

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter introduces the present study of analysis the students' perceptions on strengthening character education in English teaching learning process. It presents conclusion and suggestion.

A. Conclusion

Character education is very necessary in building the advanced and dignified nation. This country does not only need scientifically intelligent people from the intellectual aspect (Head), but also needs an intelligence of the heart (Heart) or the development of feelings of human values and skills (Hand). The success of character building lies in parents, teachers, the community and the government who can synergize well and without everything it will be difficult to achieve the success character building. As previously mentioned, the teacher also plays a major role in the formation of character education. Therefore, teachers must be able to always instill character in their students starting from simple things in the process of learning activities in class.

Seeing how important character education is, the purpose of the current study tries to find out students' perceptions of the values of character education applied in the process of teaching and learning English in schools. How many character values have been applied by teacher in English teaching learning process, and it can be a reference that students have a good perception of the application of character education.

In this study, there are three research questions, 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?

After conducting an in-depth analysis of this research, all participants (students' responses) have more positive perception than negative perception after attending the English class: (1) English teacher has implemented character education in the teaching and learning process with various frequencies. In addition, The English teacher has also included various character values in the teaching and learning process with different focuses and emphases in their implementation. The researcher found the result of the research based on the questioner instrument, it conclude that students perception toward visual, verbal and relation on teacher's method was good perception, based on the theory of perception by Darlene Price, are Visual, everything the decision see in order to craft a positive perception through their eyes. Verbal, Every word phrase you say reinforced the audience's perception of you as authoritative, intelligent, and well prepared. Relation, it refers to how the audience feels about you. For example as well as emotional touch such as developing rapport and creating a positive connection with audience. (2) The English teacher always instill the character values through three stages in learning activities, namely the preliminary, opening and closing stages. There are also 15 character values in the lesson plan and 18 in the implementation of the learning process in the classroom, out of the 18 characters values in the 2013 curriculum. All of the 15 characters values included in the lesson plan can be used in a classroom setting. They are religious, social care, curiosity/critical thinking, tolerance,

honesty, democraton, hardwork, appreciating or rewarding achievements, responsibility, confidence, communication, creativity, independence, discipline, reading interest.

The researcher also found that the English teacher was already actively working to mold their students' characters. Because the teacher recognizes that character education may have a positive impact on both her pupils' attitude and achievement, she adopted certain strategies that may be beneficial in establishing character values. There are 5 teachers' strategies in implementing character education in the English teaching learning process, namely with habituation, advice, brainstorming, doing assignments, punishments or rewards.

B. Suggestion

Here are some suggestions that can be given:

1. Teachers should always convey character education through giving examples of good English activities and bad English activities that are happening in their classrooms, so that students can better understand and know good or bad English activities.
2. Teachers can be more intensive in utilizing goods or objects around students, especially being able to use used goods or objects around students to be used as learning media, so that the use of these items will be more efficient and can increase effectiveness in conveying information or learning message.