Students must have high independent in the class. It also can be seen when the students want to try answering the questions or finishing the tasks. Some students try to show their tasks result to others. They want to answer their best answer although they yet know the right ones.

Besides, it also could be seen from the students' action in finishing the tasks. Mr. Hadi said:

> "Students must be honest in every situation, whether in daily activities or in the examination. Although cheating was as the bad action that was difficult to decrease it, but the teacher must had the ways to minimize it. Teacher could gave the advices in every time

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[131]Look at document transcript of 04/D/18-5/2016
[132]Look at interview transcript of 08//I/31-3/2016

before gave the tasks and punishment when they were seen cheating. The punishment also must be important ones that make them were afraid to do again and did not make them hard. Forexamples were; asked them to remembering many vocabulary, cleaning the class, etc."[133]

In every meeting, teacher also gave feedback to the students related students' activities and answers. He will tell the true condition although it was bad. First, he tell the positive things that make students be happy and give positive attention. Then, in supporting and making happy, he also gave many advises and motivation to change those bad to be better.[134]

c. Caring

Caring also could be seen from the basic term in teaching and learning process; syllabus. Students must know and care with the material in social context. The standard competence of English lesson with reading skill was:"Understanding the meaning in short written functional text related the social context, while the basic competences of English lesson with reading skill was:Responding the meaning and steps accurately and fluently on the short essay related with social context in descriptive/procedure texts.[135]

In other sides, caring is also shown in teacher lesson plan. There are many actions that related with this value. There are:

1. Asking about the example text that will be studied.

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[133] Look at interview transcript of 01/I/30-3/2016
[134] Look at observation transcript of 03/O/30-3/2016
[135] Look at document transcript of 03/D/18-5/2016

2.Giving the example of descriptive text related with social context
3.Giving time to group pair in understanding the meaning of the text
4.Asking the students to ask the difficult words.[136]

Students also must care with both teacher and other students. Mr. Hadi asked the students to listen the others. When he spoke or explains the materials, all of them must be silent and listen him. They also must do it when their friends are speaks. Nobody speaks when student speak or do the tasks in front of the class. When there are students noisy, Mr. Hadi will asks him to continuo him.[137]

On other sides, caring is also an attitude with the environment. it is also done by the students. Okty said that Caring was with others and environment.[138] Caring with environment can be seen when the researcher observation in SMPN 1KecamatanMlarak. The teacher cares with the students' sheets. When they are the empty sheet that is in front of the others, the teacher will asks the students to sit on it. The teacher always asks them to sit in front of first. [139]

Mr. Hadi also often asks the students to clean the class. When there is the rubbish in the class, he will ask them to clean it. It means

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[136]Look at document transcript of 04/D/18-5/2016
[137] Look at observation transcript of 02/O/30-3/2016
[138] Look at interview transcript of 08//I/31-3/2016
[139] Look at observation transcript of 04/O/30-3/2016

that caring that was implemented and hoped not only with others but also environment. [140]

Mr. Hadisaid that he had the notes about students' character, when their parents take rapports, he taught them how their children are and some advices. So, their parents will be know and give some motivation."[141]

In supporting it, Mr. Hadi always gave notes to students' characters. When those were given or taught to their parents, he hoped that they know their children character development. He also asked the parents to support students' character in their homes.

3. **The Problems are Faced by Teacher in Applying of Character Education in Teaching English at the Seventh Grade of SMPN 1 Mlarak in Academic Year 2015/2016**

Implementing character in teaching English on seventh grades of SMPN 1 Mlarak still has the problems. Teacher forces some problems. There are many problems that are different.

1) Developing students' active

Mr. Hadi said that developing students' active was as the main difficulty."[142]The main problem is developing students being active.

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[140] Look at observation transcript of 02/O/30-3/2016
[141] Look at observation transcript of 01/I/2-4/2016
[142] Look at observation transcript of 01/I/2-4/2016

There are some passive students although the others are active. On the other hand, passive students still be dominant in teaching process. They just do what the teacher asks.

