

**THE PRACTICE OF CHARACTER EDUCATION IN TEACHING
LISTENING
(DESCRIPTIVE QUALITATIVE RESEARCH IN FIFTH GRADE STUDENTS OF
IPA AT
MA DARUL FIKRI IN ACADEMIC YEAR 2016/2017)**

THESIS



By

ACHMAD CHOIRUDIN

NIM. 210913012

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
THE STATE INSTITUTE OF ISLAMIC STUDIES**

(IAIN) PONOROGO

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ABSTRACT

Choirudin, Achmad. 2017. *The Practice Of Character Education In Teaching Listening (Descriptive Qualitative Research In Fifth Grade Students Of IPA At MA Darul Fikri In Academic Year 2016/2017)*. Thesis English Education Department, Faculty of Teaching and Education, the State Institute for Islamic Studies of Ponorogo (IAIN), Ponorogo, Advisor: Ahmad Nadhif, M. Pd.

Key words: Character Education, Teaching Listening

The aim of this study is to know the practice of character education in listening class of the fifth grade students of IPA at MA Darul Fikri in academic year 2016/2017.

The research method is descriptive qualitative. The instruments for collecting data were observation, interview, and questionnaire. The data were about the practice of character education in listening class of the fifth grade students of IPA at MA Darul Fikri in academic year 2016/2017. In analyzing collected data, the researcher applied steps of qualitative; data covering, data reduction, data display and conclusion. The validity of data used was triangulation technique.

The result of the research that was conducted 2 times in April, 16th 2017 and April, 18th 2017 showed that the core value educated in listening class were; positive attitude and perseverance. The education of those values was aimed to make students have good personalities. Teacher was educated those value through the implicit message that contained in the listening material. The problems found in implementing character education were; the class lack of listening device, the students lack of care, the students lack of discipline.

The conclusion of this research is that the teaching of character education was aimed to make students have good personalities. There are some factors that hampered the implementation of character education successfully. Those factors are: the class lack of listening device, the students lack of care, the students lack of discipline. Therefore, by this thesis the researcher hopes it would be the better guide for teacher to develop students' character.

CHAPTER I

INTRODUCTION

This chapter discusses; background of study, research focus, statement of the problem, objective of the study, significances of the study, research method and organization of the thesis.

1. Background of Study

Character education has become a national priority in our schools and with the general public. Many state boards and departments in Indonesia talk the need for character education. Because the character education guide the peoples be a good personality.

The purpose of character education is raising children as insightful, caring, high-minded, righteous people and individuals who use their best capacity to do their best, and who understand the purpose of life. It also helps children to get to know and desire for the good and engaged in good actions eventually.¹ So it means that education is important for children better life.

Education becomes a major expectation for improving Indonesian qualities. Related to this case, Indonesian government today, is in unceasing to socialize the character education. Muhammad Nuh, The former minister of education has proclaimed the implementation of character education for all education level, from the elementary school up to college. He said that the character formation have to be done from the early age of children. If the character have being formed from the early age, so it is hard to change the

¹ Fethi Turan, "Using Storybooks as a Character Education Tools," Vol.7, No.15 (Journal of Education and Practice :2016), 169.

human's character.² It means that character education is very important for human's life.

In line of that, education is the way for people to improve his quality which more emphasize in forming basic qualities, such as faith, piety, personalities, intelligence, discipline and so on. Education has a strategic value as an investment for the future.³ We need good character to lead ethical, productive, and fulfilling lives. We need good character to create a just, compassionate, and productive society.⁴ So the good character education implementations is needed to improve Indonesian quality.

Muchlas Samani and Hariyanto stated that “the founding fathers of Indonesia realized that there are⁴three big challenges that have to be faced. *First* is to build the united country, *Second* is to build the nation and *Third* is to build the character.”⁵ As an Indonesian people we can't deny that these three big challenges are real. They will appear and we as an Indonesian should be battled for the Indonesian good future. And one of the way to fight those all is by implementing the good character education.

Beside 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

² Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi*, (Bandung: Alfabeta, 2014)28-29.

³ Ngainum Naim, *Character Building: Optimalisasi Peran Pendidikan dalam Pembangunan Ilmu dan Karakter*, (Jogakarta: Ar-Ruzz Media, 2012), 25.

⁴ James Arthur et al, *Character Education In Uk Schools (Research Report)*, (University of Birmingham: The Jubilee Center, 2015), 4.

⁵ Muchlas Samani and Hariyanto, *Konsep Dan Model Pendidikan Karakter*, Cetakan ke 3, (Bandung: PT. Remaja Rosdakarya, 2013),1.

2007 about plan of long-range developing 2005-2025 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 behaviour that is various, belief and faith to God Almighty, noble character, tolerant, mutual cooperation, patriotic soul, dynamic developing, and oriented iptec.⁶

However, transferring of values to children and putting into practice in their lives is not as easy as it is expected. The use of various methods and medias is necessary. One of them is using audio recorder as a teaching media in teaching English, especially listening class.

In particular, Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.⁷ There are various way to teach listening, such as with the teacher talk, student talk, audio records, and movies. Teacher uses these methods to make easier in the way of transferring message of the lesson.

In MA Darul Fikri, the implementation of character education is done very well. It has been practiced in all of school activities. All of the teachers always giving good example of it. Teacher when they meet each others, they

⁶ Farida Ariyani, *Character Education In Teaching English (Qualitative Research at the Seventh Grade in SMPN 1 Kecamatan Mlarak)*, Thesis (Ponorogo: STAIN Ponorogo. 2016).3

⁷ Babita Tyagi, “*Listening : An Important Skill and Its Various Aspects,*” *The Criterion:* (2013), 1.

always convey salam and then shaking their hand. It is to implant the good manner.

The practice of character education can be seen from their habit. One of the example is Dhuha prayer and Dzuhur together. All of the school members have to follow it. Dhuha prayer and Dzuhur prayer in gathering is to invest the religiosity value to the students. And also there is a student organisation called OPDAF (Organisasi Pelajar Darul Fikri) that organized by class V as a manager. This organisation teaches them be a good organisers and teaches them responsibility. Mr. M. Ibnu Sholikin said that “the students of MA Darul Fikri especially class V is a manager of boarding school. They also have a responsibility about all aspects of school rules. If there is a sick student, that is the responsibility of the manager to bring him/her to the hospital”. By this organization hopefully students will be a good personalities in the future.

The character education's practice also done in every morning before teachers enter the class. After the bell rings, the managers will spread to each class from class one to class four. They will lead students to read the holy Qur'an together. Then after they have done, the managers will give the students a new vocabulary. Usually, it is Arabic and English language.

Based on statement above, the researcher has a big anxiety to know the practice of character education in listening class. Furthermore, the researcher makes an observation about the practice of character education in teaching listening at class V IPA in MA Darul Fikri.

