

**CHARACTER BUILDING THROUGH LANGUAGE  
TEACHING**  
**(A Descriptive Study at VIII Grade of MTs Raudlatul Ulum  
Guyangan Trangkil Pati in Academic Year of 2015/2016)**

**THESIS**

Submitted in Partial Fullfillment for Degree of Bachelor of Education  
in English Education



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**RATIFICATION**

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at VIII Grade of MTs Raudlatul Ulum Guyangan  
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had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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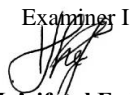
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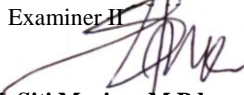
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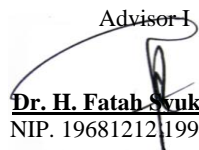
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Title : **CHARACTER BUILDING THROUGH  
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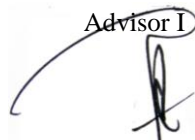
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*Wassalamu'alaikum Wr. Wb.*

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## MOTTO

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ  
وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Ye have indeed in the Messenger of Allah a beautiful pattern (of conduct) for anyone whose hope is in Allah and the Final Day, and who engages much in the praise of Allah. (Al-Ahzab: 21)<sup>1</sup>

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<sup>1</sup> <http://www.quranexplorer.com/quran/>, Yusuf Ali access on Monday: 22-10-2015, 08.02



## ABSTRACT

This research is conducted to answer the following questions (1) How is the implementation of character building through language teaching at MTs Raudlatul Ulum Guyangan? (2) How is the evaluation of character building through English language teaching at MTs Raudlatul Ulum Guyangan? (3) What are the factors inhibit and support character building through language teaching at MTs Raudlatul Ulum Guyangan?

This research uses qualitative research. The data were collected through three techniques: interview, observation, and documentation. Raudlatul Ulum differentiate between male students and female student in different time of school. Male students follow teaching learning process at 06.45 until 12.30, whereas female students follow teaching learning process on 13.00 until 17.00. This research focused on eight grade female students of MTs Raudlatul Ulum Guyangan because a reason that the researcher is female, and female has no permission to conducts research on male class.

The result of this research are; implementation of character building through language teaching the uses material of the book (English on Sky), there are some stories about public figures, and the teacher slip the points of characters, for example the figures' honesty, religioun, discipline, confidence, creativity, independence, curiosity, communication, environmental care, social care, and responsibility. The evaluation of character building are through teachers' observation of students' behavior at class, self assessment of students, and journal assessment. The supporting factor on character building through language teaching is from Raudlatul Ulum foundation itself that emphasize character building, whereas inhibiting factor is the students' interest in some other subjects, not in English.

**Keywords:** *character, implementation, evaluation*



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*Bismillahirrahmanirrahim*

In the name of Allah, The Most Gracious, The Most Merciful. I am aware that the help and valuable contribution from several people and institution have brought this scientific work onto being. Sholawat and salaam are always offered for the Prophet Muhammad.

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Finally, the writer realizes that this thesis is far from being perfect. Therefore, constructive critics and advices are really expected. Hopefully this thesis is useful for us. Aamiin.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Character building that becomes one of the government's attention nowadays should be welcomed and formulated systematic and comprehensive. Character building should be developed within the framework of the national education system as a whole normative references, formulated in a complete framework. Currently is the situation where the Indonesian people in positions of changes to the top of world civilization. In the process of change, character building is a necessity. Because, only the nation that has a strong character who able to reach the top of world civilization.<sup>1</sup>

Character building is placed as a foundation for realizing the vision of national development, which embody public morals, moral, ethical, cultural, and based on the philosophy of Pancasila. It is both a bid to support the realization of the ideals as mandated in the Pancasila and the 1945 Constitution Preamble. In addition, the various problems faced by our nation today is more encouraging and the government's efforts to prioritize education as a basic character building development. That spirit is implicitly affirmed in the National Long -Term Development Plan (RPJPN) 2005-2025,

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<sup>1</sup> Thomas Lickona, *Educating for Character* (Jakarta: Bumi Aksara, 2012), page vii

where the Government makes character development as one of the priority programs of national development.

Efforts to establish the character in accordance with the national culture is certainly not only conducted in the school through a series of teaching and learning activities outside of school, but also through habituation in life, such as: religious, honest, disciplined, tolerant, hard work, love peace, responsibility, and so on. Habituation was not only to teach knowledge about things that are right and wrong, but also able to feel the value of good and not good, and was willing to do it on the smallest like family to the wider coverage in the community.

These values need to be nurtured learners who will ultimately be a reflection of life of the Indonesian nation. Therefore, schools have a major role in the development of character building as a civilizing role of the school as a center of cultural development approach school (school culture).

Each person has different character. The background of a person's life will greatly affect a person's character. In this case, character building becomes one solution that is able to give change and contribution to reducing moral degradation that occurs.

Characters provide an image of a nation, as a marker, at the same identifier distinguishing a nation with other nations. Characters provide direction on how the nation was treading an era and deliver it to a certain degree. Great nation is a nation that is able

to build a great civilization which later influenced the development of the world.

Prophet Muhammad as perfect man had given exemplary example of how to build a nation's character and influenced the world. Thus Michael H. Hart, the author of 100 influential figures in the world put the Prophet Muhammad as the most influential man in the history of humanity, because he is able to change public character from the reality of people who are very uncivilized become civilized.

Prophet Muhammad really focused to make the process of formation of character as the capital base to make a change and great civilization development. This effort and earnest in a very short time turned out to have been able to show results. The best and powerful generation that successfully formed. A generation who is ready to build the civilization of the world gives a big influence for major changes further so that he can never d said: "The best of people is my time, then afterwards (the companions', then afterwards (tabi'in)".<sup>2</sup>

With character building, attitudes and values that exist in man is able to be developed. Therefore, humans basically have the potential (value in themselves) in the form of nature since the beginning of life in the world, which actually leads to the potential for kindness (positive actions). However, with time, a lot of things

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<sup>2</sup> Akh Muwafik Saleh, *Membangun Karakter dengan Hati Nurani*, (Malang: Erlangga, 2012), page.3

that can affect the well potential. Humans are creatures of God in him was given a complete physical - psychological and completeness of which has a tendency toward the good and the bad.

Allah said:

وَالَّتَيْنِ وَالزَّيْتُونَ ﴿٦١﴾ وَطُورِ سَيْنِينَ ﴿٦٢﴾ وَهَذَا الْبَلَدِ الْأَمِينِ ﴿٦٣﴾ لَقَدْ

خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴿٦٤﴾ ثُمَّ رَدَدْنَاهُ أَسْفَلَ سَافِلِينَ ﴿٦٥﴾ إِلَّا

الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْنُونٍ ﴿٦٦﴾ فَمَا يُكَذِّبُكَ

بَعْدَ بِالذِّينِ ﴿٦٧﴾ أَلَيْسَ اللَّهُ بِأَحْكَمَ الْحَاكِمِينَ ﴿٦٨﴾

1. By the fig and the olive
2. And the mount of Sinai
3. And this city of security
4. We have indeed created man in the best of moulds
5. Then do we abase him (to be) the lowest of the low
6. Except such as believe and do righteous deeds, for they shall have a reward unfailling.
7. Then what can after this contradict thee, as to the judgement (to come)?
8. Is not Allah The wisest of judges?<sup>3</sup>

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<sup>3</sup> *Quran.com, Surroh At-Tin (Yusuf Ali)* accessed on 06 July 2015, 20.42 pm

God has created man in the best possible shape so that it is proper to the human form also pick the best of good character.

In other side, language is more than a code, it also involves social practice of interpreting and making meaning. The way we teach language reflects the way we understand language. The way we teach language will also became a start line to build a character of students.

Tantra states that there are four reasons why character building should be integrated in education. First, education is an effective process to develop character. It is widely agreed that the character building should be started from the family, and then school and also environment. Education in the family is the fundamental education to develop a child with good character building. Education in the school will also be developed to strengthen the good character building which child has from the family. And in the environment, child will have a chance to implement the good character building in daily life interaction.<sup>4</sup>

Second, education is a long term process. It means that education is stated from child till died. Character building should be learned from a child. Third, by educating character building beliefs to avoid bad character. Education is not only to develop intellectual quotient, but also develop emotional quotient, social quotient,

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<sup>4</sup> Look at I Made Suardana's Research entitle *Developing Character Based English Material for the Ninth Grade Students of Junior High School in SMP Negeri 1 Petang*, p.2

adversity quotient, ecological quotient, and spiritual quotient. Through education based on character building the students will have opportunity to develop their potentials become optimal. And the fourth is through education, the character building can be thought to the teachers, students and all of people of the school.

MTs Raudlatul Ulum is an educational foundation that is promoting character building. Although located in a remote village in the district of Pati, this school has a diverse student who came not only from the scope of Pati regency but also many students come from outside the district because of their prents believed to send their children to MTs Raudlatul Ulum, the child will have a character or in Islam are called akhlak. As noted above, each individual has a different character, because it was born from a family and a different environment. As a school in the village, MTs Raudlatul Ulum has been able to form good character in its students with lesson planning and learning process inserted in any subjects in English is no exception.

As a prospective teacher of English, the problem of teaching the language as a tool for building character in MTs Raudlatul Ulum was motivated the writer to study the process of character building by conducting a research entitled CHARACTER BUILDING THROUGH LANGUAGE TEACHING (A Descriptive Study at VIII Grade of MTs Raudlatul Ulum Guyangan, Trangkil, Pati in Academic Year of 2015/2016).

## **B. Research Questions**



Based on the description of the study above, the writer would like to make a question of the research. The problem that is discussed in this study can be stated as follows:

1. How is the implementation of character building through language teaching at MTs Raudlatul Ulum Guyangan?
2. How is the evaluation of character building through language teaching at MTs Raudlatul Ulum Guyangan?
3. What are supporting factors and inhibiting factors of character building through language teaching at MTs Raudlatul Ulum Guyangan?

### **C. Aim and Significance of the Study**

This study aims are:

1. To know and analysis the implementation of character building through language teaching at MTs Raudlatul Ulum Guyangan.
2. To know and analysis the evaluation of character building through language teaching at MTs Raudlatul Ulum Guyangan.
3. To know supporting factors and inhibiting factors of character building through language teaching at MTs Raudlatul Ulum Guyangan.

Significance of the Study

- a. For The Researcher

1. Get a direct experience of researching models of character building through language teaching at MTs Raudlatul Ulum Guyangan.
  2. As a lesson for expand insight models of character building through language teaching at MTs Raudlatul Ulum Guyangan.
- b. For The School
1. This research is expected to improve the quality of implementation character building through language teaching at MTs Raudlatul Ulum Guyangan.
  2. This research is expected to be input for principals and teachers especially English teachers in developing character building through language teaching in MTs Raudlatul Ulum Guyangan.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Character Building

The root of all bad attitudes is the loss of character. Characters have meaning as a way of thinking and behaving that is typical each individual to live and work, both within the family, community, nation and state.

UU number 20 of 2003 on National Education System in article 3 states: "National Education serves to develop skills and shape the character and civilization of dignity in the context of the intellectual life of the nation."<sup>1</sup>

Character isn't inherited. One builds its daily by the one thinks and acts, thought by thought, action by action ( Helen G. Douglas).<sup>2</sup>

According to Kamus Besar Bahasa Indonesia (KBBI) in 2008, the character is a psychological traits, morals or manners that distinguish one person to another. It is universally defined as the value of various characters living together based on a

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<sup>1</sup> Sutarjo Adisusilo, *Pembelajaran Nilai-Karakter* (Jakarta: PT Raja Grafindo Persada, 2012), p.76

<sup>2</sup> Mukhlas Samani dan Hariyanto, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya, 2011), p.41

pillar; peace, respect, cooperation, freedom, happiness, honesty, humility, simplicity, tolerance, and unity.<sup>3</sup>

According to Winton, character building is a conscious effort and earnest of a teacher to teach values to their students. Lickona define character building as earnest effort to understand the foundation of a person's core, care, and acts with a foundation of ethical values. Meanwhile, according Scerenko character building can be interpreted as a genuine effort by way of a positive personality developed, encouraged, and empowered by example, studies (history and biographies of great thinkers), as well as the practice of emulation (maximum effort to realize the wisdom of nothing is observed and studied).<sup>4</sup>

The education process is based on the totality of the psychological character that covers the full potential of the human individual (cognitive, affective, psychomotor) and function in the context of the totality of sociocultural interaction in the family, education and community units.<sup>5</sup>

Categorization value based on the consideration that the essence of the behavior of a person's character embodies the

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<sup>3</sup>Mukhlis Samani dan Hariyanto, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya, 2011), p.43

<sup>4</sup>Mukhlis Samani dan Hariyanto, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya, 2011) p.80

<sup>5</sup>*Panduan Pelaksanaan Pendidikan Karakter, Pusat Kurikulum dan Perbukuan, 2011, pdf page 9*

function of the totality of psychological cover the entire potential of an individual human being (cognitive, affective, and psychomotor) and the function of the totality of socio-cultural in the context of the interaction (in the family, the education unit, and the public) and lasts a lifetime.