Nurlaila, as a student of class VII E said that the problem is being active in process.[143] She was afraid to speaks English. She also felt that her English is bed. It also happened to others. Mr. Hadi also said that they were shy to share their opinion."[144]

2) Controlling students' activities

In other side, there are otherproblems. It is controlling students' activities. MrHadi said that the problem in applying core values was controlling students' activities."[145]

Rudi, as a student in VII C class said that the problem was developing good action in the process, because some friends sometimes make a joke.[146]

Base on the observation, the students also still cheat and bully each other. They do them in teaching and learning process. In cheating, they do it when they were unbelief with their answer. In other side, bullying was the habit that makes them happy and laugh in the class.[147]

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[143]Look at interview transcript of 06/I/31-3/2016

[144] Look atinterview transcript of 09/I/30-3/2016

[145] Look at observation transcript of 01/I/30-3/2016

[146] Look at interview transcript of 07//I/31-3/2016

[147] Look at observation transcript of 01/O/30-3/2016

CHAPTER IV

DISCUSSION

In this chapter, the researcher discusses the result of the research based on the statement of the problem. The result of the research is taken from the result of the observation, interview, and documentation. The researcher discuss the result of the research which done in The Seventh Grade of SMPN 1 KecamatanMlarak in academic year 2015/2016. The discussion gives explanation:

A. **The Core Values in Applying of Character Education in Teaching English atthe Seventh Grade of SMPN 1 Mlarak in Academic Year 2015/2016**

Actually, teaching English process atthe seventh gradeof SMPN 1 KecamatanMlarak has been implementing character education from several years ago. It is implemented to reach the goals of education. One of reason in implementing it is the students' character that are different each other. Although their characters are good, but they must be developed to be better.One effort to make the implementation of character education well is choosing the core values. Those core values that are implemented are:

1. Responsibility

Responsibility was implemented by the teacher. It was done by the teacher who is as the model figure to the students. the responsibility value that was implemented was responsibility to students' selves, the duties, and the rules. The example of responsibility that was implemented is discipline.

Discipline is a good habit that is as a good behavior in teaching and learning process. It purposes is making the students to appreciate to the time. Because of the discipline of important, the teacher and students must do it every day.Discipline was shown not only in coming on time, but also in collecting the tasks and do the rules.

Samani and Hariyanto wrote in their book that responsibility is the form of character that makes a person responsible, disciplined, and always does things as good as possible. It means that a person who has responsibility value will do as his duties as well as possible. He will do it as a target or on time. He also will do the right ones wherever and whenever they are. The good students must do base on the good norm, religion, and rules. It is as a preparation of the educators to the future life. So, they have good attitudes that are very important to the future.

In other sides, there are many duties that must be done by teachers and students base on the rules that had been arranged. One of them is when teacher asked the students to bring the dictionary during English class, students must do it.

Muhammad Mustari wrote in their book that one of some indicators of responsibility is commitment on the tasks. Task can mean the tasks or exercises that are given by teacher to the students. It also means that things related the duties that must be done as well as possible. When person do his duties whether as a students, Muslim, or society base on the rules, he indicated that he implemented responsibility value.

Furthermore, base on the theory and data that have been collected, responsibility that is implemented relates with students' good attitude, such as discipline and doing the duties during teaching and learning process. The examples of discipline are coming and collecting the tasks on time. Others, the example of doing the duties is do the rules that was arranged such as bring dictionary during teaching and learning process.

2. Trustworthy

The English teacher at the seventh grade of SMPN 1 KecamatanMlarak also implemented trustworthy in teaching and learning process. It related with the words and actions. The teacher hopes the students can be honest in daily activities. Students must do as their good thought and feeling without afraid to the others. Being brave was as an action whether the activities or words to show the right terms. Teacher motivated the students to be active in teaching and learning process. It was also done by the students. When the teacher asked to them to try answering the questions, most of them did it. Teacher never gave the punishments to the students who had tried to answer whether they grammatical or structures are false.

Kamarudin on his journal wrote that trustworthiness is the effort of person to be trusted by others. It is the shape of the character that makes a person: integrity, honesty, and loyalty. It means that it is as an effort to make others believe. Person must keep his words and action with others. He said the truth base on the phenomena or facts that happened.

