

**CHARACTER EDUCATION IN EFL CLASS  
(A Descriptive Study at the Fourth Grade of SDN Sadeng 02  
Gunungpati Semarang in the Academic Year of 2013/2014 )**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Degree of Bachelor of Education  
in English Education



**By:**

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SEMARANG  
2016**

## THESIS PROJECT STATEMENT

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Semarang, June 6<sup>th</sup> 2016

The image shows a yellow and green Indonesian revenue stamp (Meterai Tempel) with a handwritten signature in black ink over it. The stamp includes the text "METERAI TEMPEL", the serial number "92721ADF958510179", and the value "6000 ENAM RIBU RUPIAH". The signature is written in a cursive style.

The writer  
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**RATIFICATION**

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(A Descriptive Study at the Fourth Grade of  
SDN Sadeng 02 Gunungpati Semarang in the  
Academic Year of 2013/2014 )**

Name of students : Fauzi Nurul Fadlilah  
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Field of study : English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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Walisono State Institute for Islamic Studies

*Assalamu'alaikum wr.wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **CHARACTER EDUCATION IN EFL CLASS  
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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisono State Institute for Islamic Studies to be examined at Munaqasyah session.

Wassalamu'alaikum wr.wb

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## ABSTRACT

Title : **CHARACTER EDUCATION IN EFL CLASS  
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Writer : Fauzi Nurul Fadlilah

Student Number : 093411027

Education is an important aspect of nations. Actually education is not only transferring material process, stated in the curriculum, but also value transformation process because the main education purpose of education is to humanize human. Character education can focus on specific issues such as health education, environmental studies, multicultural education, peer conflict resolution, risk prevention, and religious studies. It may focus on fostering specific character outcomes such as moral reasoning.

This study used qualitative method for fourth grade of SDN Sadeng 02 Gunungpati Semarang. This study is aimed at answering the research question. 1. How is the teaching learning process of character education in an EFL class at SDN Sadeng 02 Gunungpati Semarang ?. The purpose of this study was to determine how character education affected the behavior of students. The study involved : observing student behavior; interviewing teachers, students, and headmaster to determine their perceptions of the effects of the character education program on student behavior.

This research was designed as a qualitative research and the nature of the study is descriptive which was conducted in fourth grade of SDN Sadeng 02 Gunungpati Semarang in academic years of 2013/2014. Qualitative research presents the data and research in the form of qualitative description. The data of this research was collected by observation, documentation and interview. The findings from this study suggested that character education programs may have a positive effect on student behavior. Furthermore, the findings led to recommendations regarding the implementation of character education programs in elementary schools. Character education should be an integral part of the

curriculum, not taught as a separate subject. This includes not only academic subjects but also specially areas such as art, music, and physical education. Classroom rules school be based on the principles of good character, and teachers should model good character for the students to observe. Additionally, students should be taught character through hands-on service activities that contribute to the school, the community, and society in general. This will help the students develop a sense of ownership of the program and should help to improve student behavior. Quality character education helps schools create a safe, caring and inclusive development. It fosters qualities that will help students be successful as citizens, in the workplace, and with the academic curriculum. It lays the foundation to help students be successful in all of the goals we have for our public schools. It applies learning process in English. Teachers of certain subjects are demanded to use English in teaching and learning process.

## DEDICATION

In gratitude, I dedicate this project to the memory of both my parents (Supriyadi and Sundarsih) for the moral compass they instilled in me at a very young age by teaching me that character does matter. Indeed, I bear witness. I also dedicate this project to all of my friends in LPMA KAZOERU Mental Arithmetic that gives me more motivation for long time. I love you ,,

## ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah the Lord of the worlds who always give us health, blessing, guidance and inspiration to the writer in finishing this thesis with the title Character Education In EFL Class.

Peace and blessing be upon to our prophet Muhammad, his family, his decedents and his followers.