Configuring the characters in the context of the totality of the process of psychological and socio-cultural can be grouped into: (1) if the liver; (2) if the thought; (3) sports / kinesthetic; and (4) if the feeling and intention. The process holistically and have a coherent and complementary relationship with each other, and each is conceptually a group noble values that it contains a number of values.<sup>6</sup>

In the simple terms, character building is a positive thing what teachers do and affect the character of the students they teach. Such as an English teacher to teach English to the students, indirectly behavior even said language teacher will be an example for the students. Thus it is expected that the school and teachers themselves pick the planning and learning process that will make students become good personal character.

National education goals was the formulation of the quality of Indonesian human being that must be developed by each educational unit. Therefore, the formulation of national

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<sup>6</sup> *Panduan Pelaksanaan Pendidikan Karakter, Pusat Kurikulum dan Perbukuan, 2011. pdf, page 10*

education goals into basic education in the development of culture and national character.

Education culture and national character through education of values or virtues that became the basis of cultural values and national character. Virtue which is the attribute of a character is essentially the value. Therefore, education culture and national character is essentially a development of the values derived from the worldview or ideology of the Indonesian nation, religion, culture, and values formulated in the national education goals.

Educational function of culture and national character are:<sup>7</sup>

1. Development: the development potential of learners to be personally well behaved; is for learners who have had an attitude and behavior that reflects the culture and character of the nation.
2. Improvements: strengthen national education gait to be responsible for the development of potential learners more dignified; and
3. Filter: to filter their own national culture and the culture of other nations that are inconsistent with the values of the culture and character of a dignified nation.

Educational purposes culture and national character are:

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<sup>7</sup> Pendidikan Budaya dan Karakter Bangsa, pdf. Page 7

1. Develop the potential of the heart / conscience / affective learners as human beings and citizens who have cultural values and national character;
2. Develop the habits and behavior of learners are commendable and in line with universal values and cultural traditions of religious nation
3. Instill leadership and responsibility of learners as the next generation;
4. Develop the ability of learners to be human independent, creative, insightful nationality; and
5. Develop the living environment of the school as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full strength (dignity).

Table I. Value Description Value Education and Culture and National Character

Value	Description
1. Religious	Attitudes and behaviors are obedient in carrying out the teachings of their religion, tolerant implementation of other religious worship, and live in harmony with other faiths.

2. Honest	Behavior is based on an attempt to make himself as a person who always believed in words, actions, and work.
3. Tolerance	Attitude and action that respects the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who different from himself.
4. Discipline	Measures indicating orderly and submissive behavior the various rules and regulations.
5. Hard Work	Behaviors that show painstaking efforts in overcoming various barriers to learning and assignments, as well as completing the task with the best.
6. Creative	Thinking and doing things to make way or the new results from something that has been held.
7. Independent	Attitudes and behavior that is not depending themselves on others in completing tasks.



8. Democratic	Way of thinking, being, and acting the same judge the rights and obligations of himself and others.
9. Curious	Attitudes and actions are always working to knowing more profound and widespread than anything he learned, seen, and heard.
10. The spirit of Nationality	Way of thinking, acting, and insightful put the interests of the nation above self-interest and group.
11. Love Homeland	Way of thinking, being, and doing the show loyalty, caring, and high reward of language, physical environment, social, cultural, economics, and politics.
12. Rewarding Achievement	Attitudes and actions that encourage him to produce something useful for the community, and recognizes, and respects other people's success.
13. Friendly/ Communicative	Action that shows a sense of happy talk, associate and cooperate with others.

14. Peace-loving	Attitude, words, and actions that led to the others feel happy and safe on the presence of himself.
15. Joy of Reading	Habits take time to read various reading gives virtue for him.
16. Environmental Care	Attitudes and actions are always working to prevent damage to the natural environment around it, and develop measures to improve environmental damage that has occurred.
17. Social Care	Attitudes and actions have always wanted to provide assistance in others and communities in need.
18. Responsibility	Attitudes and behavior of people to carry out tasks and obligations, he should do, against oneself, society, the environment (natural, social and cultural), country and God Almighty.

Schools and teachers can add or reduce these values in accordance with the needs of the community served by the school and the nature of the material SK / KD and discussion of a subject matter.

Nonetheless, there are 5 grades are expected to be a minimum value that is developed in each school that is comfortable, honest, caring, smart, and tough / hard work.

In principle, the development of culture and national character is not included as a subject but integrated into subjects, self-development, and school culture. Therefore, teachers and schools need to integrate the values developed in the nation's culture and character education into the Education Unit Level Curriculum, Syllabus and Lesson Plan (RPP) that already exist.

## **2. Language Teaching**

Language is at the heart of language teaching and learning and teachers need to constantly reflect on what language is. This is because our understandings of language affect the ways we teach languages.<sup>8</sup> Traditionally, language is viewed as a code. In this view, language is made up of words and a series of rules that connect words together. If language is only viewed in this way, language learning just involves learning vocabulary and the rules for constructing sentences. This understanding of language is, however, a very narrow one. It sees language as fixed and finite and does not explore the complexities involved in using language for communication. An understanding of language as 'open, dynamic, energetic,

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<sup>8</sup> *Language, Culture, and Learning*, pdf. p.16

constantly evolving and personal’ encompasses the rich complexities of communication. This expanded view of language also makes educational experience more engaging for students. Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate.

### **3. Character Building through Language Teaching**

Character building through language teaching is necessary because the teacher as a role model figure that language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. So when a teacher in the delivery of language material does not reflect good character, it will produce a character which is not good students. The form of teaching material is anything which presents or informs about the language to be learned.<sup>9</sup>

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<sup>9</sup> Brian Tomlinson, *Material Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2003), page 1

Learning another language, especially after puberty, calls for continuously hard efforts in order to succeed. This is an opportunity for a learner to take on persevering attitude, a steadfast commitment to achieving some specific communicative goals, and an unwavering spirit that prevents one to despair amidst enormous difficulties or occasional failure. All teaching materials need to process. They need to be realistic, relevant, interesting, encouraging, and compatible.<sup>10</sup>

The process of learning is a thing done by the learners as a response toward all of learning activity which is programmed by the teacher. Within the learning process, the teacher improves the cognitive, affective, and psychomotoric abilities of learners.<sup>11</sup>

Richard, on his book entitled *The Context of Language Teaching* states that the materials are very important.<sup>12</sup> An important concept that is pertinent to character building is what is called self-esteem. This is related to how learners view themselves and the extent to which they believe that they are able, successful, important, and worthy. Closely related to this is the concept of inhibition, that is, the degree to which learners protect their ego and self-esteem. Usually, the higher the inhibition, the less likely the learners are willing to speak or

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<sup>10</sup> Peter Srevens, *New Orientation in the Teaching of English*, page 27

<sup>11</sup> Mudjiono and Dimiyati, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2009), page 20

<sup>12</sup> Jack C. Richard, *The Context of Language Teaching*, (New York, Cambridge University Press, 1985), page 20

write spontaneously for fear of being ridiculed. The teacher can help the learners to minimize this emotional barrier by inducing a relaxed classroom atmosphere, providing group correction rather than individual correction, complimenting successful efforts, and, if necessary.

Once ability to utilize the linguistic knowledge has enabled one to communicate, another aspect of positive character comes relevant. At this stage, one has to learn how to communicate effectively with others. Effective communication entails a few other skills such as listening attentively and expressing thoughts in appropriate and well-structured verbal expressions. Closely related to this, particularly when the learning process is still very much unfolding, is the willingness to learn from others' feedback about how effectively the communication has been going on. A shy learner who rarely attempts to speak or write is deprived of the invaluable chances of receiving this kind of feedback. On the other hand, a talkative learner who is overly inclined to the message may miss the hints offered by their interlocutors about his or her accuracy in pronunciation or grammar. Even with deliberate corrections from the interlocutors, they may still fail to reflect on his or her dismal qualities of the language forms. Thus, at this stage, there is even a wider opportunity for self-conscious learners and an observant teacher to continuously strive for improvement in the way they communicate.

Throughout the learning stages, a learner may have to face challenges, seemingly insurmountable difficulties, peer's or teachers' negative reactions, and even failure. This is where a good emotional control comes into play. It serves to hold the learner steady despite some undesirable events that he or she experiences during the language learning process. Cases abound in real classes, where learners give up learning because they perceive that the learning goal is simply beyond their ability, or where they stop making progress after receiving harsh corrections or negative reactions to their faulty performance. It is at this stage that character development becomes relevant. Teachers should see to it that all learners go through this emotionally-critical period safely. For this to happen, deliberate instructions and guidance that shapes their correct emotional state should be given.<sup>13</sup>

#### **4. Implementation of Character Building**

Character building has been implemented in many countries in the western countries in the United States, Canada, and the UK are particularly influenced by the concept of character education developed by Thomas Lickona.

In Indonesia, as a result of the National Workshop Culture and National Character building held in Jakarta on January 14,

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<sup>13</sup> Patrisius Istiarto Djiwandono, *Character Building through Language Learning*. Faculty of Language and Arts, Universitas Ma Chung (published in the Proceeding of “58<sup>th</sup> TEFLIN International Conference”, IKIP PGRI Semarang, 5 – 7 November 2011, page 44 – 48)

2010 has achieved the National Agreement for Educational Development Culture and National Character affection is expressed as follows:

- a. Education culture and national character is an integral part and parcel of the national education as a whole.
- b. Education culture and national character must be developed comprehensively as a civilizing process. Therefore, education and culture needs to be contained institutionally intact.
- c. Culture and national character building is a shared responsibility between government, communities, schools, and parents. Therefore, the implementation of the nation's culture and character building should involve four elements.

In an effort to revitalize the nation's culture and character building necessary national movement to inspire the spirit of togetherness in the implementation in community.<sup>14</sup>

According to what Ellkind and Sweet<sup>15</sup> the practice of schooling in the United States implemented character building is holistic approach, meaning that the entire school community

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<sup>14</sup> Mukhlas Samani dan Hariyanto, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya, 2011) p.106

<sup>15</sup> Mukhlas Samani dan Hariyanto, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya, 2011) p.139



from teachers, employees and students should be involved and responsible for the implementation of character building.

Here are some of the application of holistic model in character building:

1. Everything that exists in schools organized around the relationship between students and teachers and staff and the surrounding community.
2. The school is a caring community where there is a strong bond and connect students with teachers, staff, and school.
3. Learning social and emotional learning as well developed as academic learning.
4. Cooperation and collaboration among students emphasized the development of competition
5. The values such as fairness, respect, and honesty is part of learning every day, both inside and outside the classroom.
6. The students were given the freedom to practice moral behavior through service learning.
7. Discipline class and class management focused on solving the problem rather than focused on reward and punishment.
8. The old model-based teacher who authorities never again be applied in the classroom, but more developed democratic classroom atmosphere

where teachers and students carry out some sort of class meetings to build unity, uphold the norms agreed upon, as well as collectively issue together.

Learning principles used in the development of education culture and national character to it that the students recognize and accept the values of the culture and character of the nation as their own and are responsible for the decisions taken through the stages of familiar options, assessing options, determine the establishment, and then make a in accordance with the values of self confidence. With this principle, students learn through the process of thinking, being, and doing. The third process is intended to develop the ability of learners in social activities and encourage students to see themselves as social beings.

Strategy implementation of character education at the education unit is a unit of program management school based quality improvement are implemented in the development, implementation and evaluation of the curriculum by each educational unit. So that education can be implemented optimally characters, character education is implemented through the following steps:<sup>16</sup>

1. Dissemination to stakeholders (school committees, communities, institutions)

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<sup>16</sup> *Panduan Pelaksanaan Pendidikan Karakter, Pusat Kurikulum dan Perbukuan, 2011, pdf page 14*

2. Development in school activities as listed in Table 1

Tabel I. The Implementation of Character Building on KTSP

<p>Integration in Subjects</p>	<p>Develop a syllabus and lesson plans on existing competence in accordance with the value that will be applied</p>
<p>Integration in the Local Content</p>	<p>-Defined by Education Unit / Regional -Competencies developed by the Education Unit / Regional</p>
<p>Activity Personal Development</p>	<p>-Civilizing and habituation -Conditioning -Routine -Spontaneity Activity -Modeling -Programmed Activity -Extracurricular Scout; PMR; UKS; Sports; Art; OSIS</p>

	<p>-Counseling guidance</p> <p>-The provision of services for students who are having problems.</p>
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### 3. Learning Activities

Learning activities within the framework of the development of the character of the students can use active learning approach such as the approach to learning is contextual, cooperative learning, problem-based learning, project-based learning, learning services, work-based learning, and ICARE (intoduction, Connection, Application, Reflection, Extension) can used for character education

### 4. Cultural Development School and Learning Center

Cultural development of schools and learning centers is done through self-development activities, namely:<sup>17</sup>

#### a. Routine

Routine activities are activities carried learners continuously and consistently at all times. For example activities Monday's ceremony, a large ceremonial state, hygiene inspection agency, the picket class, prayers, lined up

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<sup>17</sup> *Panduan Pelaksanaan Pendidikan Karakter, Pusat Kurikulum dan Perbukuan, 2011, pdf. Page 15*

when going to class, pray before class begins and ends, and say hello when meeting teachers, educators, and friends.

