

CHAPTER I

INTRODUCTION

This chapter introduces the present study of analysis the students' perceptions on strengthening character education in English teaching learning process. It presents the background of the study, the problems of the study, the objectives of the study, the scope of the study, and the significances of the study.

A. The Background of the Study

Students are passive recipients of the educator's information. The student figure is, for the most part, a child who need the help of others in order to grow and create. As a result, students are residents of the community who are seeking to develop their capabilities through education. Student perception is the most prevalent way of treating students with data about an object at school, including the implementation of character education through conscious observation, so that the students may give meaning to and understand the items seen.

Isshomuddin (2015) states that education is constantly confronted with the requests of society that are required to create great alumni, having knowledge and moral provisions. It means that education has a very important role, not only producing learning citizens with high achievements but being able to give birth to a new generation that has good character and beneficial for the future of the nation. Althof and Berkowitz (2006) states that character is the psychological and moral characteristics of somebody. The person can be characterized as a full arrangement of mental characteristics, shaped to a limited extent by development in insight that empowers a person to go about as an ethical specialist. On the other hand,

Bialik et al., (2015) said that character implies the people inner beauty as a grounded underlying entire as showed in the singular's activities propensities and strategy for thought, as well as in the human circle of the emotions. strategy for thought, as well as in the human circle of the feelings.

Meanwhile, character education focuses on gaining and improving quality, quantity, virtue values (ideas and concepts), including the ability to make sensible decisions in order to live a complete life, contribute to a healthy community, and give people in this global period hope. This happens due to the purpose of character education is construct the underpinning of lifelong learning, supporting and forging effective connections at home, in the society and at work, and character education may foster individual values and virtues for continued cooperation in a globalized world. Lickona et al. (2014) also defined that Character education is a deliberate effort that should be enhanced in young people's moral and execution upsides. It implies that character education is education that instills and cultivates respectable character in pupils, allowing them to use and practice it in their daily lives, whether as members of the family or as citizens and residents.

The teachers and the schools are expected by the governments that they may offer and deliver character education in the classroom using the materials they employ to transmit the subject, as noted by Stiff Williams (2010), who stated that character education should be merged with field studies and continued throughout all courses and taught by all educators. However, the truth of the matter is that presently instructors and schools are more centered on student skills than student character. Pratiwi (2018) explained that the lesson plan with character esteems can be planned by the teachers, however, the activities done by the teachers in the

classroom did not propel the person values.

Based on the preliminary observation and interview to students of grade eleventh (XI IPA 1) of SMAS Nurul Iman Tanjung Morawa. The researcher gathers the data from students' perceptions. The researcher took several dialogues from the students, one of them as follows:

C: Well, According to you, how is your teacher's personality and performance?

S: I think she is cool, discipline, honest, a bit grumpy and her performance is pretty good because she always wears neat and polite clothes

C: Has your teacher ever given you motivation?

S: Seldom

C: Has your teacher ever given you reward or punishment?

S: Yes, I once got a reward when do the assignments and take part in the competition. Then, the punishment when did not finish my homework and late for school both online or offline.

C: Do you like learning English?

S: No, because there are some material that cannot be understood

C: According to you, how does your teacher explain the material in class?

S: Short and slowly. It is only explain and write down in our notebook.

Based on the result of observation and interview, it may be concluded that in teaching, the teacher explained the material sequentially but the teacher rarely give motivation. In learning activities, the researcher still found students who are less enjoyable and enthusiastic in learning because the student told that most of them are having difficulties to understand what the materials given because the way of

teacher's delivery is short, slowly, and lack of attention about the students' questions. In addition, they are afraid to ask the teacher or answer questions from the teacher itself because the teacher does not appreciate the answers from the students (there is no feedback) for example, teacher: "When will the event be held?", then student A said: "on Thursday in 08.30 am, ma'am". Teacher: (silent for a while) "Next, who is the announcement for?". Student B replied: "Student in SMA Bina Bangsa, ma'am". Teacher: (still silent/no words). This can be caused by a lack of motivation from teachers, especially in providing reinforcement.

Teachers in teaching tend to side with students who have high intellectual abilities and have good behavior, while student who did not care to the lesson tend to be hated, so that the student could not implement the discipline aspect or good character due to the behavior that is allowed. Even though, the teacher gave directions first, but the student could not change their behavior, the teacher immediately let it go with their impatience which resulted in the student feeling alienated and they have bad behavior. Teachers' attitudes like this must be destroyed, so that learning can be achieved. Zurqoni, et al., (2018) states that teachers are trusted and imitated because they are expected to always convey knowledge and skills that are beneficial to the lives of their students both academically and personally. Teachers are expected to behave in accordance with moral principles and local values. Cumulatively, it is hoped that the results of school education with students from various families with different backgrounds will become civilized society. These situations illustrate that great character will not just add to the improvement of social-emotional aspects but also to influence mental parts of students.