2. Research Focus

To avoid irregularities in the research, this study only focused on the practice of character education in listening class of the fifth grade students of IPA at MA Darul Fikri in academic year 2016/2017.

3. Statement of the Problem

The writer intended to focus on how to find out the answer of the following questions:

1. How is the practice of character education in listening class of the fifth grade students of IPA at MA Darul Fikri in academic year 2016/2017?

4. Objective of the Study

1. To know the practice of character education in listening class of the fifth grade students of IPA at MA Darul Fikri in academic year 2016/2017

5. Significance of the Study

The result of observation is expected giving advantage and it is useful for :

1. Teacher

This research is hopefully giving benefical for English teacher especially in education character through English class.

2. Student

This research is expected to make students have a good character, especially in the classroom.

3. Reader

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

6. Research Method

Research methods may be understood as all the methods/techniques that are used for conduction of research.⁸

a. Research Approach and Design

This research applies a descriptive qualitative research. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.⁹

In this research, the researcher wants to survey, analyse and describe the practice of character education in teaching listening in fifth grades students of IPA at MA Darul Fikri deeply.

⁸C. R. Kothari, *Research Methodology Methods and Technique (Second Revised Edition)*, (New Age International Publishers, 2004), 8

⁹Ibid, 23.

b. Research's Role

In qualitative research, there are three types of researcher role. They are complete observer, observer as a participant and complete participant.¹⁰

In this research, the researcher becomes an observer and participant. The researcher gets interaction with the subject's activity in the research location while the researcher collects the data and organizes it specifically. The collected and organized data will be analyzed, interpreted and reported by the researcher as a result.

c. Research Location

The research location is at fifth grade students of IPA at MA Darul Fikri Bringin Ponorogo in academic year 2016/2017.

d. Source of Data**1) Primary Data**

The source of data for this research is in form of the information that the researcher got from the subjects. This information related with the use of the practice of character education in teaching listening in fifth grade students of IPA at MA Darul Fikri.

¹⁰Norman K. Denzin, *Handbook of Qualitative Research*, (California: SAGE Publication. Inc, 1994), 248.

2) Secondary Data

Secondary data means data that are already available. They refer to the data which have already been collected and analysed by someone else.¹¹

To support the primary data to make it suitable to answer the statement of the problems, the researcher use documents, books other written sources that related and appropriate with character education and teaching listening.

e. Technique of Data Collection

1) Observation

In this case, the researcher observed the listening class activity of fifth grade students of IPA in MA Darul Fikri using video recorder. Here, the researcher wants to know the practice of character education and its implementation during the process of teaching listening. The recording has conducted 2 times in different day.

2) Interview

Interview done by arranging the questions and asking the English teacher and the students as the object of research related to the practice of character education in the class.

¹¹ C. R. Kothari, *Research Methodology Methods and Technique (Second Revised Edition)*, (New Age International Publishers, 2004), 111.

In this research, the researcher interviewed Mr. Mochammad Ibnu Solikin, as the English teacher of fifth grade student of IPA in MA Darul Fikri and three students that chose by him using interview guide.¹² Here, the researcher wants to know the target of core values that are implemented and the difficulties of teaching listening.

3) Questionnaire

In this step, the researcher gives the questionnaire about the practice of character education in teaching listening to the fifth grade students of MA Darul Fikri. The aim of this questionnaire is to know the students' response related to the practice of character education in teaching listening.

f. Technique of Data Analysis

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing data, and making and interpretation of the large meaning of the data.¹³

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and

¹² See Appendix 02, 59

¹³John W. Creswell, *Research Design* fourth edition, (USA: Sage Publications, 2014), 183.

documentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.¹⁴

1) **Data reduction**

Data reduction is a stage of summarizing, classifying and focusing on essential; things. In this stage, researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed. The data that will be reduced is about the practice of character education in teaching listening.

In this case, 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**

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to understand. In this step, the researcher clarifies the data and characterizes it into diagram or columns.

3) **Verification/ conclusion drawing**

In this case, the researcher makes the conclusion that can be in a form of thick description from the selected data, relate

¹⁴ Matthew B. Miles and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 10.

and accurate with the research problems. This conclusion is the answer of the research problems.

g. Checking of Validity

To get the valid and credible data, the researcher uses triangulation technique. Triangulation is a kind of technique of control the data readability used the other data to controlling needs or as comparison on the data. There are four triangulations as kind of controlling technique to use a source, method, observe and theory.

In this research, the researcher uses triangulation technique with the data source. It means that the researcher compares and checks the validity of collection information through the different time and tool in qualitative method.¹⁵ In this study, the researcher uses the triangulation technique to investigate data of the practice of character education in teaching listening in fifth grade students of IPA at MA Darul Fikri.

h. Research Procedure

There are four procedures for this research:

1) Planning

This procedure includes arranging the research plan, choosing the field of data, the research location, organizing permission, observing, preparing instrument, and something that related with research ethic.

¹⁵ Ismayati. *Teaching English in Perspective of Lesson Study*. (Ponorogo: State Islamic College, 2014), 15-16.

2) Application

- a) Observing the practice of character education in teaching listening.
- b) Collecting the data: the researcher had taken the video of class activities and interviewed the English teacher and three students about the practice of character education in teaching listening.

3) Analysis data

It includes analyzing data, observing the students in practice the character education in teaching listening. Making conclusion and suggestion.

4) Research report

The researcher writes the research report in form of thesis writing about the practice of character education in teaching listening in fifth grade students of IPA at MA Darul Fikri.