For Community-Based Activities Centre just routine activities of the educational unit.

b. Spontaneous activity

Activities carried learners spontaneously at that time, for example, to collect donations when someone is affected or contributions to the community when a disaster occurs.

c. Modeling

A behavior, the attitudes of teachers, staff and students to provide an example through good actions that are expected to become role models for other students. For example, the value of discipline (teacher attendance earlier than learners), cleanliness, tidiness, compassion, modesty, caring, honest, and hard working and confident.

d. Conditioning

Conditioning is the creation of conditions conducive keterlaksanaan character education, such as body hygiene and clothing, clean toilets, bins, green courtyard with trees, posters wise words at school and in the classroom. Principles used in the development of education culture and national character is (1) continuous, (2) through all eyes lessons (mutually reinforcing), local content, personality, and school culture, (3) values not taught but developed, and (4) is carried out through an active learning process.

Development of cultural values and national character is done in a variety of activities learning in the classroom, school, and outside of school through extracurricular activities and events other. Its application can be done with various integration strategies in school programs through routine, spontaneous, exemplary, and conditioning. Schools that run the culture and character development program a nation characterized by a number of indicators of schools and classes. Implementation of the program of cultural development and national character is assessed continuous and sustainable. The assessment was performed by external parties (agencies education) and internal (principals and teachers). Matters as described must be reflected clearly in the document Education Unit Level Curriculum (SBC) on education units. In one School is only one SBC. Therefore, the following example is not the document SBC will gathered with SBC documents that already exist or are being walk. Examples of SBC documents which developing cultural education and character.

The following is the input to be adapted to the curriculum documents in force in school. SBC document presented is not taking the example of one a real school. Therefore did not include the analysis of the context of situation certain schools. These are merely examples of the application in the field should held adaptation (not adopted) according to the context of the school.

Examples SBC outlined here is for Junior High School / Madrasah Tsanawiyah. For implementing education in Primary Schools / Islamic Elementary School SMA / Madrasah Aliyah and Vocational High School / Madrasah Aliyah Vocational expected to hold an adaptation of the sample.

At MTs Raudlatul Ulum it self, character building especially trough language teaching had implemented by english teacher. Some of student graduated from MTs Raudlatul Ulum said: “My english teacher at MTs Raudlatul Ulum always says that he prefer students get bad value but they get from their effort, than students get best value but they get from dishonest.” said Anis Hidayah. Masrurotun, the other student said: “ My english teacher never late comes to my class, he always comes five minutes before time.”

As we know, moral value in character building that Education Ministry have made two of them are honest and discipline. It means that MTs Raudlautul Ulum actually have implemented character building.

## **5. Evaluation of Character Building**

According to Suharsimi Arikunto<sup>18</sup> evaluation means to measure and assess. Measuring means comparing something with a quantitative measure, while judging means taking something good-bad size, low high-qualitative, and evaluation means follow these two steps.

The success of the assessment carried out through the following steps:<sup>19</sup>

1. Develop an indicator of the values specified or agreed
2. Prepare a variety of assessment instruments
3. Recording of the achievement of indicators
4. Perform analysis and evaluation
5. Conduct follow-up

Evaluation of character building: For continuity of the implementation of character education needs assessment of the success of using indicators such as the behavior of all citizens and the condition of the school / educational unit were observed.

This assessment is conducted continuously through various strategies. Supervision is done starting from re examine the planning, curriculum, and the implementation of all activities related to character education, namely.

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<sup>18</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1993), p.3

<sup>19</sup> Pusat Kurikulum dan Perbukuan, *Panduan Pelaksanaan Pendidikan Karakter*, , 2011., pdf. p. 17



Implementation of self-development programs relating to the development of cultural values and national character education in the school culture / education.

Completeness of facilities and infrastructure to support the implementation of the development of the educational value of culture and national character Implementation of the values of character education in learning.

The implementation of active learning in learning activities. Achievement of Action Plan for School / educational units with regard to the application of the values of character education.

Assessment of the application of the educational value of character educators, staff, and students (as a final condition)

Regulation of Minister of Education and Culture of Assessment of Learning by Educators on Education and Secondary Education on the appendix written:<sup>20</sup>

Techniques and instruments that can be used to assess the competence of of attitudes:

Attitude stems from the feeling (like or dislike) related to a person's tendency to respond to things / objects. Attitudes as well as an expression of values or way of life that is owned by someone. Attitudes can be formed, resulting in a change of behavior or action is expected.

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<sup>20</sup> *Lampiran Permendikbud no 104tahun 2014. pdf*

There are several ways that can be used to assess attitudes of students, among others, through observation, self-assessment, peer assessment, and assessment of the journal. Instruments used include a check list or assessment scale (rating scale) accompanied rubric, the outcome of which is calculated based mode.

1) Observation

Attitudes and daily behavior of learners recorded through observations using a format that contains a number of indicators observed behavior, both related to subjects and in general. Observations on the attitudes and behaviors associated with the subjects carried out by the teacher during the learning process takes place, such as: persistence of learning, confidence, curiosity, diligence, cooperation, honesty, discipline, care for the environment, and for students to be in school or even outside of school during teacher behavior can be observed.

Example: Format attitude in science laboratory observations:

	Name	Behavioral aspects assessed	Description
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No		Cooperate	Curiosity	Discipline	Environmental Care	
1	Andi					
2	Badu					
3	...					

Note:

Aspects of behavior column filled with numbers that correspond to the following criteria.

4 = very good

3 = good

2 = enough

1 = less

The above format may be used on other subjects by adjusting the behavioral aspects that want to be observed.

## 2) Self-assessment

Self-assessment is used to provide reinforcement on the progress of learners. Self-assessment plays an important role in conjunction with the shifting center of learning from the teacher

to the learner that is based on the concept of independent study (autonomous learning).

To eliminate the tendency of students rate themselves too high and subjective, self-assessment is based on clear and objective criteria. For the self-assessment by learners in the classroom needs to be done through the following steps.

- a) Explain to students the purpose of self-assessment.
- b) Determine the competencies to be assessed.
- c) Determining the assessment criteria that will be used.
- d) To formulate the assessment format, can be the list checkmark, or a rating scale.

Example: self-assessment format for aspects of attitude

Participation in group discussions	
Name: -----	
The names of the group members: -----	
Group activities: -----	
Fill out the following statement truthfully. For No. 1 s.d. 6, fill in numbers 4-1 in front of each statement:	
4: always	2: sometimes

3: often

1: never

1 .--- During the discussion, I proposed the idea to the group for discussion

2 .--- As we discussed, each person was given the opportunity to propose something

3 .--- All the members of our group to do something during activities

4 .--- Everyone is busy with his accomplishments in my group

5. During group work, I ...

---- Listen to others

---- ask questions

---- Organize my ideas

---- Organizing group

---- Disrupt activities

---- Dreamy

6. What do you do during the activity?

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Basically the technique of self-assessment is not the only aspect of attitude, but it can also be used to assess competence in aspects of skills and knowledge.

### 3) Assessment of peers (peer assessment)

Assessment peers or between all students is an assessment technique by asking learners to assess each other related to the achievement of competence. The instrument used in the form of sheets of observations between all students. Peer assessment carried out by the students of the 3 (three) classmates or vice versa. The format used for peer assessment can be used as an example in the format of a self-assessment.

Example: peer assessment format

No	Statement	Scale			
1	My friend was telling the truth to others				
2	My friends do their own school assignments				
3	My friends keep the rules (discipline) is applied				

4	My friend noticed the cleanliness of oneself				
5	My friend restore hygiene, carpentry, sports, laboratories finished originally used to storage				
6	My friend used to complete the work in accordance with the instructions of teachers				
7	My friend complete the task on time if it is given the task by the teacher				
8	My friend tried to speak words that polite to others				
9	My friend tried to be friendly towards others				
10	My friends help friends who are getting difficulty				

Description :

4 = Always

3 = Often

2 = Rarely

1 = Very rare

#### 4) Assessment journal (anecdotal records)

The journal is a collection of written records of teachers and / or educators in schools about the attitudes and behaviors of positive or negative, during and beyond the process of studying the subject.

Example: Format assessment through journals

JOURNAL		
Name :		
Class :		
Day, date	Incident	Description

### **B. Previous Research**

There are some previous research talking about characters building:



1. “Model Pendidikan Karakter di Islamic Fullday School (Studi Dekriptif pada SD Cendekia Leadership School, Bandung) by Oci Melisa Depiyanti.”

This study started from a theory that humans can and need to educate students. Humans have the potential to be guided. The world of education has been expected to become the foundation for facilitating it, education has been also expected to be the end of guard values of honesty and moral nation. But what happens is precisely the opposite, many of the factors that led to the failure of education namely environmental factors, lack of parental, educational model, which is less precise methods, materials that are not appropriate, the personality of the teacher etc. In an effort to overcome the above problems, the government began to promote character education.

Researcher believes that solving the above problems can be start with improvements in primary school education model. On the basis of two expressions which states that 'the substance of the material is more important than the method', and the second phrase stating instead that 'the method is more important than the substance of the matter'. The expression of both researchers concluded that the substance of matter and methods are equally important and both are summarized in a model of education.

Researcher chose a model of character education in SD Islamic Full Day School, because character education must be

built from the elementary. Leadership Scholar Elementary School be an option because the school is applying researchers Leadership curriculum that is integrated with the values of Islam which seven develop life skills, and systems 4H; hands, head, and heart health.

This research uses descriptive method with qualitative approach. Sources of data obtained from sources, events, locations and documentation. Techniques of data collection was done by interview, participatory observation and assessment documentation. Results of the research is a picture of the model constructs are implemented in elementary education Scholar Leadership School. Through 4H system developed 35 domains as educational material character with clear indicators at each stage of child development. Methods of habituation and experience directly into the main method in the implementation of character education at the school.<sup>21</sup>

2. “Developing Character Based English Materials For The Ninth Grade Students Of Junior High School In SMP Negeri 1 Petang by I Made Suardana.”

This study is a Research and Development study (R&D) which aimed at developing character based English material for the ninth grade students of Junior High School in SMP Negeri 1 Petang. The development model used in this study was adapted

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<sup>21</sup>Depiyanti, Oci Melisa, *Model Pendidikan Karakter di Islamic Fullday School*. (Jurnal Tarbawi Vol.1 No.3 September, 2013). p.1

from the development model by Sugiono. The research was started by analyzing the existing English material used by the teacher and the students of grade IX of SMP Negeri 1 Petang to obtain the weaknesses of the English material being used in the school. The result of the analysis showed that the existing materials suffered from several flaws, such as; the absence of explicit statements about character aspects that need to be included in students' activities, lack of use of clear instructions and examples that supported the clarity of the materials, and the monotonous content and lay-out. These weaknesses were concluded from the result of the questionnaire analysis and observation which found that only 33% the existing materials comply with the teachers' need. Based on the problems, the researcher developed new design of character based English materials which complies with the School Based Curriculum with character building, the criteria of good English material and also the teacher and students' respond through the use of questionnaires.

The final product of this research was the character based English material completed with compact disc (CD) for listening material.<sup>22</sup>

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<sup>22</sup> I Made Suardana, *Developing Character Based English Materials For The Ninth Grade Students Of Junior High School In SMP Negeri 1 Petang*. pdf. p.2

Of the two studies above, similarities with this study is the same as the character building as focus of the study, and also method used is descriptive qualitative research, but this study located at MTs whereas previous researcher chose Elementary School as place of research. While compared to the second study, this study almost the same in character building through the application of language teaching, but this study has a is descriptive qualitative.

### **C. Theoretical Framework**

In accordance with theoretical studies that have shown before that character building as a genuine effort to understand a core substrate, care, and acts with a foundation of ethical values. Language teaching to be one thing that should not be missed in slip character building.

In essence integrate character building materials as follows. (1) infuse thought and you reap an action, (2) infuse the action and you reap a habit; (3) to cultivate a habit and you will reap a character, and (4) infuse character and you will reach the destination.

Through the teaching of the English language, the character building is not simply introduce the values to students (logos), but character building should also be able to internalize the values that are embedded and functioning as a charge so as to arouse the conscience of the appreciation of the values, and even up on her experiences in everyday life. Values that have

become laden conscience is what in time will serve as a filter  
and an antidote while a meeting was held between the  
conflicting.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Types and Research Approach**

This research uses qualitative research. Qualitative research is a research method used to examine the condition of natural objects, where the researcher is a key instrument. Technique data collecting is done by triangulation (combined), data analysis is inductive, and qualitative research results further emphasize the significance rather than generalization.<sup>1</sup>

Meanwhile, judging from the data presentation techniques, research using descriptive pattern. What is meant by Best descriptive pattern (as cited by Sukardi), is a research method that seeks to describe and interpret the object in accordance with what the.<sup>2</sup>

This research is used to describe about everything done with character building through language teaching at MTs Raudlatul Ulum Guyangan systematically.