In other theory, trustworthy is honesty, do the promise, be brave, and be good personality. It was very complex terms. It also has the goal; to make person has good personality. Person must be honest and do the best in daily activities whenever and wherever they are. It can be indicated that trustworthy is as a value that can develop students though and actions.

In conclusion, base on the theory and data that have been collected, trustworthy was as the complex terms that must be implemented. In teaching English, it appeared when the students tried to answer the question and tell the truth. Those activities can indicated and have goal to make good personality.

3. Caring

Caring was also as a core value in teaching and learning process of English in SMPN 1 KecamatanMlarak. It related with others and environment. It is as helping each others. When there are the difficulties, the students must help each others to find the results, especially in understanding the materials. They must had efforts to do same terms to the others. Caring was not only with others, but also environment. It can be seen when the class are neat and clean during teaching and learning process.

Samani and Hariyanto wrote in their book that caring is the action to help others well.It is the social attitude. It means that it is as the attitude to the others. As the social person, we always need the others help, because we can need alone. Caring is important to be developed in the few ages. It

means that it must appropriate to be implemented on the students in the first of Junior High School.

In other theory, caring is the shape of the character that makes a person has a caring attitude and concern for others and the social conditions of the neighborhood. It is as attitudes to the environment. The attitudes for environment can be done through many ways. All action that indicates keeping the environment can be called as caring environment, such as keeping neat and clean the class.

The result above, shown that caring is as efforts not only with others, but also environment. Caring with other can be done through helping the others' difficulties. Moreover, there are many actions that can be done for the environment, such as keep clean and neat of it.

B. The Implementation of Core Values in Applying of Character Education in Teaching English at the Seventh Grade of SMPN 1 Mlarak in Academic Year 2015/2016

Basically, teaching and learning process has purpose not only to share the information and knowledge, but also know, intern, and become the values as the habit in daily life. It means that teaching and learning process is the way or opportunities to develop students' character. The implementation of character education relates with the core values and its implementation must be integrates in all lesson of the schools, including English lesson. English lesson

is as the important lesson in globalization era must be taught with full character.

The implementation of core values of character education must be done in several steps. There are:

5) Planning

The planning of implementation in teaching English at the seventh grade of SMPN 1 KecamatanMlarak is prepared well. Teacher prepares the syllabus and some lesson plans in the first time of semester. So, he just modified the lesson plan that is made for the next meeting. It means that teacher do not need to make the lesson plan every time when he want to teach but, he made the concept of his meeting during in a semester and modify it when he will teach. Teacher also integrated the core values that appropriate with the learning objectives as in syllabus and lesson plan in planning. For the material, the teacher adds the materials, especially the example of the theme. Teacher often choose the real example that is near with students habits and environments. It could made students understand the material easier.

HeriGunawan wrote on his book that planning is the first step in the teaching. There are syllabuses, RPP, and teaching materials are arranged. Those are to facilitate the content and process of learning. The easy way to make them is adapting them that are made by adding/adapting the process of learning that facilitate introducing, importance, and internalizing of the values. Planning is the preparation before the teaching

and learning process. There are syllabuses, lesson plan, and teaching materials are arranged. Those are to facilitate the content and process of learning. Those are the important terms that must be in the teaching and learning process. Teacher can develop those terms based on the learning objectives and students' need. Learning objectives and students need are important as consideration in developing the planning of implementation of core values. Developing the planning can be done by adding or modification the main terms of them. The syllabus, lesson plan, and teaching materials can be modified base on the teachers and students need. Those ways purpose to make the students and teachers easier in the teaching and learning process.

In conclusion, planning of the implementation of character education on teaching English at the seventh grade of SMPN 1 KecamatanMlarak is well. Planning that consists of syllabus, lesson plan, and material/book are arranged base on KTSP 2006 that still full of character values. Those are developed by adding or modification the materials.The efforts of developing the planning step are also done to support in reaching the objective of teaching and learning process.