i. Organization of The Thesis

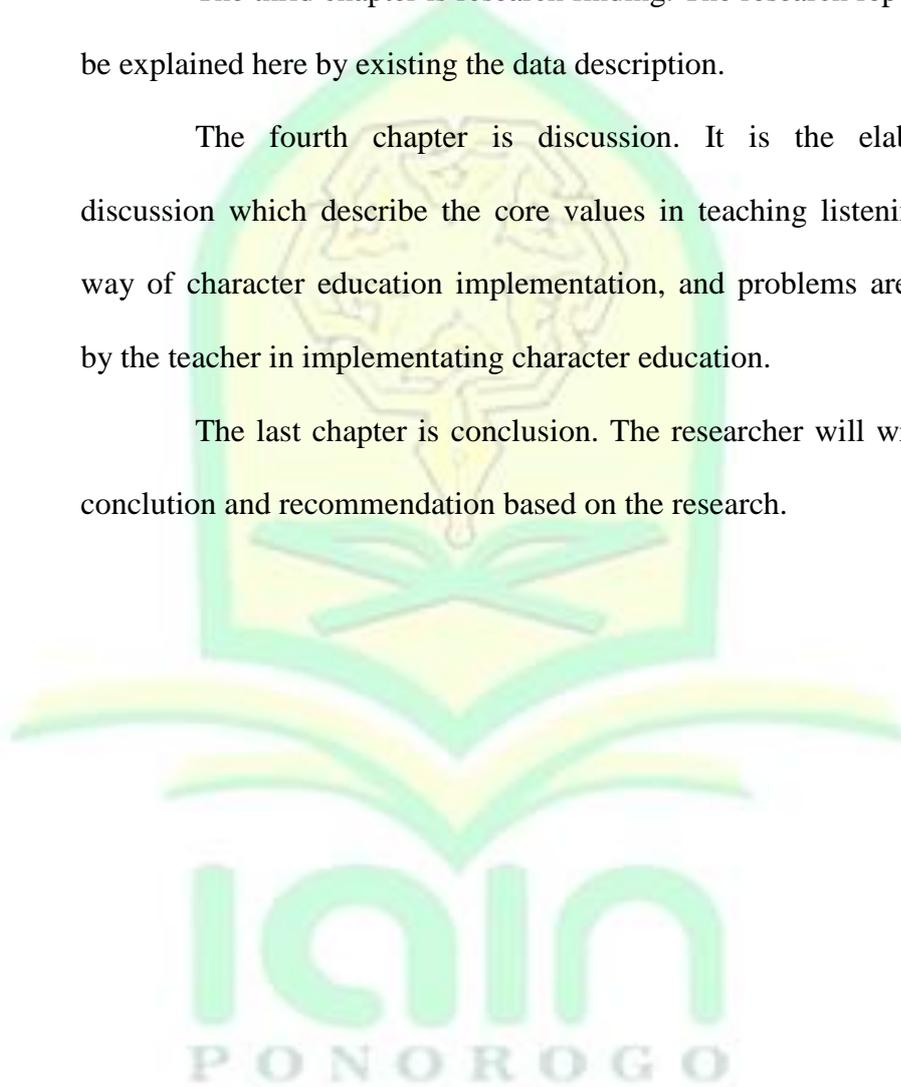
The researcher has to organize the research as well as the description of research methodology systematically. First chapter is introduction. It consists of background of the study, research focus, statements of the problem, objective of the study, significance of the study, research methodology and organization of the thesis.

The next chapter is theoretical analysis. All the theories which are in the introduction will be explained here. This chapter will explain the character education and teaching listening. This chapter is also captures the previous research finding.

The third chapter is research finding. The research report will be explained here by existing the data description.

The fourth chapter is discussion. It is the elaborated discussion which describe the core values in teaching listening, the way of character education implementation, and problems are faced by the teacher in implementating character education.

The last chapter is conclusion. The researcher will write the conclusion and recommendation based on the research.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Analysis

This chapter will explain the character education and teaching listening. All the theories which are in the introduction will be explained here. This chapter is also captures the previous research finding.

1. Character Education

a) Definition of character education

The word “character” in terminology meant as a human characteristic in general, that depend on his own live. In literal, the word ‘character” means quality or mental strength or morality, attitude, that is personality.¹⁶ Character is a pattern of behavior, thoughts and feelings based on universal principles, moral strength and integrity. One’s character is evidenced by one’s life virtues such as self-control, positive attitudes, humility, and wisdom.¹⁷ So we could conclude that character has same meaning with the morality, and it is personality.

Character education is a process of transferring and acquiring values to children. It includes many aspects of teaching and

¹⁶ Sri Haryati, *Pendidikan Karakter Dalam Kurikulum 2013*, 4

¹⁷ John Otewa, “Using Hidden Curriculum Principles In Teaching Character Education In Kenya.” *Baraton Interdisciplinary Research*, (2016), 120.

learning for personal development such as reasoning, social and emotional learning, moral education, life skills training, community service, health education, prevention of violence, peer mediation and ethics. The purpose of character education is raising children as insightful, caring, high-minded, righteous people and individuals who use their best capacity to do their best, and who understand the purpose of life. It also helps children to get to know and desire for the good and engaged in good actions eventually.¹⁸

Character education according to Ratna Megawangi is an effort to educate the children in order to make decisions wisely and practice in daily life s that they can make a positive contribution to society.¹⁹ Character education needs process and must be continuo until the person has a good personalities.

Based from definition above the researcher concludes that character education is a process of transferring and acquiring values to children until they have a good personalities.

b) Kinds of character education

In order to strengthen the implementation of character education in the education institution, there are 17 kinds of character education that have been identified according to Sharron

L. McElmeel. They are as follow:

¹⁸ Fethi Turan, "Using Storybooks as a Character Education Tools," Vol.7, No.15 (Journal of Education and Practice :2016), 169.

¹⁹ Farida Ariyani, *Character Education In Teaching English (Qualitative Research At The Seventh Grade Of SMPN 1 Kecamatan Mlarak)*, Thesis, (STAIN Ponorogo: 2016)26-27.

1) Caring

Caring is the act of being concerned about or interested in another person or situation. It is feeling or acting with *compassion, concern or empathy*²⁰

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.²¹ The students as a part of social, so they will need the others. Furthermore they must be taught of caring from the small environment, the class.

2) Confidence

Confidence is a faith or belief in one self and one's own abilities to succeed. It is the belief that one will act in a right, proper, and effective manner.²²

3) Courage

Courage is a firmness of mind and will in face of danger or extreme difficulty. It is the ability to stand up to challenges and to support unpopular causes.²³

4) Curiosity

Curiosity is a desire to learn, investigate, or know. It is an interest leading to exploration or inquiry²⁴

²⁰ Sharron L. McElmeel, *Character Education A Book Guide for Teachers, Librarians, and Parents*, (USA: Teacher Ideas Press, 2002), 1

²¹ Farida Ariyani, *Character Education In Teaching English (Qualitative Research At The Seventh Grade Of SMPN 1 Kecamatan Mlarak)*, Thesis, (STAIN Ponorogo: 2016) 31.

²² Sharron L. McElmeel, *Character Education A Book Guide for Teachers, Librarians, and Parents*, (USA: Teacher Ideas Press, 2002), 27.

²³ Ibid, 41.

5) Flexibility

Flexibility is the capacity to adapt or adjust to new, different, or changing situations and their requirements.²⁵

6) Friendship

Friendship is a state of being attached to another by affection, loyalty, respect, or esteem.²⁶

7) Goal setting

Goal setting is the ability to determine what is wanted or needed and to work toward it. It is identifying desired outcomes or objectives and designing a strategy or plan of action to achieve them.²⁷

8) Humility

Humility is having respect for others and their positions or conditions and not exerting one's authority in an inappropriate or insensitive manner.²⁸

9) Humor

Humor is the quality that allows one to appreciate the comic or amusing aspects of a situation or an event²⁹

²⁴Ibid, 51.

²⁵ Ibid, 65.

²⁶ Ibid, 71.

²⁷Ibid, 83.

²⁸ Ibid, 95.

²⁹ Ibid, 101.