#### **B. Place and Time of Research**

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<sup>1</sup>Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: ALFABETA, 2008), p. 1.

<sup>2</sup>Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2009), p. 157.

The place became the object of research is MTS Raudlatul Ulum Guyangan, sub Trangkil, Pati regency. Researcher choose MTs Raudlatul Ulum because it has been well known in character building. Not only in the scope of Pati, but Raudlatul Ulum also have many students who came from various regions such as Kudus, Demak, Semarang, and even some students who come from outside Java, such as Riau, Jambi, Kalimantan, etc.

This study time for two weeks month, starting on October 9, 2015 until October 22, 2015.

### **C. Source of Data**

The source of the data in this study is divided into two, namely human and nonhuman. Serves as a source of human data subject or key informants. While the data sources are not humans in the form of documents relevant to the focus of research as a list of values, images, photographs, meeting notes or writings as a data source support. To determine the informants was based on the following criteria:

1. They (the subject) who control or understand something through the process daily, so something that is not just known, but also lived.
2. They are classified as still engaged in activities that are being investigated.
3. They (the subject is concerned with the study) who has time for questioning.

4. They who provide the actual information.
5. They who can be used as a resources.<sup>3</sup>

Sources of data in the study is primary data, data collected directly by researchers.<sup>4</sup> Data obtained from the principal, the head of the education foundation, the deputy head of the curriculum, educators and learners about character building through language teaching at MTs Raudlatul Ulum Guyangan.

#### **D. Focus of Study**

In order for this research is focus, the limitations of this study include some of the following:

1. Object of this research conducted is the students at VIII Grade female students of MTs Raudlatul Ulum Guyangan in academic year of 2015/2016.
2. A focus this research is on character building through language teaching at MTs Raudlatul Ulum Guyangan, including implementation, evaluation, and factors that inhibit and support character building.

#### **E. Data Collection Technique**

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<sup>3</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 400-401.

<sup>4</sup>Riduwan, *Skala Pengukuran Variabel-variabel Penelitian*, (Bandung: Alfabeta, 2009), p. 24.



Data collection is the process of making efforts to obtain the data in a study. Collecting data in this study using several techniques, among others, as follows:

### 1. Interview

The researcher conducted an interview with English teacher and the students as direct reference in knowing character building through language teaching.

Interview is a means of collecting data by asking a number of questions orally to the informant to be answered orally as well. The intention of this interview is held, among others, to determine the character building through language teaching at MTs Raudlatul Ulum Guyangan. The interviewee is Principal, Curriculum, Administration, and english teachers.

### 2. Observation

Suharsimi stated that observation is the act of collecting data about the performance of a subject through the five senses; sight, smelling, hearing, touching and taste.<sup>5</sup> In this classroom observation, the subjects of observation are teacher's and students' activity in English teaching and learning.

Observation is the systematic observation and recording of the symptoms that appear on the object of study. So

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<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian Sebuah Pendekatan Praktek* page 156

observation is a way to collect data with the visual observation and recording of phenomena were investigated. Observations based on experience directly. Direct experience is a good tool to test the truth, if the data obtained are less convincing. Usually researchers will ask the subject, but because he wanted to gain confidence in the validity of the data path taken is observing itself which means an immediate events.

### 3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents and pictures. It is done to obtain the written data, such as note, transcript, newspaper, magazine, etc.<sup>6</sup> The researcher used this method to obtain documents which is related to this research.

## **F. Data Analysis Technique**

Data analysis is the pro

These are the data analysis techniques that will used:

### 1. Data Reduction

Reducing the data its mean embracing, choosing the major matters, focusing in important state, searching the theme and design. So, the data that finished from reduction

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<sup>6</sup> Nana Syaahid Sukma Dinata, *metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004), p.221

will give better understanding and make easier for the writer to collect the further data.<sup>7</sup>

## 2. Data Display

The step after reducing data is displaying data. In qualitative research displaying data could carried out by short explanation, sketch, relation between categories, flowchart etc. By displaying data, the writer will understand the matter easier and plans the further work based on the understanding.<sup>8</sup>

## 3. Conclusion drawing/verification

Make a conclusion can answer the question of the study.<sup>9</sup> This step would to be the last step of analyzing the data.

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<sup>7</sup>Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 338.

<sup>8</sup>Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 341.

<sup>9</sup>Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 345.

**CHAPTER IV**  
**CHARACTER BUILDING THROUGH LANGUAGE**  
**TEACHING AT MTS RAUDLATUL ULUM GUYANGAN**

In this chapter, after collecting data from the participative observation, in-depth interview, the writer would like to analyze the data gathered from the research. The data was obtained from the teaching learning process and evaluation. The researcher is going to describe the teaching learning process of character building through language teaching at MTs Raudlatul Ulum Guyangan.

**A. Findings**

**1. The Implementation of Character Building through Language Teaching at MTs Raudlatul Ulum Guyangan**

The main purpose of character building through language teaching at MTs Raudlatul Ulum Guyangan is to emphasize manners, behavior, habituation of good attitudes. For example as Javanese, if gathered with parents, we should use kromo language.<sup>1</sup>

Character building not only the task of religion teachers. English subject is same as others subject, for example, of reading. That is expected in students to love reading, depending on the skill that we provide, then when we learn one expression for example, character building that given by

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<sup>1</sup> See in appendix transcript of interview for the teacher

English teacher at MTs Raudlatul Ulum Guyangan is that students should be praised rather respect of others.<sup>2</sup>

It is important to strongly emphasize the social aspect of character. Having good character does not simply mean being competent as an individual. Good character also includes being committed to making positive contributions to one's community, and to promoting a democratic way of life based upon justice, equality, and respect for all people.

There are 18 points of value that emphasize by government in implementing character building through language teaching. They have discuss on chapter 2 of this thesis.

Researcher find some value of character building that had successful implemented at MTs Raudlatul Ulum, they are in the following below:

### **1.1 Religious**

MTs Raudlatul Ulum have vision One step ahead in Amaly Achievement In Science And Amal Ilmy.<sup>3</sup>

Students used to pray before and after the lesson led by a teacher. Each turn of the lesson, students greet teachers. Perform Ashr in congregation in accordance with the schedule. Children are taught to say thank you, sorry, and please excuse

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<sup>2</sup> See in appendix transcript of interview for the teacher

<sup>3</sup> See in appendix The Profile of MTs Raudlatul Ulum

me. Knock on the door before entering the room for others. Ask for permission to use other people's stuff.

On the teaching and learning process, teacher always open the class by invite the students to recite together. At school religious of students can be seen from their daily lives, such as the recess bell fitted later, they immediately together for prayer in congregation all.<sup>4</sup>

Moreover for students who are “mondok”, there are ngaji, istighosah every Thursday night, obligatory prayers congregation, prayer Sunnah too much like praying Duha, Tahajjud, many more that make students become a religious person.<sup>5</sup>

Student said that in Elementary school, she just rarely used to fit prayer. Now become more diligent in prayer.<sup>6</sup>

## **1.2 Honest**

Honest is behavior based on an attempt to make himself as a person who always believed in words, actions, and work. After pray together in the opening of teaching and learning process, teacher ask to the students is there any absent.<sup>7</sup>

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<sup>4</sup> See in appendix transcript of interview for the teacher

<sup>5</sup> See in appendix transcript of interview for the student

<sup>6</sup> See in appendix transcript of interview for the student

<sup>7</sup> See in appendix transcript of interview for the teacher

Students replay that someone is absent because of illness.<sup>8</sup>

Students also said that English teacher often reminded us to guns cheat if given the task, reminded create an honest, serious study as well.

### **1.3 Discipline**

Discipline means measures indicating orderly and submissive behavior the various rules and regulations.

Teacher explain the materials about narrative text and simple past tense at one meeting. Teacher asked students to make some sentences using simple past tense.

Students do any tasks assigned by the teacher. Students bring textbooks. In other case, students always wear the uniform appropriate to the day. Saturday and Sunday wear scout uniform. Monday, Tuesday wear white grey uniform, Wednesday, Thursday wear batik.

Teacher in English we emphasize descriptions that contain advice or moral example sentence containing good character.<sup>9</sup> To be honest, discipline, the same older people should be kind, polite, so many more.

### **1.4 Creative**

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<sup>8</sup> See in appendix transcript of interview for the teacher

<sup>9</sup> See in appendix transcript of interview for the teacher

English teacher ask students to write for their future planning. So they already have plans since now, transform and become what they are later in the future.<sup>10</sup>

From this task, teacher can see that the students are planning to their future creatively.

### **1.5 Independent**

Independent means that attitudes and behavior that is not depending themself on others in completing tasks.

Students create simple past tense example sentences according to the results his own thoughts. Students not cheat their answer. Teacher emphasize student to be independent in task.<sup>11</sup>

### **1.6 Curious**

Teacher close the material of teaching learning process at a meeting. Teacher give chance to the students to ask about the material they have not understood yet.

Curious is an stitudes and actions that students are always working to knowing more profound and widespread than anything he learned, seen, and heard.

After the teacher close the lesson, students ask some parts of the lessons they have not yet understood.<sup>12</sup>

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<sup>10</sup> See in appendix transcript of interview for the teacher

<sup>11</sup> See in appendix transcript of interview for the teacher

<sup>12</sup> See in appendix checklist observation



## **1.7 Friendly/Communicative**

Communicative means an action that shows a sense of happy talk, associate and cooperate with others.

Students practice tasks in pairs. Students are able to answer questions relating to their friend what was presented in front of the class.

Teacher when they entry MTs Raudlatul Ulum for the first time, the students are accustomed primarily to character building. In essence because these children are also students background, for example as when they meet the teacher, they immediately shook teachers hand. Or if not then they bow their heads.<sup>13</sup>

## **1.8 Environmental Care**

Environmental care means an attitudes and actions that always working to prevent damage to the natural environment around it, and develop measures to improve environmental damage that has occurred.

Students clean the dirty whiteboard at their class without waiting for orders from teachers.<sup>14</sup>

## **1.9 Social Care**

When students and English teacher discuss "pay attention", teacher enter the characters what can she takes, then

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<sup>13</sup> See in appendix transcript of interview for the teacher

<sup>14</sup> See in appendix checklist observation

she explain the students should be concerned with other people. In each teaching learning process, teacher enter in accordance with the theme.

Social care is an attitudes and actions have always wanted to provide assistance in others and communities in need.

For example when teacher teach "asking / giving opinions", the students give opinions to others, asking sympathy, etc. Teachers mentioned earlier, for example in expressing sympathy, efforts so that students are able to express in accordance with the themes that have been granted and give examples directly in everyday life.<sup>15</sup>

The students said that she got many value of character building as long as she learn at MTs Raudlatul Ulum, but most turn is religious, honest and more polite to her parents.<sup>16</sup>

### **1.10 Responsible**

Students at MTs Raudlatul Ulum have to be responsible in their task. They always showing their responsibility for example when the teacher give them a homework. They always do it well and completing the task before deadline.<sup>17</sup> Teachers also slip material about character

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<sup>15</sup> See in appendix transcript of interview for the teacher

<sup>16</sup> See in appendix transcript of interview for the student

<sup>17</sup> See in appendix checklist of observation

building through language teaching directly and indirectly.<sup>18</sup> He always remind the students to did their work well.

There is another book so supporting English language teaching in primary implement character building, but mostly English teachers at MTs Raudlatul Ulum English On Sky (EOS) dominant because in the book are many stories that contain character building.

Schools and teachers can add or reduce these values in accordance with the needs of the community served by the school and the nature of the material SK / KD and discussion of a subject matter. Nonetheless, there are 5 grades are expected to be a minimum value that is developed in each school that is comfortable, honest, caring, smart, and tough / hard work.

In principle, the development of culture and national character is not included as a subject but integrated into subjects, self-development, and school culture. Therefore, teachers and schools need to integrate the values developed in the nation's culture and character building into the Education Unit Level Curriculum, Syllabus and Lesson Plan already exist.

In an effort to revitalize the nation's culture and character building necessary national movement to inspire the spirit of togetherness in the implementation in community.

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<sup>18</sup> See in appendix transcript of interview for the student

## **2. The Evaluation of Character Building through Language Teaching at MTs Raudlatul Ulum Guyangan**

There are several ways that can be used to assess attitudes of students, among others, through observation, self-assessment, peer assessment, and assessment of the journal. Instruments used include a check list or assessment scale (rating scale) accompanied rubric, the outcome of which is calculated based mode.

English teachers of MTs Raudlatul Ulum Guyangan uses these way to evaluates students' character:

### **1. Observation**

Attitudes and daily behavior of students were recorded by teacher through observations using a format that contains a number of indicators of behavior observed, both related to subjek.