This thesis arranged to fulfill one requirement to get the degree of bachelor of English Department of Education and Teacher Training Faculty, Walisongo State University for Islamic Studies Semarang (UIN WALISONGO).

The writer realized that many people who have already helped during writing this thesis. In this occasion, the writer would like to thank to:

1. Dr. H. Raharjo, M.Ed, St, as the Head of Tadris of UIN Walisongo Semarang.
2. Dr. H. Ikhrom, M.Ag, as the Head of English Language Education Department of Education and Teacher Training Faculty UIN Walisongo.
3. Daviq Rizal, M.Pd as the advisor, thank for the guidance and his patience till this thesis finished.
4. All lecturers who always give advice to the writer during conducting this study.
5. Daryana, S.Pd as Headmaster of SDN Sadeng 02 Gunungpati Semarang.
6. All of my friends in TBI A 2009 ( Evi, Amalia, Via, Erny, Ani, Aprin, Eni, Ana-fa, Ajeng, Avif, Mimi, Fidah, Ela, Diah, Ana-Y, Anggun, Aninta, Icha, Fada, Eva, Hilfa, Danu, Anaz, Didik, Arif, Kenji, Ali Marjuni, Achan, Ali Mashadi, Anisa). May God bless you.



7. Memble Community (Diah, Icha, Mimy, Avif) thank for colouring my day with your smile and love. I will miss you.

Finally, the writer realized that this thesis is till less perfect. The writer hopes any suggestion to make it perfect. The writer also hopes that this thesis can be useful for improving English teaching learning.

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A. Description and data analysis

The teaching and learning process of character education.....

1. Promotes core ethical values and the supportive performance values as the basis of good character.....
2. Defines “character” comprehensively to include thinking, feeling, and behavior.....
3. Principles of character education at school. ...
4. The profil of the teacher.....
5. Classroom activities.....
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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

The moral economy of schooling back to how schools teach and character building and how they make rules to appraise character.<sup>1</sup> The moral building of student is one the main purpose of society. Many parents want to infuse and moral building for their children. Many parents want to foster their children to be good people who has moral education. The building of moral character is supposed a traditional purpose of formal education.<sup>2</sup>

Character education is a competent powerful instrument in the critical way of child and teenager building, always in which schools should play a main role.<sup>3</sup> Berkowitz said that Character education is a precise entirety the scholarly ardency.<sup>4</sup> To know the duty of parents in character education, it is purpose to obtain the large

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<sup>1</sup> James Arthur, *Education with Character, The moral economy of schooling*, (London and New York: RoutledgeFalmer Taylor & Francis Group, 2003), P.2-3

<sup>2</sup> Daniel K. Lapsley., and Darcia Narvaez, *Character Education*, Handbook of Child Psychology, P.1, accessed on August 15<sup>th</sup> 2013

<sup>3</sup> Marvin W., and Berkowitz. Ph.D, *Understanding Effective Character Education*, An Article (December 2011-January 2013) the Center for Spiritual and Ethical Education, accessed on September 10<sup>th</sup> 2013

<sup>4</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier., *Character Education: A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.69 , accessed on June 17<sup>th</sup> 2013

picture. Character education is a large school based method to raise the moral development of pupils.<sup>5</sup>

Character education for young learners might include being friends, controlling anger, bullying, asking for help and doing the right thing. James explains that character education is a large group responsibility comprising families, neighborhoods and schools it is for teachers, parents and students to combine and planning, talking and promise to a done code of ethics.<sup>6</sup> In an article, “How to Do Character Education” by David Elkind and Freddy Sweet, they state that character education is the intentional attempt to help people know, emphasis ,and attitude upon main polite values.<sup>7</sup>

Education has a big significance to support human to learn about life.<sup>8</sup> "These schools and districts are doing a wonderful job of developing character in their students, and this national recognition is

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<sup>5</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier.,*Character Education:A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.65 , accessed on June 17<sup>th</sup> 2013