10) Initiative

Initiative is the ability to take action independently without outside influence or control. It is the willingness to make the first move or take the first step without being prompted by anyone else.³⁰

11) Integrity

Integrity is an adherence to a set of principles or a code of values-especially moral. It is being just, impartial, fair, and honest and is characterized by straightforwardness of conduct and a refusal to act immorally (i.e., to lie, cheat, steal, or deceive in any way)³¹

12) Patience

Patience is the capacity to endure and to wait for one's goals to be achieved; to conduct oneself without undue haste or impulse.³²

13) Perseverance

Perseverance is the ability to keep working toward a goal, enterprise, or undertaking in spite of difficulty, opposition, or discouragement; the capacity to carry on, especially under adverse circumstances.³³

³⁰ Ibid, 107.

³¹ Ibid, 117.

³² Ibid, 137.

³³ Ibid, 147.

14) Positive attitude

Positive attitude is a state of mind or way of thinking that views the most desirable aspects of a situation and anticipates the best possible outcomes.³⁴

15) Problem solving

Problem solving is the process of identifying critical elements of a situation, identifying sources of difficulty, using creative ideas to formulate new answers, and planning steps to achieve the best possible outcome.³⁵

16) Self-discipline

Self-discipline is the ability to control, manage, or correct oneself for the sake of improvement; the ability to forfeit lesser objectives or short-term gratification for more worthwhile causes or long-term goals.³⁶

According to Larry P. Nucci and Darcia Narvaez, Discipline is obey to the rule or be bent down on monitoring and control.³⁷

17) Teamwork

Teamwork is working with others to reach the common goal; acting together to achieve a shared vision.³⁸

³⁴ Ibid, 161.

³⁵ Ibid, 171.

³⁶ Ibid, 185.

³⁷ Larry P. Nucci and Darcia Narvaez, *Handbook Of Moral And Character Education*, (New York: Routledge, 2008), 56.

³⁸ Sharron L. McElmeel, *Character Education A Book Guide for Teachers, Librarians, and Parents*, (USA: Teacher Ideas Press, 2002), 197.

c) The effective of character education

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

1) Character Education Promotes Core Ethical Values as the Basis of Good Character

The Character Education Partnership (CEP) believes that core ethical values are as the form the basic of good character. Character education also seek to develop the complementary performance character qualities that enable students to perform at they highest potential in the classroom, the work place, or any other area of endeavor. These two part of character work together in mutually supportive ways.

2) "Character" must be Comprehensively Defined 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 seek to develop the cognitive, emotional, and behavioral aspects of moral life.

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

School committed to character development look at themselves through the moral lesons to assess how virtually everything that goes on in schools 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 civil, caring and just society. It does this by creating community that helps all its members from caring attachment to one another. This involves developing caring relationship among students (within and across grade level), 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 decision and plans that affect them.

7) Strives to foster students’ self-motivation

Rather than settle for more 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 psychologist, 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 additional, with the school students assume developmentally appropriate roles in leading the character education effort through class meeting, students 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.

School 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 goal 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.³⁹

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

³⁹ Thomas Lickona, *Eleven Principles of Effective Character Education*, Journal of Moral Education, (New York: State University. 2006)

2. Teaching listening

a) Definition of teaching listening

Listening is an active process in which the receiver assumes a responsibility. The psychological process of listening begin with someone's awareness or and attention and recognition of specific auditory signal and ends in comprehension.⁴⁰

According to Eva "Listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear".

⁴¹In particular, Listening skill is key to receiving messages effectively. *It* is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.⁴²

Listening is an active, purposeful process of making sense of what we hear. Listening is softening compared to reading, the other receptive skill. While the two to share some similarities, two major differences should be note from the start. Firstly, listening usually happens in real time. That is people listen and have to comprehend what they hear immediately. Secondly, although listening is

⁴⁰ Molenda Heinich & Russell, *Instructional Media: And The New Technologies Of Instruction Fourth Edition* (New York: macmillan publishing company, 1995), 121.

⁴¹Eva Machackova, "Teaching Listening" Thesis (Masaryk University Brno: 2009), 9.

⁴²Babita Tyagi, "*Listening : An Important Skill and Its Various Aspects,*" *The Criterion:* (2013), 1.

receptive, it very often happens in the midst of a conversation something which requires productive, spoken response.⁴³

From the definitions above, it can be said that listening is the active activity including receiving, deciphering, analyzing, and perceiving the message to respond.

b) Source of listening

There are some listening sources, as follow:

1) Teacher talk

Listening to the teacher is the most frequent and valuable form of input during lessons. One enormous benefit is that the teacher is in complete control and can slow down, speed up, repeat key points, paraphrase difficult vocabulary, and generally modify the input as desired.

2) Student talk

There are any numbers of thing that students can speak about, in group (jigsaw task with and information gap, reporting back, making a presentation, and secretaries) that will develop their listening as well as their speaking skill.

⁴³ Nurliza, *The Use of English movie In listening Class For Eleventh Grade Students of MA Darul Huda Mayak Ponorogo in Academic Year 2012/2013*. Thesis (Ponorogo: STAIN Ponorogo, 2015), 22.

3) Guest speaker

Another way of giving students access to alive, authentic, real-time conversation is to invite a proficient or native speaker of English into the class.⁴⁴

4) Song

Song is a familiar and accessible medium that can transcend boundaries and communicate across communities. It is also one of the oldest forms of musical communication in everything from religious practices to entertainment to education.⁴⁵

Music has served to express emotions such as joy or sorrow, and has done so very effectively.⁴⁶ Moreover, music has been found to produce a relaxed mood and stress reduction, making it a plausible way to accommodate coping with pain and anxiety.⁴⁷

5) Television and video

The advantages associated with using these media are that the material is frequently authentic, topical, with real-world information, and that, with television and video,

⁴⁴ Peace Corp, *TEFL/TESL. Teaching English Fr Foreign or second Language*, (Washington DC, 1989), 59.

⁴⁵ Tara Fenwick and Francesca Albergato, *Pedagogies of Song: Music as/in Adult Education*. (PAACE Journal of Lifelong Learning, Vol.17, 2008), 39.

⁴⁶ Dawn kent, Thesis *The Effect of Music on the Human Body and Mind* (Liberty University, 2006) 4.

⁴⁷ Ibid, 5

there is visual aspect. Being able to see the speakers, their context and body language is a huge advantage to listener.⁴⁸

c) Assessment of listening

Assessment is the measurement of the ability of a person will be done by test, interview, questionnaire, or observation. It plays important in learning process for teacher to know how the students ability in the study.

Assessment is a popular and sometimes misunderstood term in current educational practice. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.⁴⁹

Peter gives some basically three purpose behind assessment are:

- 1) To access student's current status and progress in order to determine what needs to be done in the future, and is commonly referred to as formative assessment. This should happen during every lesson, as the teacher listens to the student and reads their language efforts.
- 2) To measure how much students have achieved up to certain point in time, known a summative assessment. This will

⁴⁸ Betsy Parrish, *Teaching Adult ESL*, (New York: McGraw-Hill Companies, 2004),99.