Teachers at MTs Raudlatul Ulum just conduct the evaluation through observation in general way without a written format of attitudes' assesment. For example, teachers asses answer of the students in every task. Previously the teachers have to memorize the students' seat, the same answer of student with a friend next to her, allows that the student was not truthful in answering.<sup>19</sup>

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<sup>19</sup> See in appendix transcript of interview for the teacher

## **2. Self Assessment**

Self assessment is used to provide reinforcement on the progress of students or learners. Self assessment plays an important role in conjunction with the shifting center of learning from the teacher to the student that based on the concept of independent study.

An indicator for an honest value can be formulated in student said with real feeling about what is seen, observed, studied, or perceived. What is students said is represent honestly represent the feelings of themselves. Maybe students express their feelings verbally, but can also made in writing or even body language. Feelings they expressed may have gradations of their actually feels.

In evaluation of character building through self-assessment, teacher assess the students through daily question, for example, had been praying congregation or not, if the students replied yes, but her friend said she was not, it means the student began dishonest.<sup>20</sup>

## **3. Journal Assessment**

Journal assessment or anecdotal record (the record made when the teacher saw behavior with respect to the value developed) can always be used by teacher. In addition, teachers can also give the task of containing an issue or events that provide the opportunity for students to

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<sup>20</sup> See in appendix transcript of interview for the teacher

demonstrate the value has. For example, the teacher asked the student's homework but didn't done, and also when time of lessons, the student even read a novel, it become notes of teacher that the students have not a good attitude in responsible.<sup>21</sup>

Teachers at MTs Raudlatul Ulum Guyangan had given a seminar for kurtilas in the district. Raudlatul Ulum is appointed by the provincial office as one of madrasah requested to apply kurtilas, but teachers in apply for the assessment of attitudes and spiritual honestly did not make the draft in detail like in the seminar had explained. The teachers just evaluate in general, because the hour is limited. Moreover, the capacity of the students here are many. The teachers judging from their daily attitudes, how do they sit, how they answer the question that the teacher gave.<sup>22</sup>

Chapter two had discuss that Minister of Education and Culture of Assessment of Learning by Educators on Education and Secondary Education on the appendix written; Techniques and instruments that can be used to assess the competence of of attitudes:

Attitude stems from the feeling (like or dislike) related to a person's tendency to respond to things / objects.

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<sup>21</sup> See in appendix transcript of interview for teacher

<sup>22</sup> See in appendix transcript of interview for teacher

Attitudes as well as an expression of values or way of life that is owned by someone. Attitudes can be formed, resulting in a change of behavior or action is expected.

In the evaluation of education in general focus on three aspects: the cognitive, affective, and psychomotor. Evaluation of character building is more focused affective aspects related attitudes among which is the tendency to behave containing positive and negative degrees. Attitude contains emotional component. To assess attitudes through direct observation or question, better known as nontest assessment.

The success of the assessment carried out through the following steps; develop an indicator of the values specified or agreed, prepare a variety of assessment instruments, Recording of the achievement of indicators, perform analysis and evaluation, conduct follow-up

Evaluation of character building: For continuity of the implementation of character education needs assessment of the success of using indicators such as the behavior of all citizens and the condition of the school / educational unit were observed.

This assessment is conducted continuously through various strategies. Supervision is done starting from re examine the planning, curriculum, and the implementation of all activities related to character education, namely.

Implementation of self-development programs relating to the development of cultural values and national character education in the school culture / education.

Completeness of facilities and infrastructure to support the implementation of the development of the educational value of culture and national character Implementation of the values of character education in learning.

The implementation of active learning in learning activities. Achievement of Action Plan for School / educational units with regard to the application of the values of character education.

The teacher makes assessment both informal and formal assessment. Informal assessment was for formative, diagnostic, and evaluative purposes. And formal assessment was for summative and informative purposes.

The teachers of MTs Raudlatul Ulum evaluate the students character in general way without any written format like in thebbappendix of Education Ministry number 104 because the headmaster of Raudlatul Ulum foundation also facilitate the teachers to evaluate the students character in the simple way.

### **3. The Supporting Factors and Inhibitting Factors of Character Building through Language Teaching at MTs Raudlatul Ulum Guyangan**



Character buiding is not a subject or a value that is taught, but rather to instill good values through all subjects, personal development programs, and school culture. Map values presented in this paper is an example of the spread of values that can be developed through various subjects, in accordance with the standards of competence and basic competence contained in the content standards ; through self-development programs, such as school routine, spontaneous activities, exemplary, conditioning. The Character Education development planning needs to be done by all stakeholders in the school together as a community educator.

Problems that appear in English teaching and learning process are part of crucial elements of teaching. Lyne Cameron argues that the teaching English to learners bring number of challenges.<sup>23</sup>. problem can be solving easily when there is supporting factors.

### **3.1 Supporting Factors of Character Building through Language Teaching at MTs Raudlatul Ulum**

The supporting factors of character building trough language teaching at MTs Raudlatul Ulum are;

1. Their own foundation that emphasizes students must be characterized, akhlakul karimah. Clever

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<sup>23</sup> Cameron, L, *Challenges for ELT from the expansion in teaching children*, (Oxford University Press in ELT Journal, April, 2003), issue 57

but useless if moral ugly, do not have the courtesy to others.<sup>24</sup>

2. The students of MTs Raudlatul Ulum, basically is come from the good environment. They were used to be a kind person in a good character.
3. Raudlatul Ulum foundation have a strong rules that every student who are not follow the rules will get a punishment to make a declaration with a formal stamp. And the student who have collect declarations three times means she must be aware to out from the school.

### **3.2 Inhibitting Factors of Character Building through Language Teaching at MTs Raudlatul Ulum**

The inhibitting factors of character building trough language teaching at MTs Raudlatul Ulum is the students's interests.

There are children who skewed their interest in one subjects, then when English lessons, they just don't care. So to instill character education is difficult because they were not paying attention at all.

On the other case, the teacher asked student who can answer it, she didn't going forward, either embarrassed or how. In fact, the teacher understand that she could. There are

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<sup>24</sup> See in appendix transcript of interview to the teacher

children who underestimate. Sometimes teacher asked homework but didn't done, there is also when time of lessons, they even read a novel.

The teacher's strategies to solve the problem in inhibiting factors of character building through language teaching at MTs Raudlatul Ulum Guyangan are; the teacher ask well, about what was the reason why she did not do their homework. Is there something else that is more important or there are other reasons. For students who read novel in teaching learning process, the teacher ask her novel and that novel may be taken when she had graduated from MTs Raudlatul Ulum.

## **B. Data Analysis**

Based on the finding explained above, the researcher would like to analyze both the strength and weakness of character building through language teaching at MTs Raudlatul Guyangan Ulum.

1. Strength
  - a. Raudlatul Ulum become a school that should be an example for implementing character building for long time ago before the government implemented in 2013. Teachers implement curriculum in every teaching learning process, not only in the subjects of English , but also n all of subjects.
  - b. Teachers slip material character building through language teaching directly and indirectly. This condition more

striking to students. Students are motivated by English teacher and they want to be better.

- c. Submission of character building directly as a message to always be honest and be nice to older people are very remembered by the students. Students feel comfortable and happy with the English teachers who teach they up, so they become discouraged when learning English.

## 2. Weakness

- a. Teachers in the evaluation process of character building only through language teaching in general. This resulted in the value obtained is less valid student
- b. Time in teaching and learning process is very limited, so that teachers are not able to memorize one by one student. This has become one of the inhibiting factors in character building through language teaching because students who are active in the classroom always a dominant value.

The researcher did'nt see some points value of character building at VIII Grade; tolerance, hard work, democratic, the spirit of nationality, love homeland, rewarding achievement, peace-loving, and joy of reading. It beacause the limitation of time that researcher conduct the research. But the researcher sure the students have that characters. It shows from the different environment of them. The student that come from Kalimantan said she was happy to study at MTs Raudlatul Ulum because her friends there are kind and friendly. They

always give spirit to her.<sup>25</sup> It means the students of MTs Raudlatul Ulum have character of tolerance. The researcher didn't see directly that the students didn't have point of hardwork, but teacher said that some of them usually help their parents to go work on ricefield. It means the students have the point of hardwok.

### **C. Limitation of Research**

After completing the study, there are still a number of limitations as follow:

1. The limited number of informants.
2. The short time of collecting the data.

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<sup>25</sup> See in appendix transcript of interview to the student

## **CHAPTER V**

### **CLOSING**

The previous chapters have already discussed the general introduction, provided the theoretical background, justified the methods, and analyzed and discussed the finding of study. This chapter serving as the conclusion of the whole research, then it will cover summaries of the major findings and pedagogical suggestions for teacher in providing better character building through language teaching at MTs Raudlatul Ulum Guyangan.

#### **A. Conclusion**

With an aim to find the answer for the previous research questions in Character Building through Language Teaching, at Eight Grade of MTs Raudlatul Ulum Guyangan, the findings from primary data were summarized as follow:

1. The implementation of Character Building through Language Teaching, at VIII Grade of MTs Raudlatul Ulum Guyangan using simple way: If there is material in the book there is a story about public figure, teachers hope children were able to imitate the characters of those people. Its about them honesty, discipline, confidence, etc that there are including in 18 points in character building.
2. The evaluation of Character Building through Language Teaching, at Eight Grade of MTs Raudlatul Ulum Guyangan is through the teacher's observation of the students' behavior at

class. Teachers had to memorize the students' seat, the same answer of student's with a friend next to her, shows that the student was not truthful in answering. Additionally, through daily question, for example, had been praying congregation or not, if she replied yes, but her friend said she was not, its mean she began dishonest. The evaluation also through self assessment and journal assessment.

3. The supporting factor in character building through language teaching at MTs Raudlatul Ulum Guyangan is Raudlatul Ulum foundation that emphasizes students must be characterized. The inhibiting factor is on the students's interests. There are students who skewed their interest in some other subjects, then when English lessons, they just don't care. So to instill character education so difficult because they were not paying attention at all.

## **B. Suggestion**

The researcher would like to offer some suggestion that may make better for character building through language teaching at MTs Raudlatul Ulum Guyangan:

1. For The Teachers

Teachers who have applied character building through language teaching is not expected to be bored to develop implementation and evaluation. The teachers are also expected to know one by one student even though it's hard to remember the

students taught certainly numerous. Students were very happy when teachers are able to know them even just calling names

## 2. For The Students

The students are expected to carry on the teaching of character building in order to reduce the number of young people who are lacking in manners, although they not so love in English lesson.

## 3. For The Researcher

As an expected that on future, the researcher become a n English teacher, the researcher hoped to be able to apply character building through language teaching whenever she will teach, with any type of curriculum used. Whether KTSP or Kurikulum 2013. The researcher also hoped that she will be able to make English become an joyful lesson, so that students will love to this subject.

## **C. Closing**

There is no word I can say except *Alhamdulillah rabbil aalamiin*. The writer admits that there are still many mistakes in this thesis. Therefore, constructive suggestion and advices are really hoped for better creation. Finally, the writer hopes may this thesis can be useful for many people.



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## Appendix 1

### Transcript of Interview for the Teacher

Participant : Mr. Ahsin, S.Pd

Date and Time : Tuesday, October, 20<sup>th</sup> 2015

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	Kapan Anda mendengar istilah pendidikan karakter?
2	Teacher	Ketika ada pencaanangan kurtilas, tepatnya Desember 2012
3	Researcher	Makna apa yang Anda lekatkan pada pendidikan karakter?
4	Teacher	Karakter lebih menekankan sopan santun, tingkah laku, pembiasaan sikap-sikap yang baik. Ya di antaranya itu. Misalnya sebagai orang Jawa, kalau dengan orangtua ya harus kromo.
5	Researcher	Apakah pendidikan karakter sesuai dengan upaya pengembangan pendidikan?
6	Teacher	Sangat sesuai dalam rangka meningkatkan sopan santun, sebab saat ini generasi muda kurang dalam sopan santun dan berbudi pekerti. Jadi mungkin pemerintah berupaya menanamkan pendidikan karakter agar anak-anak ini memiliki akhlakul karimah.
7	Researcher	Di Raudlatul Ulum, apakah memang mewajibkan pendidikan karakter?
8	Teacher	Iya, sudah lama di sini mewajibkan pendidikan karakter.
9	Researcher	Pernahkah RU mengadakan seminar pendidikan karakter

10	Teacher	Iya, pernah. Kemarin dalam rangka HUT, Pak Yai Najib mengadakan seminar tentang pendidikan karakter.
11	Researcher	Sebagai guru Bahasa Inggris, jenis aktivitas pedagogik apa yang berhubungan dengan pendidikan karakter?
12	Teacher	Kalau di bahasa Inggris ya kita tekankan deskripsi-deskripsi yang mengandung akhlak misalnya kalimat nasehat atau yang mengandung perbuatan-perbuatan baik.
13	Researcher	Apakah mengembangkan karakter merupakan tujuan pengajaran bahasa Inggris?
14	Teacher	Tidak hanya bahasa Inggris, di sini ya mengembangkan karakter menjadi tujuan untuk semua mata pelajaran.
15	Researcher	Apa upaya Anda untuk membuat kemajuan pendidikan karakter lewat bahasa Inggris?
16	Teacher	Ya tadi, dengan menekankan hal-hal yang mengandung akhlak dalam setiap materi yang kita ajarkan.
17	Researcher	Bagaimana implementasi pendidikan karakter lewat pengajaran bahasa Inggris?
18	Teacher	Kalau implementasinya ya ka di buku ada materi yang di situ ada cerita tentang orang-orang dulu, misalnya tokoh siapa, dari situ kita harapkan anak-anak mampu meneladani karakter-karakter tokoh tersebut. Di antaranya kejujuran, kedisiplinan, ketekunan, percaya diri, dll yang ada 18 poin karakter itu.
19	Researcher	Kalau dilihat dari keseharian, anak-anak sudah berkarakter atau belum, Pak?