2. Acting

Then, it is acting. The acting of implementation core values in teaching English based on the observation interview that is done by the researcher, it shows that the steps from pre- activity until end- activity show the steps of implementation of core values base on the theory

a) Pre- activity

➢ Teacher gave greeting to the students

➢ Teacher asked the lead of class to lead praying together

➢ Teacher checked students' attendance

➢ Teacher asked last material to the students

➢ Teacher taught the objectives of new material

b) Core activity

➢ Exploration

a. Teacher gave the simple question related new material

b. Teacher gave new illustration as the example

➢ Elaboration

a. Teacher divided the class into group pair

b. Teacher gave new text that is not found in the book

c. Teacher asked the students to read and understand it

d. Teacher gave the time to the group to discuss the meang of the text

e. Teacher asked the students to give questions related difficult meaning

f. Teacher gave the opportunities to the group in answering the questions.

➢ Confirmation

    a. Teacher gave the feedback of the activities.

    b. Teacher gave the confirmation of the materials

    g. Teacher gave the opportunities to the students in questioning that are related with the materials

c) End activity

➢ Teacher asked the students' understanding

➢ Teacher gave new homework to the students

➢ Teacher gave the motivation

➢ Teacher gave greeting

The core values were implemented in teaching and learning process through the activities that is arranged by the teacher. The teacher also used the appropriate strategy in supporting it. The choosing strategy also must base on the students' need and learning objectives. It had many positive effects for the students especially in implementing the core values of character education.

HeriGunawan wrote on his book that acting is the process of teaching and learning. The principle of contextual teaching and learning is suggested to be applied in all steps of learning because it can facilitate the internalization of values. Besides that, the teachers' attitudes as long as learning process are as models of values action for students. It stars when the teacher opening the meeting until give the end greeting. It also can be divided into three parts; pre-activity, core- activity, and end-activity. All of

parts are very important because those are related with the way of character education' implementation.

Zubaedi said that character education process in this era is appropriate to using the learning models base on social interaction.[148] Learning models can build values that related with himself and others. There are many strategies that indicate social interaction such as cooperative learning. Cooperative learning is as the instructional of small group that interact and help each others to solve the problems.

In summary, acting in implementation of core values in teaching English can be done through three parts ; pre-activity, core- activity, and end-activity. In supporting those processes, the teacher can use the appropriate strategies. One of them is cooperative learning that makes students interact and help each others to solve the problems such in discussion and Think Pair and Share.

3. Evaluation

The evaluation through observations and notes is a way to assess character education in SMPN 1 Mlarak. Because of this school still implement of KTSP curriculum, so there are not certain evaluation related character. The evaluation is done by taking note during observation in teaching and learning process. Then, the teacher will give the warning to the bad ones and guide to be betters. Teacher also reports the students'

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[148]Zubaedi, *DesainPendidikanKarakter;....*231

character development to their parents in the end of semester. It is as good ways as evaluation in character education.

Besides the planning and acting in implementing of core values, there are also the evaluation. The evaluation is the end of the implementation of core values. It is the way to measure the students cognitive and personality. There are many ways to do it. The evaluation of character education usually is done through the observation. It concludes the students' development in their daily attitudes. The bad attitudes must be change not only through giving some punishment but also develop it to be better.

HeriGunawan wrote on his book that there are some techniques of assessment that can be applied to assess the student' cognitive and personalities. They are observation (with observation sheets), self-assessment (self assessment sheets/questionnaire), and friends assessment (friends assessment sheets). It means that teacher can evaluate with one technique or combine them to make it effective and complex.

In summary, evaluating that was implemented on teaching English at the seventh grade of SMPN 1 KecamatanMlarak was taking notes during teaching process. It can be indicated that the teacher used observation and self- assessment.Core values that are implemented in teaching process need be developed after evaluation. It had purpose to make the character can be better for the future life.

C. The Problems are Faced by Teacher in Applying of Character Education in Teaching English at the Seventh Grade of SMPN 1 Mlarak in Academic Year 2015/2016

Character education is as the concept of education to support the curriculum. It has many functions that are important for the students. the implementation of character education still must be developed to be better, because there are still less of schools that implemented it maximally, so, the purpose of education that is not only transfer the knowledge but also develop good habits in daily activities will be reach.There are many problems they are:

1. Developing students' activeness

The main difficulty is developing students' activeness. Students' activeness is from some factors. One of them is self esteem. Although there were many students who active in class but, some of them were also afraid to say something in English. They were also shy to start in communicate with English: whether in speaking or writing. It means that they were still shy to try using English language in teaching and learning process. They also felt that they language is worst.