⁴⁹H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (USA, 2004), 4

often take place at the ended of school tem or year, and may not be prepared by the class teacher.

- 3) To obtain the external qualification.

In the listening assessment students must be able to :

- a) Demonstrate understanding of specific details, information and semiformal announcements.
- b) Demonstrate general comprehension of the speakers intention where appropriate
- c) Identify the important points or themes of the materials they her, including attitude.
- d) Show awareness of major variations in register
- e) Take notes from materials they have heard.⁵⁰

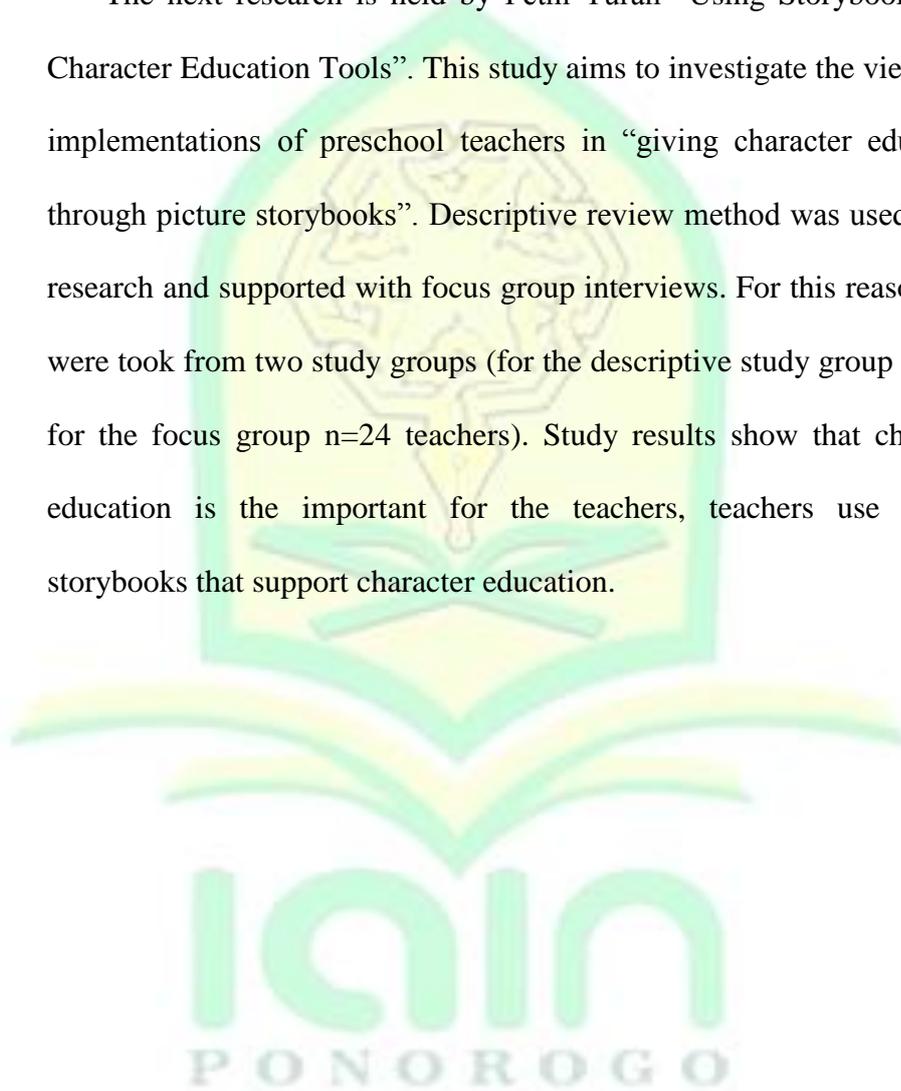
B. Previous Study

Before the researcher holds this research, the researcher studied previous research. The first research is Farida Ariyani. The research title “Character Education In Teaching English (Qualitative Research at The Seventh Grade Students of SMPN 1 Kecamatan Mlarak Ponorogo).” This research has the same focus and aim with the researcher’s research to know the implementation of character education in teaching English. The research results are: (a) the core values are applied in teaching English are responsibility, trustworthy and caring, (b) the

⁵⁰ Nurliza, *The Use of English movie In listening Class For Eleventh Grade Students of MA Darul Huda Mayak Ponorogo in Academic Year 2012/2013*. Thesis (Ponorogo: STAIN Ponorogo, 2015),25- 26.

implementation of core values in teaching English is through three parts: planning, acting and evaluating, (c) the problem was facing by the teacher in implementing of core values in teaching English was developing students' activeness and controlling students' activities.

The next research is held by Fethi Turan "Using Storybooks as a Character Education Tools". This study aims to investigate the views and implementations of preschool teachers in "giving character education through picture storybooks". Descriptive review method was used in the research and supported with focus group interviews. For this reason data were took from two study groups (for the descriptive study group n=245, for the focus group n=24 teachers). Study results show that character education is the important for the teachers, teachers use picture storybooks that support character education.



CHAPTER III

FINDINGS

This chapter will explain the research findings that focusing on; the practice of character education, and the problem faced by the teacher in the practice of character education.

A. The practice of character education in fifth grade students of IPA MA Darul Fikri academic year 2016/2017

Based on the observation, the practice of character education in fifth grade students of IPA at MA Darul Fikri is through the good habit. Its can be seen from teacher activity during the lesson. Teacher always convey salam before he begins and closes the lesson. It is to invest students' positive attitude. Then teacher checks students' attendance by call their names one by one. Before going to the lesson, teacher gives the short explanation about the material to coming up students' curiosity toward the material. Teacher also gives the opportunity to the students to read the material before he explains the material deeply. He will give 5 up to 10 minutes to students to read and comprehended the material given. And then he will ask the students' understanding about the material they have read. Teacher usually asks or give the opportunity to students to ask one up to two students. The question is related to the

material given. This is to know their understanding. It is to build students' curiosity value.⁵¹

Actually class V IPA MA Darul Fikri is active class. Mr. M. Ibnu Solikin also stated that this class is active class.

From the observation, the researcher found the proof that there is conversation between teacher and student in the class. Students will ask when they were not understood with the material. It also proofed when teacher says that the material today's is listening, all of students are cheer.

It is also supported with the result of questionnaire spread. In majority, 42% of subjects stated very agree that they were active students in listening class. It is also supported with 42% of them stated agree, but the less 16% of them stated less agree. Besides, 29 % of subjects stated very agree that they were love listening class. 65% of them stated agree, and 6% of them stated less agree. 39 % of subjects stated very agree that they were enjoying the teaching listening process. 58 % of subjects stated agree and 3% of subject stated less agree.⁵²

Nabila Mustika Asti as the students of V class of IPA at MA Darul Fikri stated that she love listening class;

“Menurut saya kelas listeningnya seru dan bisa menambah wawasan⁵³”

⁵¹See appendix 05, 67.