20	Teacher	Iya, itu bisa dilihat dari keseharian mereka, misalnya ini nanti pas bel istirahat, mereka langsung turu untuk sholat berjama'ah semua.
21	Researcher	Bagaimana Pak Ahsin mengevaluasi hasil pendidikan karakter lewat pengajaran bahasa Inggris?
22	Teacher	Kalau pas ulangan atau saya kasih soal ya evaluasinya melalui jawaban anak. Sebelumnya kita harus hafal tempat duduk anak, jawaban anak yang sama dengan teman sebelahnya, memungkinkan bahwa si anak tidak jujur dalam menjawab. Selain itu ya melalui pertanyaan keseharian, misalnya tadi sholat jama'ah atau nggak, kalau si anak jawab iya, tapi kata temannya kok tidak, berarti anak itu mulai tidak jujur.
23	Researcher	Masalah apa yang Anda jumpai dalam penerapan pendidikan karakter?
24	Teacher	Tidak banyak, paling ya kalau pas ulangan anak nyontek temannya.
25	Researcher	Selain buku English on Sky ini, adakah buku lain yang jadi penunjang pengajaran bahasa Inggris utamanya dalam penerapan pendidikan karakter?
26	Teacher	Ada, tapi kebanyakan saya pakai EOS ini saja karena di buku EOS sudah banyak cerita-cerita yang mengandung pendidikan karakter.
27	Researcher	Terkait karakter anak didik, adakah pengalaman menarik di kelas, Pak? Kalau ada, apa itu?
28	Teacher	Ada, misalnya kalau saya kasih soal, anak yang bisa mengerjakan itu nggak mau maju,

		entah malu atau bagaimana. Padahal ya saya paham kalau dia bisa.
29	Researcher	Bagaimana strategi untuk mengatasi masalah tersebut?
30	Teacher	Ya dengan memotivasi, meyakinkan kalau mereka bisa, atau paling tidak ya jangan takut kalau jawabannya salah.
31	Researcher	Salah satu poin nilai-nilai karakter kan gemar membaca, anak-anak kenapa pakai alfa link daripada kamus, Bu?
32	Teacher	Saya tidak ingin memaksa mereka. Ya setidaknya kalau mereka masih pakai alfa link berarti masih ada usaha mereka untuk mencari. Tidak semata-mata nyontek temannya.
33	Researcher	Pernahkah ada tugas khusus terkait pendidikan karakter?
34	Teacher	Ada, saya meminta mereka mengarang. Biasanya karakter anak tertuang dalam cerita karangan mereka.
35	Researcher	Menurut Pak Ahsin, bagaimana hubungan RU dengan pendidikan karakter?
36	Teacher	RU ini sudah sangat bagus sekali ya, jadi anak-anak yang memutuskan mau untuk sekolah di sini kan harus sudah siap dengan peraturan yang ada. Ya untuk menanamkan pendidikan karakter itu, anak harus sudah siap dengan aturan di sini
37	Researcher	Apa saja faktor pendukung dan faktor penghambat penerapan pendidikan karakter lewat pengajaran bahasa Inggris di sini?
38	Teacher	Faktor pendukung ya dari yayasan sendiri yang menekankan anak harus berkarakter,

		<p>berakhlakul karimah. Percuma kalau pintar tapi akhlaaknya jelek, tidak punya sopan santun terhadap orang lain.</p> <p>Faktor penghambatnya itu tentang minat anak. Ada anak yang minatnya condong di satu mata pelajaran, maka ketika pelajaran bahasa Inggris dia terkesa meyepelekan. Jadi untuk menanamkan pendidikan karakter ya sulit karena dia tidak menaruh perhatian sama sekali.</p>
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## Appendix 1.1

### Transcript of Interview for the Teacher

Participant : Mr. Ahsin, S.Pd

Date and Time : Tuesday, October, 20<sup>th</sup> 2015

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	When you hear the term character building?
2	Teacher	When there was declaration of kurtilas, precisely December 2012
3	Researcher	What meaning you attach to the character building?
4	Teacher	Character more emphasize manners, behavior, habituation good attitudes. For example as Javanese, if gathered with parents, we should use kromo language.
5	Researcher	Is character building accordance with educational development efforts?
6	Teacher	It is appropriate in order to improve manners, because the current young generation is lacking in manners and virtuous character. So the government may seek to instill character education so that these children have akhlakul karimah.
7	Researcher	In Raudlatul Ulum, does indeed require character building?
8	Teacher	Yes, been here long obliging character building.
9	Researcher	Has RU held a seminar character education?
10	Teacher	Yes, ever. Yesterday in the framework of the anniversary, Yai Najib held seminars on character building.

11	Researcher	As an English teacher, what kind of pedagogical activity related to character building?
12	Teacher	in English we emphasize descriptions that contain advice or moral example sentence containing good deeds.
13	Researcher	Is developing a character is the goal of teaching English?
14	Teacher	Not only English, here develop the character into a destination for all subjects.
15	Researcher	What efforts are you making progress character education through English?
16	Teacher	Like I said before, emphasizing the things that contain morals in every material that we teach.
17	Researcher	How is the implementation of character building through the language teaching?
18	Teacher	Implementation, If there is material in the book there is a story about people used, for example, figures who, from there we hope children were able to imitate the characters of the character. Among them honesty, discipline, perseverance, confidence, etc. that there are 18 points in character building.
19	Researcher	When viewed from everyday life, the children are already in character or not, sir?
20	Teacher	Yes, it can be seen from their daily lives, such as the recess bell fitted later, they immediately together for prayer in congregation all.
21	Researcher	How Mr Ahsin evaluate the results of the character education through the teaching of English?

22	Teacher	<p>If it fits replicates evaluation through an answer about the child. Previously we had to memorize the child's seat, answer the same child with a friend next to it, allows that the child was not truthful in answering.</p> <p>Additionally, through daily question, for example, had been praying congregation or not, if the child replied yes, but his friend said why not, mean they began dishonest.</p>
23	Researcher	What problems do you encounter in the implementation of character education?
24	Teacher	Not much, at least so that the fitting replay cheat with her friends.
25	Researcher	to English books on Sky, is there another book so supporting English language teaching in primary implement character building?
26	Teacher	Yes, but mostly I use this EOS because in the book are many stories that contain character education.
27	Researcher	Is there any interesting experiences in the classroom, sir? If there is, what is it?
28	Teacher	There is, for example, if I asked student who can answer it, she didn't going forward, either embarrassed or how. In fact, I understand that she could.
29	Researcher	How strategies to overcome these problems?
30	Teacher	Motivate them, make sure them if they can, or at least do not be afraid if the answer is wrong.

31	Researcher	One of the points values of the character is love to read, the children how to use alpha link rather than a dictionary, sir?
32	Teacher	I do not want to force them. Yes at least if they still use the alpha link so there was their efforts to look for. Not merely cheating.
33	Researcher	Has there been any specific tasks related to character building?
34	Teacher	There is, I ask them to write. Usually the character of students contained in their fabricated story.
35	Researcher	According to Mr Ahsin, how RU relationship with the character education?
36	Teacher	RU has been very good indeed, so the students decided willing to school here should be ready with the existing regulations. To instill that character building, the students should be ready with the rules here
37	Researcher	What are the supporting factors and the inhibiting factors the implementation of character building through language teaching?
38	Teacher	Supporting Factors is our own foundation that emphasizes students must be characterized, akhlakul karimah. Clever but useless if moral ugly, do not have the courtesy to others.  The inhibiting factors is on the students' interests. There are children who skewed their interest in one subjects, then when English lessons, they just don't care. So to instill character education so difficult because they were not paying attention at all.



## Appendix 2

### Transcript of Interview for the Teacher

Participant : Mrs. Anik Prihartini, S.Pd

Date and Time : Thursday, October, 22<sup>nd</sup> 2015,

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	Kapan Anda mendengar istilah pendidikan karakter?
2	Teacher	Kalau mendengar ya sudah lama, sejak 2006 ketika pendidikan karakter dicantumkan di KTSP.
3	Researcher	Makna apa yang Anda lekatkan pada pendidikan karakter?
4	Teacher	Pendidikan karakter bukan hanya tugas guru agama. Kalau di bahasa Inggris sama seperti yang lain, misalnya dari membaca. Artinya siswa diharapka untuk gemar membaca, tergantung dari skill yang kita berikan, kemudian ketika kita mempelajari salah satu ekspresi misalnya, pendidikan karakter yang kita berikan adalah kita harus bisa memuji aau lebih tepatnya menghargai oranglain.
5	Researcher	Apakah pendidikan karakter sesuai dengan upaya pengembangan pendidikan?
6	Teacher	Iya betul. Itu sangat sesuai karena melihat karakter anak-anak saat ini sangat memprihatinkan.
7	Researcher	Di Raudlatul Ulum, apakah memang mewajibka pendidika karakter?
8	Teacher	Iya, dari Pak Yai sudah sejak lama mewajibkan pendidikan karakter umtuk semua mapel.

9	Researcher	Pernahkah RU mengadakan seminar pendidikan karakter
10	Teacher	Iya, Pak Yai sudah pernah mengadakan seminar. Tapi karena dari yayasan sudah meerapkan pendidikan karakter sejak lama jadi sudah tidak sulit dalam menerapkan mungkin beda kalau degan sekolah umum. Kalau di sini sudah mengaplikasikan pendidikan karakter sejak lama.
11	Researcher	Sebagai guru Bahasa Inggris, jenis aktivitas pedagogik apa yang berhubungan dengan pendidikan karakter?
12	Teacher	Ya misalnya seperti hari ini saya mengajarkan “asking/giving opinions”, kita memberi opini kepada orang lain, asking symphaty, dll
13	Researcher	Apakah mengembangkan karakter merupaka tujuan pengajaran bahasa Inggris?
14	Teacher	Iya, kita sebagai uru bahasa Inggris harus ampu menekaka pendidikan karakter lewat bahasa Inggris.
15	Researcher	Apa upaya Anda untuk membuat kemajuan pendidikan karakter lewat bahasa Inggris?
16	Teacher	Seperti yang saya jelaskan tadi, misalnya dalam expressing symphaty, upayanya ya agar anak-anak mampu mengekspresikan sesuai dengan tema-tema yang sudah diberikan dan memberi contoh langsung dalam kehidupan sehari-hari.
17	Researcher	Bagaimana implementasi pendidikan karakter lewat pengajaran bahasa Inggris?
18	Teacher	Ketika hari ini kita membahas misalya “pay attention” masukkan karakter apa yang bisa

		kita ambil, berarti kita harus peduli dengan orang lain. Setiap proses pembelajaran selalu kita masukkan sesuai dengan tema.
19	Researcher	Kalau dilihat dari keseharian, anak-anak sudah berkarakter atau belum, Bu?
20	Teacher	Saya kira, ketika saya awal masuk di sini, anak-anak sudah terbiasa dengan pendidikan karakter. Pada intinya karena anak-anak ini latar belakangnya juga santri, jadi kita tidak kesulitan dalam mengajar seperti ketika mereka bertemu dengan saya, mereka langsung menjabat tangan saya. Ya salim begitu lah. Atau kalau tidak ya mereka pasti menundukkan kepala. Alhamdulillah di sini pendidikan karakternya memang sudah terbentuk.
21	Researcher	Bagaimana Bu Anik mengevaluasi hasil pendidikan karakter lewat pengajaran bahasa Inggris?
22	Teacher	Guru-guru di sini sempat diberikan seminar untuk kurtilas di kabupaten. Kebetulan RU ini ditunjuk oleh kanwil sebagai salah satu madrasah yang diminta menerapkan kurtilas. Yang saya aplikasikan untuk penilaian sikap dan spiritual ya jujur saya tidak membuat draft dengan detail. Saya hanya mengevaluasi secara umum, karena jamnya terbatas. Apalagi kapasitas siswa di sini banyak sekali. Saya hanya menilai dari keseharian mereka, bagaimana sikap mereka duduk, menjawab pertanyaan yang saya berikan. Kebetulan dari Pak Yai juga memudahkan para guru, jadi karena untuk MTs ini masih



		pakai KTSP ya penilaian pendidikan karakter secara umum saja.
23	Researcher	Masalah apa yang Anda jumpai dalam penerapan pendidikan karakter?
24	Teacher	Sejauh ini alhamdulillah tidak ada. Karena kebanyakan dari mereka juga mondok di sini, mungkin mereka sudah terbiasa ditempa pendidikan karakter di pondok.
25	Researcher	Selain buku English on Sky ini, adakah buku lain yang jadi penunjang pengajaran bahasa Inggris utamanya dalam penerapan pendidikan karakter?
26	Teacher	Iya, saya ambil worksheet atau sering download materi-materi misalnya cerita, tapi untuk pegangan saya sendiri.
27	Researcher	Terkait karakter anak didik, adakah pengalaman menarik di kelas, Bu?
28	Teacher	Iya, ada. Ada anak yang menyepelkan. Kadang saya kasih PR malah ga dikerjakan, ada juga keika jam pelajaran malah membaca novel.
29	Researcher	Bagaimana strategi untuk mengaasi masalah tersebut?
30	Teacher	Saya dekati baik-baik, kira-kira apa alasannya kenapa dia sampai tidak mengerjakan PR. Adakah kesibukan lain yang lebih penting atau ada alasan lainnya. Selain itu ya saya menyita novel dan baru boleh diambil keika dia sudah lulus dari sini.
31	Researcher	Salah satu poin nilai-nilai karakter kan gemar membaca, anak-anak kenapa pakai alfa link daripada kamus, Bu?