One characteristic of effective character education is provides students with opportunities for moral action. Through character education, the students get the opportunities to developing their bad moral to be better. Students' activenessrelated with some core values that are implemented in character education. They are trustworthiness and responsibility values. Being active is the most difficult in teaching and

learning process. English is as the lesson that is as the third language for the students, it is as communicative lesson. There are many skills that must be practiced during the lesson. It means that the students' active must be developed maximally as the efforts to develop students' character.

Besides, the other characteristic of effective character education is striving to foster students' self- motivation. Teacher as the educator must give the motivation to build and increase students' motivation. When the students have good motivation, they will improve their selves to be better, whether in words or actions.

In conclusion, developing students' activeness is as the main difficulty in teaching English. It related with the trustworthiness and responsibility.It also came from many factors, one of them isself esteem. Self esteem that influence students words and actions can be minimize through giving motivation in every meeting. It is as an effort that can develop students' character better.

2. Controlling students' activities

Actually students at the seventh grade of SMPN 1 KecamatanMlarak liked to make jokes. Because of their ages still as the transition ages, they are happy to make the class condition be crowded.They also still do cheating. They were unbelief with their answer.One factor that can influence it is students' environment.

One characteristic of effective character education is defines "character" comprehensively to include thinking, feeling and behavior. Character must be implemented through daily activities until being habits.

Controlling is as the duty of the teacher to the students, especially during teaching and learning process. Because of the different of students' character in the class, teacher cannot maximal in controlling their activities. It makes the teaching and learning process be disturbed. To minimize it teacher must make some activities that is joyful and interesting. It can be done by using some strategies that appropriate with the materials and students' need. Those of the difficulties that are faced by the English teacher in implementing character education must be minimizedas possible. There are must be efforts that make the purpose of education can be reached maximal.

The result above, controlling students' activities is other difficulty in implementing of character education in teaching English. Controlling is as the duty of the teacher during teaching and learning process. Furthermore, he must identify and minimize its factor. One of them is the environment that related with the social or others people that support the students.

CHAPTER V

CLOSING

A. **Conclusions**

1. Character education is as the support tem of education in the school. The core values in teaching process at the seventh grade of SMPN 1 KecamatanMlarak are responsibility, trustworthy, and caring. Responsibility that is implemented related with students' good attitude, such as discipline and doing the duties during teaching and learning process. Moreover, trustworthy appeared when the students tried to answer the question and tell the truth. Those activities can indicated and have goal to make good personality.The last, shown that caring is as efforts not only with others, but also environment. Those core values must be support by others in reaching the basic goal of teaching.

2. The implementation of core values in teaching English at the seventh grade of SMPN 1 KecamatanMlarakis through there steps; planning, acting, and evaluation. Planning that consists of syllabus, lesson plan, and material/book are arranged base on KTSP 2006 that still full of character values. Those are developed by adding or modification the materials. Acting can be done through three parts ; pre-activity, core-activity, and end-activity. In supporting those processes, the teacher can use the appropriate strategies such as discussion and Think Pair and Share. Evaluating, the teacher used observation and self- assessment by

taking note during teaching process. Those steps can change students' character can be better for the future life.

3. The difficulties in applying character education in teaching English at the seventh grade of SMPN 1 KecamatanMlarak are developing students' activeness and controlling students' activities. Developing students' activeness is as the main difficulty in teaching English. It related with the trustworthiness and responsibility that came from many factors, one of them is self esteem. Controlling is as the duty of the teacher during teaching and learning process. Furthermore, he must identify and minimize its factor. One of them is the environment that related with the social or others people that support the students. Those difficulties are not only must be minimize, but also be changed by the efforts in daily activities.

B. Suggestions

1. For the teacher

Teacher is as a figure for students' attitudes should care and understand to the students' character. Furthermore, teacher should develop the students' character through daily activities, especially in teaching process.