It means that the importance of holistic-integrative character education in English lessons should be implemented. English can be a vehicle for inculcating character values in order to achieve these three competencies (attitudes, knowledge, and skills). The reason is because English is the first foreign language in Indonesia which it is considered important for developing knowledge and connecting with other nations. Teaching English not only conveys knowledge but also conveys character values to students such as through short stories taught by the teacher. Learning English to build character can be done by teaching reading, listening, writing, and speaking. During the teaching and learning process, the teacher plays an important role and as the main character to build students' character. By teaching short narrative texts, students can learn the characters already contained in the story. This activity can be done by discussing the good and bad characters of the story characters in the story. Students can also discuss the moral messages in the story. From these activities, students are supposed to have the option to apply great to be implemented in daily life.

Meanwhile in reality, the success of teaching English in Indonesia is still not optimal. Hidayati et al. (2020) mentioned that cheating on exams, bullies, fighting with each other, and ingesting forbidden items are examples of undesirable ways of behaving that commonly arise among students as a result of poor character education. This pile of problems is proof that there is a need for character education. From the explanation above, it is clear that strengthening character education must be carried out through all subjects, not only through religious education and civic education. Strengthening character education through English lessons is important for English teachers through various teaching tools.

For this reason, a second role is needed, namely the actor of the teacher in monitoring the personality development of students, as well as providing examples of behavior that can grow and develop the morals and behavior of their students, able to create a generation of human beings with good personality as desired. The teacher's role includes instilling personality to the students. So that a teacher must have a good personality, because that is what determines in carrying out the responsibilities and duties to foster the personality of students, not as a destroyer of the personality of students. All teachers' behavior is a reflection of their personality, so that the teacher has a personality that is respected by people or is authoritative, a teacher must be devoted to God Almighty, have leadership qualities, be able to maintain and develop a teacher's code of ethics, and carry out their duties sincerely.

The 2013 curriculum is constructed to promote a balancing act among social and spiritual behaviors, enthusiasm, creative thinking, and collaboration with academic and psychomotor skills; the school is beneficial for the people because it offers an organized growth opportunity to the students what they learn in school to the society and then use the society as a learning platform; develop positive attitudes, insight, and capabilities, and apply those in a lot of circumstances. Thus, through the implementation of the learning, the teacher can create or develop a learning process which able to treat students better in learning. Through the learning carried out, it is hoped that there will be an increase in the involvement of students' activities and activeness in learning (Al-Rahmi et al., 2018; Robinson & Kakela, 2006; Suarni, 2017; Wibowo, 2016; Winarti, 2013), increasing independence in learning (Pratiwi & Laksmiwati, 2016; Sobri & Moerdiyanto, 2014), increasing the ability to respect opinions (Riastuti et al., 2018; Supriyanto, 2016), increasing the

ability to work together (Pratiwi et al., 2018; Rosita & Leonard, 2013; Yulianti et al., 2016), improve critical thinking skills (Aliwanto, 2017; Anjani, 2018), improve understanding skills (Rahayu & Hafni, 2015), have self-confidence (Affah et al., 2019; Aristiani, 2016; Pratiwi & Laksmiwati, 2016), have creativity (Kenedi, 2017; Kusmijati, 2014), and increasing learning outcomes (Darojat et al., 2018; Kurniati & Amri, 2020; Winarti, 2013).

Previous studies related to the strengthening character education in English teaching and learning process have been conducted by some experts, such as Ratih (2017) conducted a study about the application of character education in English courses based on the 2013 Curriculum. The researcher looked at the lesson plans and how they were implemented to see how character education was woven into the teaching of the four fundamental skills in English that were introduced into the teaching and learning process in the 2013 curriculum. The study reveals that in lesson plans, the instructor adds character values in indicators, learning materials, learning processes, and evaluation instruments. Character principles are also included into teaching and learning activities. This study contributes to my research since it looks at how character education is implemented in the English teaching and learning process. The research's strengths include that it not only discusses the integration of character education in ELT, but it also provides tools for teachers to use in the form of guidance and a scoring rubric to measure character education during the teaching and learning process. However, the character values which are embedded in learning activities are different from one with another. It is dependent on the topic and indications to be achieved, or it might be claimed that various character values were highlighted for each meeting. Some of the anticipated

character values did not match the values that were implemented in the classroom. Some of the values were not applied in the classroom, and some values were incorporated outside of the planned values during the teaching and learning process.