32	Teacher	Iya, alasan mereka karena berat membawanya. Kebetulan memang dalam tiap harinya mereka harus bawa banyak buku. Jadi daripada tidak sama sekali, saya memperbolehkha merka pakai alfa link.
33	Researcher	Perahkah ada tugas khusus terkait pendidika karakter?
34	Teacher	Iya, saya mminta mereka untuk menceritak planning mereka kedepan. Jadi mereka sudah mempunyai rencana sejak dari sekarag unuk menjadi apa mereka kelak di masa depan.
35	Researcher	Menurut Bu Anik, bagaimana hubungan RU denga pendidikan karakter?
36	Teacher	Iya, RU ini selangkah lebih maju. Justru ketika pemerintah baru menggembar-gemborkan tentang pendidikan karakter, RU sudah menerapkan sejak lama.
37	Researcher	Apa saja faktor pendukung dan faktor penghambat penerapan pendidikan karakter lewat pengajaran bahasa Inggris di sini?
38	Teacher	Kalau faktor penghambat sepertinya tidak ada, justru faktor pendukung lebih banyak, salah saunya karena aturan di sini yang demikia ketat, setiap pelanggaran dikenakan sanksi membuat surat pernyataan bermaterai, dan jika sudah tiga kali, otomatis walimurid harus terima jika anaknya dikeluarkan.

## Appendix 2.1

### Transcript of Interview for the Teacher

Participant : Mrs. Anik Prihartini, S.Pd

Date and Time : Thursday, October, 22<sup>nd</sup> 2015

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	When you hear the term character building?
2	Teacher	I hear so long, ever since 2006 when the character building be included in the KTSP.
3	Researcher	What meaning you attach to the character building?
4	Teacher	Character building not only the task of religion teachers. If in the English the same as the others, for example, of reading. That is expected in students to love reading, depending on the skill that we provide, then when we learn one expression for example, character building we give is that we should be praised rather respect of others.
5	Researcher	Is character building in accordance with educational development efforts?
6	Teacher	That's right. It dross according, when we see students' character is very alarming.
7	Researcher	In Raudlatul Ulum, whether it emphasize character building?
8	Teacher	Yes, Yai has long been requiring character building for all subject.
9	Researcher	Has RU held a seminar character building?
10	Teacher	Yes, Mr. Yai has held a seminar. But because of the foundation already implement character building for a long time so it was not difficult

		to apply, may be different with others schools. If here already applying the character education for a long time.
11	Researcher	As an English teacher, what kind of activity-related pedagogic character education?
12	Teacher	Yes instance like today I teach "asking / giving opinions", we give opinions to others, asking sympathy, etc.
13	Researcher	Is characters develop is purpose of teaching English?
14	Teacher	Yes, we as English teacher must be able to implement character building through language teaching.
15	Researcher	What efforts are you making progress character education through English?
16	Teacher	As I mentioned earlier, for example in expressing sympathy, efforts so that children are able to express in accordance with the themes that have been granted and give examples directly in everyday life.
17	Researcher	How is the implementation of character education through the teaching of English?
18	Teacher	When today we discuss "pay attention" enter the characters what can we take, then we should be concerned with other people. In each teaching learning process we enter in accordance with the theme.
19	Researcher	When viewed from everyday life, the children are already in character or not, ma'am?
20	Teacher	I suppose, when I initial entry here, the students are accustomed primarily to

		<p>character building. In essence because these children are also students background, so we have no difficulty in teaching as when they meet me, they immediately shook my hand. Or if not then they must bow their heads. Alhamdulillah here character building is already formed.</p>
21	Researcher	<p>How Mrs. Anik evaluate the results of the character building through language teaching?</p>
22	Teacher	<p>Teachers here had given a seminar for kurtilas in the district. Incidentally RU is appointed by the provincial office as one madrasah requested to apply kurtilas.</p> <p>That I apply for the assessment of attitudes and spiritual yes honestly I did not make the draft in detail. I just evaluate in general, because the hour is limited. Moreover, the capacity of the students here are many. I'm just judging from their daily lives, how do they sit, to answer the question that I gave.</p> <p>Incidentally Yai also facilitate the teachers, so as to MTs still use KTSP, the evaluation of character building is in general terms.</p>
23	Researcher	<p>What problems do you encounter in the application of character building?</p>
24	Teacher	<p>So far, there is no. Because most of them also mondok here, maybe they're used forged character building in the boarding house.</p>
25	Researcher	<p>addition to English books on Sky, is there another book so supporting English language</p>

		teaching in primary implement character building?
26	Teacher	Yes, I take the worksheet or often download material for example a story, but to grip my own.
27	Researcher	students' character, is there unforgettable experience in class, Mom?
28	Teacher	Yes, there is. There are children who underestimate. Sometimes I asked homework but didn't done, there is also when time of lessons, they even read a novel.
29	Researcher	How strategies for these problems?
30	Teacher	I ask well, about what was the reason why she did not do their homework. Is there something else that is more important or there are other reasons. Moreover yes I confiscated new novel and may be taken when she had graduated from here.
31	Researcher	One of the points values of the character fond of reading, the children how to use alpha link rather than a dictionary, ma'am?
32	Teacher	Yes, they are the reason for the weight of carrying. Incidentally indeed in every day they have to carry a lot of books. So rather than not at all, I permit them use alpha link.
33	Researcher	Is there special duties related to character building?
34	Teacher	Yes, I ask them to write for their future planning. So they already have plans since now, transform and become what they are later in the future.

35	Researcher	According to Ms. Anik, how relationships RU premises character education?
36	Teacher	Yes, this RU is one step a head. When the government is touting about character education, RU has already implemented a long time ago.
37	Researcher	What are the supporting factors and the inhibiting factors the implementation of character building trough language teaching?
38	Teacher	Inhibitting factor does not seem to exist, even more supporting factors, one of them is because rule here are strict, any breaches of sanctions make a statement stamped, and if three times, automatically walimurid should receive if his son released.

### Appendix 3

#### Transcript of Interview for the Students

Participant : Nilna Fircha (Tlogoharum, Pati)

Date and Time : Tuesday, October, 20<sup>th</sup> 2015

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	Pernah dengar istilah pendidikan karakter?
2	Students	Ngga pernah Mbak
3	Researcher	Kalau pendidikan akhlak?
4	Students	Iya pernah
5	Researcher	Kapan?
6	Students	Udah dari kecil pas sekolah MI Mbak
7	Researcher	Menurutmu, akhlak itu apa?
8	Students	Akhlak itu pengajaran kepada anak untuk baik di depan orangtua dan masyarakat. Orangtua pengen anaknya jadi baik, ngga mbangkang, ngga males
9	Researcher	Yang dulu minta Fircha buat sekolah di sini, siapa?
10	Students	Saya sendiri Mbak
11	Researcher	Berarti Fircha tau ya kalau di RU banyak aturannya.
12	Students	Iya Mbak, saya sudah tau.
13	Researcher	Guru Bahasa Inggris di sini ngajarin apa aja?
14	Students	Banyak Mbak, tentang tenses, banyak Mbak.
15	Researcher	Kalau Pak Ahsin ngajar Bahasa Inggris sambil nyelipin pendidikan akhlak ngga?
16	Students	Iya Mbak
17	Researcher	Contohnya apa?
18	Students	Iya seringnya diingatkan buat ngga contekan kalo dikasih tugas, diingatkan buat jujur, belajar yang serius juga. Terus juga dikasih



		bacaan yang tentang tokoh yang baik gitu lah Mbak.
19	Researcher	Selain Pak Ahsin, ada ngga guru yang sering menyelipkan pendidikan akhlak di pelajarannya?
20	Students	Banyak Mbak
21	Researcher	Guru apa aja?
22	Students	Hampir semua guru di sini gitu Mbak, tapi yang paling sering itu Pak Ris.
23	Researcher	Pak Ris itu guru apa?
24	Students	Guru Bahasa Indonesia
25	Researcher	Selama kamu sekolah di sini, ada perubahan ngga sama kamu? Jadi lebih rajin atau gimana?
26	Students	Iya Mbak, dulu pas SD sholatnya jarang. Sekarang jadi lebih rajin sholatnya
27	Researcher	Selama di sini udah pernah kena materai belum?
28	Students	Belum dan semoga ngga Mbak
29	Researcher	Iya. Yasudah kalau begitu, terimakasih waktunya ya.
30	Students	Iya Mbak, sama-sama.

### Appendix 3.1

#### Transcript of Interview for the Students

Participant : Nilna Fircha (Tlogoharum, Pati)

Date and Time : Tuesday, October, 20<sup>th</sup> 2015

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	Ever hear the term character education?
2	Students	Never Miss
3	Researcher	Akhlak?
4	Students	Yes, ever
5	Researcher	When was?
6	Students	Already from MI.
7	Researcher	What is your opinion about akhlak?
8	Students	Akhlak was teaching children to both parents and the community in the future. Parents want their children to be good, do not naughty and do not lazy.
9	Researcher	Who is ask Fircha to school here?
10	Students	My self, Miss
11	Researcher	So that Fircha know that here, there are a lot of rules.?
12	Students	Yes Miss, I already know.
13	Researcher	any kind that English teachers here taught?
14	Students	Many Miss, about tenses, etc, so many Miss.
15	Researcher	If Mr Ahsin teach English, is he implement character building?
16	Students	Yes Miss
17	Researcher	For example?

18	Students	He often reminded us to guns cheat if given the task, reminded create an honest, serious study as well. Continued also given readings of good character so.
19	Researcher	Besides Mr Ahsin, is there any teachers who often slipped character building in the lesson?
20	Students	Many Miss
21	Researcher	Who are they?
22	Students	Almost all of the teachers here Miss, but most often it was Mr. Ris.
23	Researcher	Mr. Ris was the teacher of what subject?
24	Students	Indonesian Teachers
25	Researcher	As long as you go to school here, there is a change guns with you? So more diligent or what?
26	Students	Yes Ma'am, in Elementary school, I just rarely used to fit prayer. Now become more diligent in prayer
27	Researcher	During here, did you already been in contact with the stamp yet?
28	Students	Not yet and hopefullyno, Miss
29	Researcher	Okay, thanks to the time.
30	Students	You are welcome

## Appendix 4

### Transcript of Interview for the Students

Participant : Siti Khotimah (Kalimantan Tengah)

Date and Time : Thursday, October 22<sup>nd</sup> 2015

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	Pernah denger istilah pendidikan karakter?
2	Students	Belum Mbak
3	Researcher	Kalau pendidikan akhlak?
4	Students	Iya, sudah pernah.
5	Researcher	Kapan?
6	Students	Waktu SD Mbak
7	Researcher	Dulu SD nya di mana?
8	Students	SDN 3 Karang Mulia, Kalimantan Tengah
9	Researcher	Kalimantan? Berarti kapan pindah ke Jawa?
10	Students	Baru pas sekolah di MTs ini Mbak.
11	Researcher	Yang kamu tau tentang akhlak itu apa?
12	Students	Ya yang bersikap baik terhadap orang lain Mbak
13	Researcher	Milih sekolah di sini sarannya siapa?
14	Students	Dari saudaranya ibu Mbak.
15	Researcher	Menurut kamu, guru Bahasa Inggris di sini pas ngajar menyelipkan pendidikan akhlak ngga?
16	Students	Iya Mbak
17	Researcher	Apa aja?
18	Students	Ya harus jujur, disiplin, sama orang yang lebih tua harus baik, sopan, banyak Mbak.
19	Researcher	Itu pas minta kalian buat jujur, lewat secara langsung atau pas di materi bacaan misalnya.
20	Students	Ya seringnya secara langsung Mbak.