⁵²See appendix 04, 65.

⁵³See appendix 01, 54.

In my opinion, listening class is pleased and I got a new knowledge of it.

It is supported with her two friends' statement. Linda Dwi Febrianti and Peny Lathifah. Linda stated:

“Cukup membuat penasaran karena suaranya kurang begitu jelas tapi tetap mengasyikkan.”⁵⁴”

Listening class makes me in curiosity because the sound is not clear enough but it was enjoyable.

And Peny also stated:

“Menurut saya menyenangkan, dan menambah wawasan kita karena tahu cara pengucapan bahasa Inggris yang baik dan benar.”⁵⁵”

In my opinion, it was pleased and I got a new knowledge on how to pronounce English words correctly

Teaching and learning process in the listening class of fifth grade students of IPA at MA Darul Fikri based on the questionnaire distributed to 31 students is implemented the character education. In majority, 84% subjects of questionnaire stated they were very agree that teacher always express salam when he begins and closes the lesson, 16% of subjects stated agree. Besides, 65 % of the subjects stated very agree that the material contains character education. 32 % subjects stated agree and 3 % subjects stated less agree. Based on questionnaire, 84 % subject stated

⁵⁴ Ibid, 56.

⁵⁵ Ibid, 58.

very agree that teacher always implement the good example. And 32 % subjects stated agree.⁵⁶

Actually, there were many values that have to be implemented in teaching and learning process, but for some reason teacher has to choose the value that be the core value in teaching and learning process. Based on interview, Mr. Mochamad Ibnu Solikin said:

“Menurut saya, ketika harus menerapkan pendidikan karakter, saya menerapkan nilai kesopanan, bagaimana murid bisa bertannya dan mengungkapkan suatu ekspresi- ekspresi yang lebih sopan kepada orang yang lebih tua, nilia karakternya disitu. Kalau di bahasa jawa anggah ungguh, jadi meskipun bahasa Inggris juga harus ada anggah ungguhnya.”

“In my opinion, when I must to teach character education to students, I thought about the positive attitude. How the students are can ask question and express some expressions to someone older politely, that is the character value take place. In Javanese called “angguh ungguh” or manner, so even if English language must have an “angguh ungguh” or manner. “

But, in the observation the researcher found another fact. The implementation of positive attitude is concern on patient value.

He also stated how the way he teaches the character education is.

“Saya selalu bercerita tentang pengalaman saya, bagaimana cara mengatasi keterbatasan saya awal, bagaimana cara menguasai bahasa inggris sesuai pengalaman pribadi saya, saya transfer ke

⁵⁶ See appendix 04, 66.

*anak sehingga akan tumbuh karakter keberanian mereka untuk ngomong akan muncul, kadang diputarkan videomotivasi tentang orang yang memiliki keterbatasan, yang memiliki semangat untuk bisa.*⁵⁷”

“I always tell a story about my experience, how I can solve my restrictiveness at first. How to master English language appropriate on my experience. How I dare to speak. That all I transfer to the students, so their courage to speak will appear. Sometime I play motivation video about the people who has a great spirit to get his dream even he is in restrictiveness.”

When the researcher asks the core value implemented in English learning process, Mr. M. Ibnu Solikin stated:

*“Di dalam kelas listening, murid bisa memahami apa yang mereka dengar dari percakapan dalam dialog. Memahami dan juga setidaknya mengerti apa yang disampaikan. Terlebih lagi bisa menirukan dialeg native speaker*⁵⁸”

In listening class students can understand what they hear from the conversation in the dialogue. Then students at least understand what the speakers talking about, moreover students can imitate native speaker's accent from the audio speaker

From those reasons above, the researcher concludes that positive attitude and perseverance are the core values in listening class in fifth grade students of IPA MA Darul Fikri.

⁵⁷ See appendix 02, 60.

⁵⁸ Ibid, 61.

1. . Positive attitude

The practice of positive attitude value in listening class at fifth grade students of IPA MA Darul Fikri can be seen from the listening material given. Teacher teaches positive attitude through the message that is implicit in the listening material. Teacher also care to the students, when students' response is correct teacher will say "very good".

Based on the observation, in the last of the lesson teacher and students together conclude the message from the material. The message from the listening material was positive attitude value.

And it is strengthen with the statements from the students that was interviewed.

Nabila Mustika Asti, as a student of V IPA said:

"Materi mengandung pesan moral kesopanan, dan pantang menyerah⁵⁹."

Listening material contain positive attitude value and perseverance value.

When the researcher asks about the character values gotten from the lesson to the interviewed students, Lina Dwi Febrianti stated:

"Belajar nilai kesopanan dari materi listening yang diberikan."⁶⁰

⁵⁹ See appendix 01, 54.

⁶⁰ Ibid, 56.

We learn the positive attitude value from the listening material given.

Peny Lathifah also said:

“Menurut saya kesopanan, telaten dan juga pantang menyerah.”⁶¹

In my opinion, the value we got from the lesson is positive attitude value, patient, and perseverance

2. Perseverance value

Based on the observation, perseverance value can be seen in basic term of teaching and learning process; syllabus and lesson plan. The value mentioned in the point of “value and character education integrated material” is perseverance value.⁶² It means that by implementing this value, teacher hopes students would have strong motivation to solve their problems.

Mr. M. Ibnu Solikin also said his preparation to convey character education;

“Lihat silabus, kemudian mempersiapkan RPP kemudian memilih metode yang tepat untuk anak”⁶³

See the syllabus, and then preparing the Lesson Plan and the last is choose the appropriate method for students.

⁶¹ Ibid, 58.

⁶² See appendix 07, 73.

⁶³ See appendix 02, 60.

Perseverance could be meant as hard worker. Based on the observation, teacher always implants hard worker value. It is done when the student has the wrong answer in her answer sheet. Teacher will order to this student to correct her answer by herself. If she can't, she could ask the teacher or her classmate. He also said:

“Saya selalu bercerita tentang pengalaman saya, bagaimana cara mengatasi keterbatasan saya awal, bagaimana cara menguasai bahasa inggris sesuai pengalaman pribadi saya, saya transfer ke anak sehingga akan tumbuh karakter keberanian mereka untuk ngomong akan muncul, kadang diputarkan videomotivasi tentang orang yang memiliki keterbatasan, yang memiliki semangat untuk bisa.”⁶⁴

I always tell a story about my experience, how I can solve my restrictiveness at first. How to master English language appropriate on my experience. How I dare to speak. That all I transfer to the students, so their courage to speak will appear. Sometime I play motivation video about the people who has a great spirit to get his dream even he is in restrictiveness.

⁶⁴ Ibid, 60.