Moreover, Rasna (2017) conducted a research about applying character education by utilizing the reconstruction of Bali's local wisdom. The local wisdom of Bali, which is based on Hindu philosophy, has the potential to strengthen character education topics and sub-themes. The fundamental concepts and sub-themes sifted out from Hindu philosophy are effectively linked with a moral entity framework. This study aims to discover Balinese native wisdom or information that may be utilized to promote excellent character in students in Bali, in order to teach them to become even more matured in perception, intelligence, emotion, social relationships, and morality. The contribution of this research is it can be reference for my research in applying character education by using the value of our national identity namely local wisdom. The strengths of this research is students may learn the moral characters contextually and meaningfully through the national culture of Indonesia at schools. However, alert ought to be taken as the themes and the sub-themes are critically beyond the cognitive and moral development stages.

Furthermore, Hidayat (2021) conducted a research about on how character education might be implemented in EFL classes. The goal of this study is to look at how character education values are implemented based on the five ideals of character education. The findings of this study reveal that instructors in SMAN 4 Mukomuko have implemented the five fundamental principles in character education, which include religion, nationality, integrity, independence, and mutual cooperation. Teachers appropriately demonstrate and teach the importance of character education in the classroom. They were executed flawlessly during in the

teaching and learning process. This study's contribution can be used as a model for overcoming challenges through enhancing teacher interaction. The research's strengths are that the teachers implemented several components and indications of the importance of developing character education in the classroom. The vice principal of a curriculum field backed up this endeavor, emphasizing the importance of every teacher being a good role model for the pupils. However, collaboration between both the school and parents should be enhanced so that the value of character education may be boosted and parents can watch children's character in their actions. SMAN 4 Mukomuko also required a large number of icons that serve as role models for the implementation and teaching of character education ideals.

Based on the previous studies provided, it can be concluded that character education is pivotal to be carried out in the educational system. Education is not just about getting knowledge and thriving the academic skill. Wijanarti et al., (2019) shows that in carrying out the learning, there are still many problems or obstacles faced by teachers, including problems in integrating character education into learning. So from these problems, it has an influence on the learning process carried out by teachers and learning activities followed by students.

Seeing how crucial character education is, the writer tries to find out students' perceptions of the values of character education applied in teaching and learning English process in schools. How many character values have been applied by the teacher through the design of learning activities, can be a reference that students have a good perception of the implementation of character education. Besides, it can help teachers and schools to collaborate in instilling character values and they

do not have to worry about neglected character education for their students or it will find out the character values that are still lacking or need to be developed again, then character education can run optimally.

B. The Problems of the Study

Based on the statement in the background above, can be identified several problems namely :

1. What are students' perceptions on strengthening characters education in English teaching and learning process?
2. How is the implementation of character education for students in the English teaching and learning process?

C. The Objectives of the Study

Following up the research questions above, this study attempts to:

- a. To know the students' perceptions on strengthening character education in English teaching and learning.
- b. To analyze the implementation of character education for students in the English teaching and learning process?

D. The Scope of the Study

Based on the identification of the problems outlined above, then in this study, researcher limits the scope so that the research is more directed, focused, and not deviating from the main objectives of the study and can simplify the analysis process itself. This study focuses in the students' perceptions of character education in English teaching and learning process for grade XI IPA 1 students of SMAS Nurul Iman Tanjung Morawa in the second semester. This study analyze teaching set in learning material, learning media and learning activities with the topic is cause and effect.

E. The Significances of the Study

The significances in this research are hoped to be helpful for scientific activities (theoretical benefits) and applied activities (practical benefits), the significances are the following:

a. Scientific Activities / Theoretical Benefits

Theoretically, the results of this study will be capable to describe the application of character education values in learning English at SMAS Nurul Iman Tanjung Morawa.

b. Applied Activities / Practical Benefits

i. For School Principals

The outcome of this research can be used as input to the development of the learning planning process related to the application of character education. The character education must be used as a guide in carrying out tasks as administrator/manager (planning, implementing,

controlling, evaluating educational and teaching activities) and supervisor (guidance on planning and implementing education and teaching) in order to maximize the educational achievement and teaching objectives in schools.

ii. For the College Students in Education Study Program

This research is expected that students can understanding values of character education and students gain new knowledge and experience regarding how to analyze, learn and apply it in their future students' classroom. This research can be used as an exercise to form a scientific attitude in studying problems in character education.

iii. For the English Teachers

The results of this research may be helpful for teachers in an effort to increase self-competence in the implementation of character education values taught to students.