21	Researcher	Pernah ngga kamu termotivasi oleh guru Bahasa Inggris kamu?
22	Students	Iya Mbak
23	Researcher	Termotivasi yang seperti apa?
24	Students	Iya dulu kan pernah dapat nilai jelek, terus dimotivasi Bu Anik, jauh-jauh dari Kalimantan sekolah di sini kok nilainya jelek. Kasihan kan orangtuanya.
25	Researcher	Terus kamu jadi semangat ya?
26	Students	Iya Mbak, saya harus belajar yang lebih rajin lagi biar orangtua saya bangga
27	Researcher	Kamu mondok juga ya di sini?
28	Students	Iya.
29	Researcher	Kalau di pondok juga diajarin ber-akhlak yang baik?
30	Students	Iya, kalau di pondok malah lebih banyak Mbak.
31	Researcher	Apa aja?
32	Students	Ada ngaji kitab, istighosah tiap malam Jumat, wajib sholat jama'ah, sholat Sunnah juga banyak kayak sholat Dhuha, Tahajjud, banyak Mbak
33	Researcher	Tapi senang ngga di sini? Betah mana di sini atau di Kalimantan?
34	Students	Senang Mbak, betah di sini soale temennya banyak.
35	Researcher	Selama sekolah di sini, ada ngga perubahan di sikap kamu?
36	Students	Banyak Mbak, ya tapi yang paling berubah ya soal ibadah sama kalua sama orangtua lebih sopan.
37	Researcher	Ok, terimakasih ya.

38	Students	Sama-sama Mbak
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## Appendix 4.1

### Transcript of Interview for the Students

Participant : Siti Khotimah (Kalimantan Tengah)

Date and Time : Thursday, October 22<sup>nd</sup> 2015

Topic : Character Building through Language Teaching

Turn	Speaker	Text
1	Researcher	Ever heard the term character building?
2	Students	Not Miss
3	Researcher	Akhlak?
4	Students	Yeah, have ever been.
5	Researcher	When?
6	Students	Elementary School Miss
7	Researcher	Where was your elementary school?
8	Students	SDN 3 Karang Mulia, Central Kalimantan
9	Researcher	Kalimantan? When were you move to Java?
10	Students	As Students at this MTs Miss.
11	Researcher	What do you know about akhlakk?
12	Students	Yes that being kind to others Ma'am
13	Researcher	Who was suggest you to school here?
14	Students	My mother's sister Miss.
15	Researcher	According to you, do English teacher here slipped character building?
16	Students	Yes Miss
17	Researcher	What is that?
18	Students	To be honest, discipline, the same older people should be kind, polite, so many Miss.
19	Researcher	It is fitting to ask you guys for honest, through direct or fitting in the reading material for example?
20	Students	Often directly Yes Miss.

21	Researcher	Do you motivated by your English teacher?
22	Students	Yes Miss
23	Researcher	Motivated like?
24	Students	Students used to be never be a bad value, continued to be motivated Mrs. Anik, far from Kalimantan, school here really worth ugly. Sorry for my parents.
25	Researcher	Keep your own spirit?
26	Students	Yes Miss, I have to study more diligent to make my parents proud.
27	Researcher	You also mondok here?
28	Students	Yes.
29	Researcher	At boarding house, is there taught about character building?
30	Students	Yes, in the boarding house even more Miss.
31	Researcher	What kind of that?
32	Students	There are ngaji, istighosah every Thursday night, obligatory prayers congregation, prayer Sunnah too much like praying Duha, Tahajjud, many Miss
33	Researcher	Do you glad here?
34	Students	I am glad, there are many friends here.
35	Researcher	Over schools here, there is a change in the attitude of you?
36	Students	Many Miss, but most turn is matter of worship and with parents more polite.
37	Researcher	Ok, thanks.



38

Students

You are welcome, Miss

Appendix 5

**Observation checklist I**

**Date** : Tuesday, October, 20<sup>th</sup> 2015

<b>Observation's Object</b>	<b>Aspect of Observation</b>	<b>Result</b>
<p><b>1. Teacher Activity</b></p>	<p>Teaching and Learning Process</p>	<p>-Teacher opened the exam by praying.                      -Teacher asked students "is there any absent?"                      -Teacher explain the materials about narrative text and simple past tense.                      -Teacher asked students to make some sentences using simple past tense</p>
<p><b>2. Students Activity</b></p>	<p>Honest</p>	<p>-Students say someone is absent because of illness.</p>
	<p>Discipline</p>	<p>-Students do any tasks assigned by the teacher.                      -Students bring textbooks</p>
	<p>Independent</p>	<p>-Students create simple past tense example sentences according to</p>

		<p>the results his own thoughts.</p> <p>-Students not cheat their answer.</p>
	<p>Communicative</p>	<p>-Students practice tasks in pairs.</p> <p>- Students able to answer questions relating to the friend what was presented in front of the class.</p>
	<p>Environmental care</p>	<p>- Students clean dirty whiteboard without waiting for orders from teachers.</p>

Appendix 6

**Observation checklist II**

**Date** : Thursday, October 22<sup>nd</sup> 2015

<b>Observation's Object</b>	<b>Aspect of Observation</b>	<b>Result</b>
<b>1. Teacher Activity</b>	Teaching and Learning Process	-Teacher opened the exam by praying. -Teacher explain the materials about asking and giving opinions. -Teacher asked students to make a dialog about asking and giving opinions.
<b>2. Students Activity</b>	Discipline	-Students do the task of the teacher to create a dialogue.
	Independent	-Students do their task according to their own ability.
	Responsibility	-Students were collecting the tasks assigned by the teacher.

	Curious	- Students ask about parts of the lessons they have not yet understood.
	Religious	-Many students who are fasting Sunnah Thursday

Appendix 7

**The Profile of MTs Raudlatul Ulum Guyangan**



**MADRASAH TSANAWIYAH RAUDLATUL ULUM  
GUYANGAN TRANGKIL PATI ☎/Fax (0295) 471701  
e-mail: [assuyuthiyyah@gmail.com](mailto:assuyuthiyyah@gmail.com)  
Post Code 59153**

**VISION and MISSION MTs. Raudlatul Ulum Guyangan**

**VISION:**

One step ahead in Amaly Achievement In Science And Amal Ilmy

### Indicators of Vision:

1. More advanced in the mastery of the sciences duniyawiyyah (science & technology) and ukhrowiyah sciences (the books of the Salaf)
2. More advanced in the achievement of National Examination Value
3. More advanced in creativity.
4. More advanced in the arts.
5. More advanced in sport.
6. More advanced in establishing discipline and ethics.
7. More advanced in the activities of religious practice.
8. More advanced in social care and.
9. More advanced in deepening Arabic and English

### **MISSION:**

1. Develop and preserve the teachings of Islam 'ala Ahlissunnah Wal Jama'ah.
2. Improving the quality of academic and development sciences and duniyawiyyah ukhrowiyah (tafaqquh Fiddin) that are relevant to the demands of the times in the context of the present and the future in order to form beings who have knowledge and work Amaly ilmy, and akhlaqul karimah
3. Build the institution as a center of learning (Study Centre) network of excellence in the development of Islamic sciences (Islamic Development Knowledge Net) competitive and relevant to the demands of science and technology.
4. Increased grow their interests, talents and creativity of students in achievement in academic, sports and art at both regional and national.

## **HISTORY**

MTs Raudlatul Ulum was established by KH. Suyuti Abdul Qadir, in the village of Guyangan district. Trangkil, Pati regency 80 km from the city of Semarang to the east and 15 km from the town of Pati District to the north. MTs Raudlatul Ulum is one of the institutions under the auspices of the Islamic Education Foundation Raudlatul Guyangan Ulum. Start inception in 1950 until the present time, MTs Raudlatul Ulum has undergone developments and change. In 1962 was named PGAP PGAL.

In 1974 changed to MTs And REGISTERED at the Ministry of RI. 1993 MTs Raudlatul Ulum status improved from LISTED Being RECOGNIZED by the Ministry of Religious Affairs. 1997 MTs Raudlatul Ulum Guyangan obtain MU'ADALAH status (equivalent) of Al-Azhar Cairo Egypt. 2000 MTs Raudlatul Ulum Guyangan equated accredited by the Ministry of Religious Affairs. In 2011 MTs Raudlatul Ulum Guyangan accredited by National Accreditation Board A School / Madrasah (BAN-S / M).



## Appendix 8

### Recapitulation of Students' Number At MTs Raudlatul Ulum Guyangan In Academic Year of 2015/2016

#### MALE

<b>CLASS</b>	<b>SUM</b>
VII A	54
VII B	51
VII C	51
VII D	55
VII E	51
VII F	51
<b>SUM</b>	<b>313</b>
VIII A	49
VIII B	51
VIII C	49
VIII D	50
VIII E	49
<b>SUM</b>	<b>248</b>
IX A	54
IX B	54
IX C	52
IX D	53
<b>SUM</b>	<b>213</b>

<b>STUDENTS = 1599</b>
----------------------------

#### FEMALE

<b>CLASS</b>	<b>SUM</b>
VII G	48
VII H	48
VII I	44
VII J	49
VII K	49
VII L	47
VII M	45
<b>SUM</b>	<b>330</b>
VIII F	48
VIII G	48
VIII H	48
VIII I	50
VIII J	48
<b>SUM</b>	<b>242</b>
IX E	50
IX F	51
IX G	50
IX H	51
IX I	51
<b>SUM</b>	<b>253</b>



**Students pay attention to the teacher**



**Students pay attention to the teacher**



**Researcher was interviewing the student**



مدرسة روضية الفنون والعلوم الإسلامية

**YAYASAN PENDIDIKAN ISLAM RAUDLATUL ULUM GUYANGAN  
MADRASAH TSANAWIYAH RAUDLATUL ULUM**

(TERAKREDITASI "A" KEMENTERIAN AGAMA RI DAN MUADALAH AL AZHAR CAIRO MESIR)

Sekretariat : Guyangan - Trangki - Pati - Jawa Tengah, Kode Pos : 59153 Telp. (0295) 471701 Fax. (0295) 471701  
E-mail : assuyuthiyah@gmail.com, website : http://www.ypruguyangan.com

**SURAT KETERANGAN**

Nomor: 54/C/MTs/YPRU/X/2015

Yang bertandatangan di bawah ini Pembina Yayasan Pendidikan Islam Raudlatul Ulum Guyangan Trangkil Pati, menerangkan dengan sesungguhnya bahwa :

N a m a : **DIYAH SUCI**  
Tempat/Tgl Lahir : Pati, 22 Desember 1993  
NIM : 113411018  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan (FITK)  
Perguruan Tinggi : UIN Walisongo Semarang  
Alamat : Sambilawang, Trangkil, Pati

adalah benar-benar telah melaksanakan penelitian di MTs Raudlatul Ulum Guyangan Trangkil Pati mulai 10 Oktober 2015 s/d 22 Oktober 2015 dalam rangka penyusunan skripsi dengan judul : **"Character Building through Language Teaching (A Descriptive Study at Eight Grade at MTs Raudlatul Ulum Guyangan Trangkil Pati in Academic Year 2015/2016)"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Guyangan, 22 Oktober 2015



Pembina;  
Drs. HM. Najib Suyuthi, M.Ag

**Drs. HM. Najib Suyuthi, M.Ag**



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

## PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **DIYAH SUCI**  
NIM : **113411018**  
Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

..... **85** ..... ( ..... **4,0 /A** ..... )

Semarang, 12 Juni 2015

Ketua

Dr. H. Sholihun, M. Ag.  
NIP. 19600604 199403 1 004

## CURRICULUM VITAE

Name : Diyah Suci  
Student Number : 113411018  
Home Address : Desa Sambilawang RT 05/II,  
Kec. Trangkil, Kab. Pati  
Phone Number : 089668093336  
E-mail : [sucidiyahsuci@gmail.com](mailto:sucidiyahsuci@gmail.com)  
Facebook : [www.facebook.com/suciwongbejo](http://www.facebook.com/suciwongbejo)  
Twitter : @dsazzakiyah  
Instagram : dsazzakiyyah  
Line : dsazzakiyyah

Place and Date of Birth : Pati, December 22<sup>nd</sup> 1993

### Academic Background

- SDN Sambilawang (1999 – 2005)
- Madin Darul Ulum (2000 – 2005)
- MTs and MA Raudlatul Ulum (2005 – 2011)
- UIN Walisongo Semarang (2011 – 2015)

### Organizations

- PMII Adurrahman Wahid 2011
- LPM Edukasi FITK UIN Walisongo

Semarang, November 20<sup>th</sup> 2015

Diyah Suci