<sup>6</sup> James Arthur, *Education with Character,The moral economy of schooling*,(London and New York:RoutledgeFalmer Taylor&Francis Group,2003),P.146

<sup>7</sup> David Elkind and Freddy Sweet,*How to Do Character Education*,An Education Article,accessed on August 10<sup>th</sup> 2013

<sup>8</sup> F, Dubin.,and E. Olshtain, *Course Design: Developing programs and materials for language learning*. (America: Cambridge University Press,1992). P. 9.

well deserved," said Diane Kline, executive director of CharacterPlus.<sup>9</sup> Education is an important aspect of nations. Actually education is not only transferring material process, stated in the curriculum, but also value transformation process because the main education purpose of education is to humanize human. Education has a big significance to support human to learn about life.<sup>10</sup>

A process that involves a combination of knowledge, feeling an action. And, that the best way to teach character education is to incorporate it throughout the curriculum. Character building in the character lessons serve as something tangible for our young students to connect with and hold on to as they learn all about the pillars of character because of their developmental age, trustworthiness.

Education is an important aspect of nations. Actually education is not only transferring material process, stated in the curriculum, but also value transformation process because the main education purpose of education is to humanize human. Character education is much sufficient when schools and parents activity in society.<sup>11</sup> Education

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<sup>9</sup> [http://www. Sperrong Middle School](http://www.SperrongMiddleSchool.com) 12111 Tesson Ferry Rd. 1 St. Louis, MO, accessed on November 4<sup>th</sup> 2013

<sup>10</sup> F, Dubin.,and E. Olshtain, *Course Design: Developing programs and materials for language learning.* (America: Cambridge University Press,1992). P. 9.

<sup>11</sup> Marvin W. Berkowitz,*The Science of Character Education,* (Damon: Hoover Press,2011), P.61



has a big significance to support human to learn about life.<sup>12</sup> The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.<sup>13</sup>

Children also require leisure time to training best character. They require the time to develop skills for example perspective-taking, critical thinking, and then problem solving, necessary for being a people of character. They also require leisure time to doing best.<sup>14</sup> Preparing teachers for inclusive education is not succeeded by grafting lesson of extraordinary education into the teacher education planning.<sup>15</sup> Building best character is beginning and early a parent responsible, but also the duty should be talked with schools and the larger group.<sup>16</sup>

The world is strong because people see the power in being a leader of character, such as character and leadership integration is in the forefront of thought, prominent in conversations, and visible in

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<sup>12</sup> F, Dubin.,and E. Olshtain, *Course Design: Developing programs and materials for language learning*. (America: Cambridge University Press,1992). P. 9.

<sup>13</sup> [http://www.character\\_education\\_Professor\\_Mom\\_Authentic\\_Home\\_Education.htm](http://www.character_education_Professor_Mom_Authentic_Home_Education.htm), accessed on September 11<sup>th</sup> 2013

<sup>14</sup> Marvin W. Berkowitz,*The Science of Character Education*, (Damon: Hoover Press,2011), P.60

<sup>15</sup> Chris Forlin,*Teacher Education For Inclusion Changing paradigms and innovative approaches*, (London and New York: Routledge,2010).P.14

<sup>16</sup> Thomas Lickona.,Schap E., and Lewis C., *Eleven Principles of Effective Character Education* ,(Washington: Character Education Partnership,2007). Chapter 13<sup>th</sup>. P.156

action. And then, We have strong strategic partnerships. Faculty, staff, cadets, and the public are enlightened, energized, and equipped to integrate character and leadership in their daily lives.

Most parent participation attempts invite parents as assistants to the schools activity, serving with homework, helping extracurricular process.<sup>17</sup> Parents must partner with schools because a child's parents also act as his or her teachers, and this is especially true in the domain of character formation. There are indeed many parallels between parenting and teaching.