2. For the students

Students must have high motivation to develop and change the bad habits to be better to future life.

3. For Institution

The institution should respect and give learning facilities more complex to support the implementation character education, because it is very helpful in improving students' understanding and skills. Then, teaching learning process will run and the goal will be reached.

4. The Other Researchers

This thesis can be useful for other researchers in order to improve students' character in teaching English.
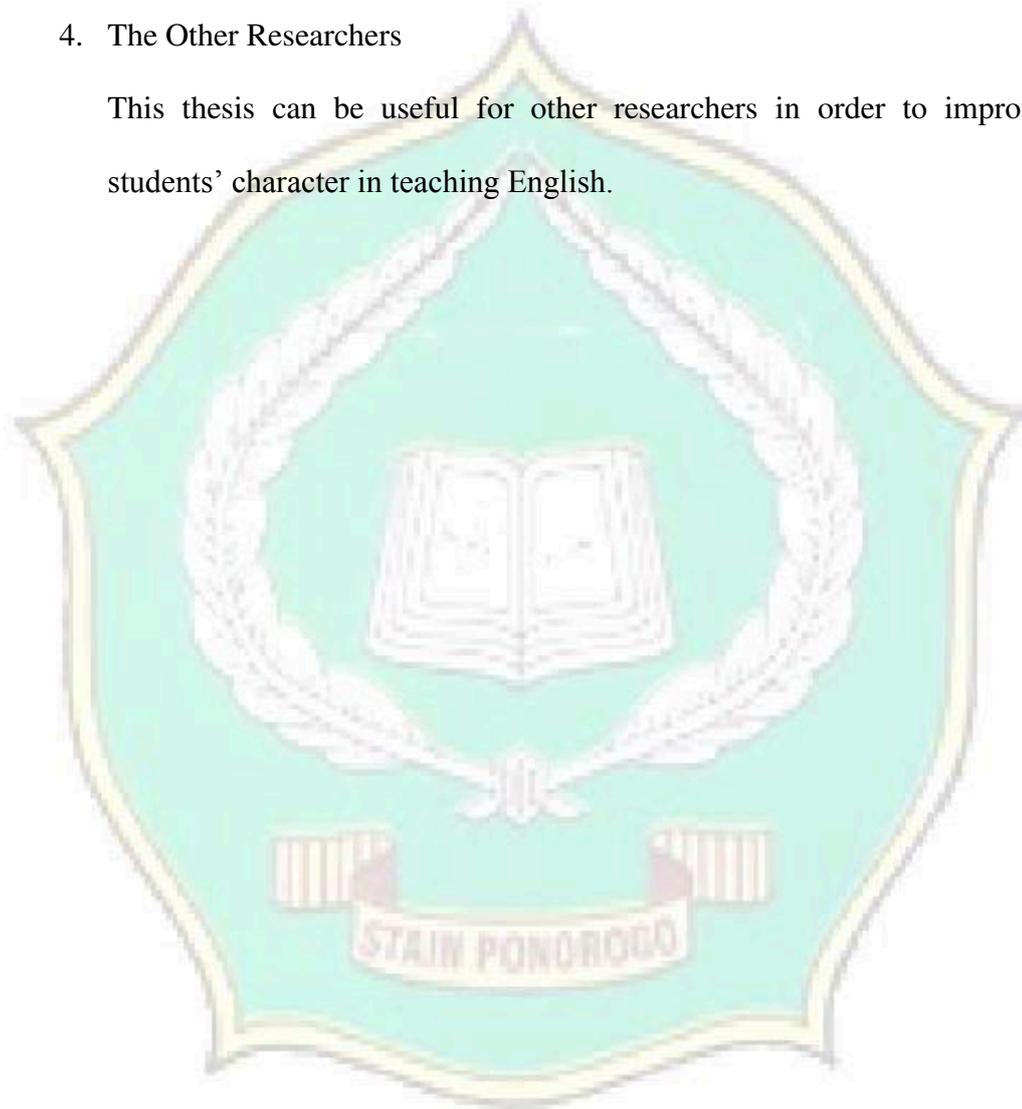
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