B. The problems found in the practice of character education in fifth grade students of IPA MA Darul Fikri academic year 2016/2017

The implementation of character education is not always runs as well as it hope. There are always supporting and obstructing factor in the implementation of character education. When the researcher conducts the research in Fifth grade students of IPA MA Darul Fikri, the researcher found some problems.

1. . The class lack of listening device

The first problem is related to device use in the listening class. The audio player used is under the standard, so the sound is not too clear enough. Students who are sat in the back of class didn't hear the sound clearly. Then they ask the teacher to repeat the dialogue.

There is no language laboratory specifically for listening class. Mr. M. Ibnu Solikin said:

“Faktor penghalang yang pertama adalah kelas terlalu besar. Tidak ada hardware ataupun laboraturium bahasa di pondok ini sehingga kelas kurang maksimal. Karna kepekaan pendengaran anak sangat berbeda jadi kalau ada lab bahasa iyu sangat membantu.

Hambatan anak yang ada di lingkungan pondok hambatannya kecil, berbeda dengan anak yang tidak mukim, kalau di dalam pondok mereka bisadikndisikan, berlatih

dengan teman-temannya. Mereka mempunyai banyak waktu untuk berlatih bersama.

Untuk faktor pendukung, semangat tinggi anak untuk belajar adalah hal yang terpenting, kalau hardware sederhana tetapi semangat anak kurang mendukung itu malahan menjadi masalah yang utama, semangat anak bisa menjadi meminimalisir kekurangan hardware.⁶⁵”

“The first obstructer is the class too big. There is no hardware or language laboratory in this boarding school so it makes listening class is not maximal enough. Because of the sensitivity of students are very different, so if there is a language laboratory it very extremely helping.

The students’ barrier that stays in boarding school is too small; it is different with who are not stays in boarding school. They who are stay in boarding school can exercise or practice together with their friends. They have much time to practice together.

Then the supporting aspect in this case is the high spirit of students to learn, that is the important things. If the hardware is support but the spirits of the students are unsupported, that is the main problem. The students’ spirit is minimizing of unsupported hardware.

⁶⁵ Ibid, 61.

On the other hand, Lina Dwi Febrianti as an interviewed student said that the sound is not clear enough.⁶⁶

2.. Students are lack of vocabulary

Vocabulary could be the main aspects of transferring the second language. If we do not know the meaning of the word, it is automatically we difficult to understand the word meaning.

Based on the interviewed students, Lina stated that:

*“Halangan saya di kelas listening adalah bahasa yang belum pernah didengar”*⁶⁷

My struggle in the listening class is new strange words

It is supported with her friend, Peny. She stated;

*“Kendala saya, kata yang ada dalam audio masih asing di telinga jadi saya tida tahu apa yang dibicarakan”*⁶⁸

My struggle is that the word in the audio was unfamiliar, so I did not know what was the dialogue talking about

Based on the questionnaire, 29% of subject stated very agree that they were found the difficulty in understanding the moral values in the listening material. 48% of them stated agree, 10% of them stated less agree and 13% of them stated disagree.⁶⁹

⁶⁶ See appendix 01, 54.

⁶⁷ Ibid, 54.

⁶⁸ Ibid, 55.

⁶⁹ See appendix 04, 66.

3. Students are lack of care

The second problem is related to the students care toward her friends. Although the students have been teaching by the good values, there are some students' character that have to be changed.

Based on the observation, when the students present their work in front of the class, most of the whole class doesn't pay attention to them. Although the teacher has been noticed the students to pay attention, the students are busy with their activities. So the students in front of the class explains their work without any response and attention from their friends.

4. Students are lack of discipline

Discipline is one of value that has to be implemented to the students. With the discipline, people can respect us.

Based on the observation, teacher always come to the class on time. But, there were many students that still not in the class. Many students come to the class when the lesson has started in 10 minutes.

CHAPTER IV

DISCUSSION

In this chapter, the researcher discusses the result of research based on the statement of the problem. The result of the research is taken from the observation, interview and questionnaire. The discussion is focusing on the practice of character education and the problem faced by the teacher in the practice of character education in fifth grade students of IPA MA Darul Fikri academic year 2016/2017.

A. The practice of character education in fifth grade students of IPA MA Darul Fikri academic year 2016/2017

Actually, teaching English process in the fifth grade students of IPA at MA Darul Fikri has been educated character education. The aim of educating this character education is to make students have a good personality. Students' good personality is also as a reason of educating the character education in that class. One effort to make the implementation of character education run well is choosing the core values. The core values that implemented are:

1. Positive attitude

According to Thomas Lickona, character must be comprehensively defined 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 seek to develop the cognitive, emotional, and behavioral aspects of moral life.

The good behavioral aspect is needed by the people to be the good personality. Behavioral aspect is related with the positive attitude. Positive attitude value was educated by the teacher. Here, teacher was taught the character education through the message that implicit in the listening material.

Sharron L. McElmeel wrote in his book that positive attitude is a state of mind or way of thinking that views the most desirable aspects of a situation and anticipates the best possible outcomes. It means that positive attitude teaches us to have the deep thought to decide the good decision before we take an act. It is teaches us to lead ourselves be a good personality and be a wise people. The good students must have a good norm, religion and attitude. So they can live in peace in the future.

Furthermore, based on the theory and data that has been collected, the implementation of positive attitude value is to lead students be a good personality. The example is done by the teacher by giving the best listening material to students that contain the character education.

2. Perseverance value

The English teacher at the fifth grade students of IPA MA Darul Fikri also implemented perseverance value in his teaching and learning process. It's related with the word and action. The implementation of perseverance value can be seen in basic term of teaching and learning process; syllabus and lesson plan. The value mentioned in the point of "value and character education integrated material" is perseverance value. It means that by implementing this value, teacher hopes students would have strong motivation to solve their problems. Perseverance could be meant as hard worker, It is done when the student has the wrong answer in her answer sheet. Teacher will order to this student to correct her answer by herself. If she can't, she could ask the teacher or her classmate. Until she has the right answer.

According to Sharron L. McElmeel, Perseverance is the ability to keep working toward a goal, enterprise, or undertaking in spite of difficulty, opposition, or discouragement; the capacity to carry on, especially under adverse circumstances. Its means that perseverance value teaches students to has a great motivation through his dream, and never ever giving up, optimistic, and always confident with all actions her has done.

In conclusion, based on theory and data that has been collected, perseverance has complex term that must be implemented.

In teaching listening, those are appeared in the teacher's syllabus and lesson plan. And also appeared when teacher order the students to correct her answer until she has the best answer. This activity indicated and have goal to make good personality.

B. The problems found by the teacher in the practice of character education in fifth grade students of IPA MA Darul Fikri academic year 2016/2017

The implementation of character education is not always runs as well as it hope. There are always supporting and obstructing factor in the implementation of character education.

1. The class lack of listening device

The first problem is related to device use in the listening class. The audio player used is under the standard, so the sound is not too clear enough. Students who are sat in the back of class didn't hear the sound clearly. Second problem is the different of students' sensitivity.

But, although the listening device is not good enough, the spirit of students to learn could cover that flaw.

In conclusion, the supported listening device is needed to convey the material maximally. But students' spirit to learn is also needed to catch the material maximally.

2. The students lack of care

Thomas Lickona stated that one of the effective of character education is creates a caring school community. A school committed to character strives to become a microcosm of civil, caring and just society. It does this by creating community that helps all its members from caring attachment to one another. This involves developing caring relationship among students. Caring value also has to be implemented in the class between students and teacher and also between one students with other students.

Sharron L. McElmeel also stated that caring is the act of being concerned about or interested in another person or situation. It is feeling or acting with *compassion, concern or empathy*. 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. The students as a part of social, so the will need the others. Furthermore they must be taught of caring from the small environment, the class.

Although the students have been teaching by the good values, there are some students' character that have to be changed. When the students present their work in front of the class, most of the whole class doesn't pay attention to them. The students are busy with their activities. So the student who explains their work in front

of the class does not get any response and attention from their friends.

In conclusion, teacher should give the command to the students to care by pay attention to their friend who are present their works in front of the class.

3. Students lack of discipline

According to Larry P. Nucci and Darcia Narvaez, Discipline is obeyed to the rule. Discipline is one of value that has to be implemented to the students. With the discipline, people can respect us.

Based on the observation, teacher always come to the class on time. But, there were many students that still not in the class. Many students come to the class when the lesson has started in 10 minutes.

In conclusion, teacher should give example of being discipline and give the command to the students to be on time or discipline. When the bell is ringing students have to be in the class.

CHAPTER V

CONCLUSION

This chapter will explain the discussion result that focusing on conclusion and suggestion.

A. Conclusion

This study has answered the research question stated in the earliest chapter and it can be concluded that:

1. The practice of character education in fifth grade students of IPA at MA Darul Fikri is to make students have good personalities. The core values educated are positive attitude and perseverance. Positive attitude that is implemented related with the material that contain the good behavioral aspect. Behavioral aspect is related with the positive attitude. Positive attitude value was educated by the teacher. Here, teacher was taught the character education through the message that implicit in the listening material. The next is perseverance; perseverance has complex term that must be implemented. In teaching listening, those are appeared in the teacher's syllabus and lesson plan. And also appeared when teacher order the students to correct her answer until she has the best answer. This activity indicated and have goal to make good personality.

2. The implementation of character education is not always runs as well as it hope. The problem that found by the teacher in implementing character education in fifth grade students of IPA at MA Darul Fikri are the class lack of listening device, the students lack of care, and students are lack of discipline. The supported listening device is needed to convey the material maximally. Besides, students' spirit to learn is also needed to catch the material maximally. To solve students' lack of care, teacher should give the command to the students to care by pay attention to their friend who are present their work in front of the class. And to built students' discipline value, teacher should give the example being discipline and command to the students to be on time or discipline. When the bell is ringing students have to be in the class.

B. Suggestion

After concluding the study, the researcher gives suggestions as follow:

1. For the teacher

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

2. For the students

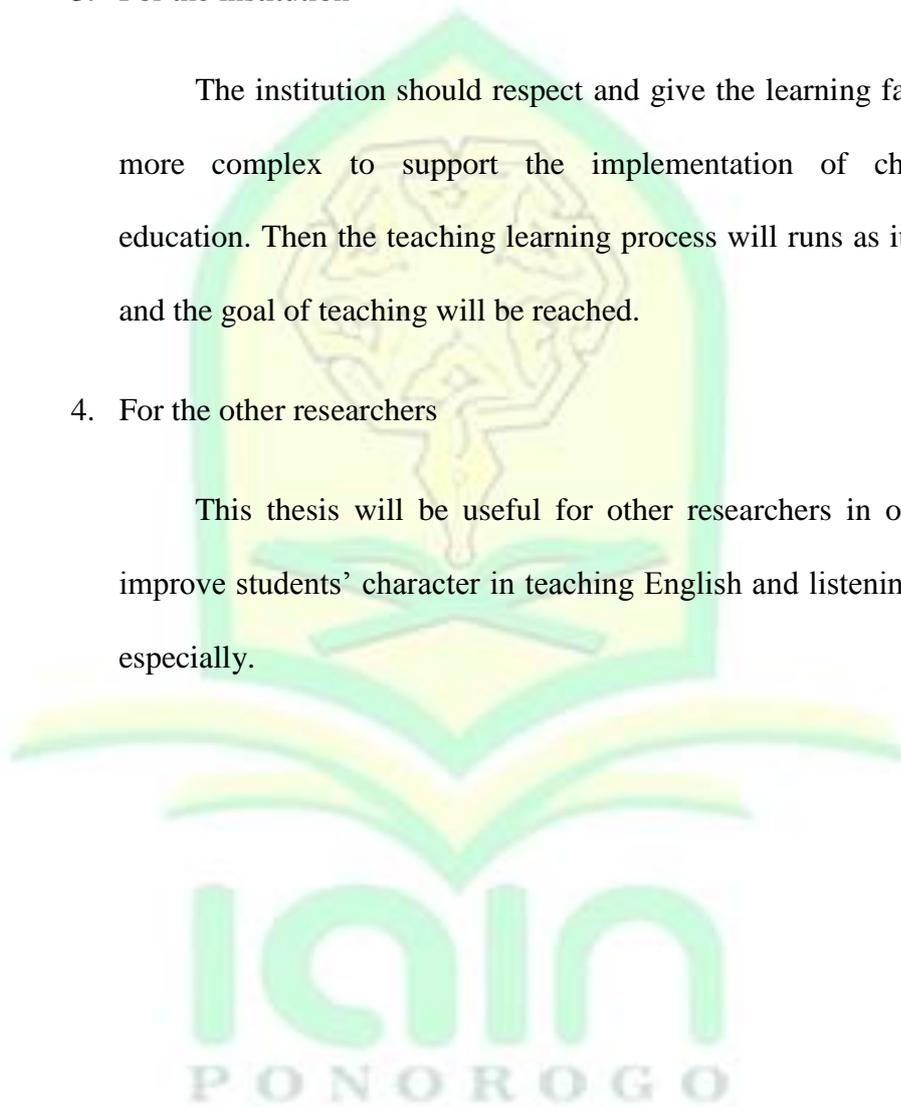
Students must have high motivation to develop and change the bad character to be better future life.

3. For the institution

The institution should respect and give the learning facilities more complex to support the implementation of character education. Then the teaching learning process will runs as it hopes and the goal of teaching will be reached.

4. For the other researchers

This thesis will be useful for other researchers in order to improve students' character in teaching English and listening class especially.



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