Both character education and good parenting call for adults who behave in ways that promote the positive development of youth.<sup>18</sup> English has to be one of the major famous languages in the country. Do not put off learning English because of the big kinds of word orders available. Have a go and keep spirit to try and doing exercise.<sup>19</sup> The direct approach is to instruct it as a contrive in itself by making certain character education lesson plans.<sup>20</sup>

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<sup>17</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier.,*Character Education:A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.66 , accessed on June 17<sup>th</sup> 2013

<sup>18</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier.,*Character Education:A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.66 , accessed on June 17<sup>th</sup> 2013

<sup>19</sup> Gregory Philips, *Learn English*,(Delhi:Global Media Education, 2007).P.

<sup>20</sup> David Elkind and Freddy Sweet,*How to Do Character Education*,An Education Article,accessed on August 10<sup>th</sup> 2013

English as an international language is used by people in the world that have different native language to communicate among them. English has become a lingua franca, although it is not the language with the largest number of native speakers. Harmer states that a great deal of academic discourse around the world take place in English. It is often a lingua franca of conference, for example, and many journal articles in fields as diverse as astrophysics and zoology have English as a kind of default language.<sup>21</sup> The bottom line is that what stands as character education is highly variable and infrequently meets the standards for quality. To create a true science of character education, we need to back up and explore what we mean by character, how it develops, and what we now about how schools can effectively foster its development.<sup>22</sup>

We must remember that intelligence is not enough, so intelligence plus character that is the goal of true education. In Indonesia, English is the first foreign language that learned after learning native language. It is taught at school from the Junior High School (SMP), Senior High School (SMA), university, and nowadays at elementary school, even at kindergarten. It has become an obligatory subject and as one of the subjects that examined in the

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<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education, 2001). P.1

<sup>22</sup> Marvin W. Berkowitz, *The Science of Character Education*, (Damon: Hoover Press, 2011), P.47

national examination (*ujian nasional*). Learning English is necessary, especially for Indonesian students.

SDN Sadeng 02 is one of the alternative schools that develop character and fun learning through teaching and learning process. It is different than elementary school generally because it doesn't perform teaching and learning like conventional teaching and learning process that does activities in the classroom and some of people get bored in the classroom.

SDN Sadeng 02 is a new way to teach English, based on the environment. Moreover, SDN Sadeng 02 is one of the effective solutions to practice English. The strategi which is used in teaching and learning is very important to be known. It is so interesting to know how the teachers teach their students at SDN Sadeng 02 Gunungpati Semarang.

Due to those facts, the writer plants to describe how is the teaching learning process of responsibility character education in EFL Class at SDN Sadeng 02 Gunungpati Semarang.

## **B. Research Question**

This study will be conducted to deal with the following problems:

1. How is the teaching learning process of responsibility character education in an EFL class at SDN Sadeng 02 Gunungpati Semarang in the academic years of 2013/2014 ?

## **C. Objectives of the Study**

Based on the problems have stated above the objective of the study are as follow:

1. To describe the teaching learning process of responsibility character education an EFL class at SDN Sadeng 02 Gunungpati Semarang in the academic years of 2013/2014.

#### **D. Limitation of the Study**

In this research, the researcher limits the problem as follow: The research subjects of this research are the students of fourth grade of SDN Sadeng 02 Gunungpati Semarang in academic year of 2013/2014. The researcher just describe the teaching learning process of responsibility value in character education.

The researcher think that character education is an important part in the classroom that hinges on three cooperative aspect. These being to work hard, help others, and do your best. I am personally a huge fan of hard work, I believe hard work is what makes each of us grow as a person helping others is one of the most important things to do, whether it coincides with religious beliefs, or for the hope that may be they will help you someday. Lastly, doing your best is a matter of the heart, not doing your best is a betrayal of yourself and of your talents.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research**

Many researcher have conducted the research about character education. related to this study, the writer chooses some literature:

1. The previous research is from Patricia Zahirah Salahuddin (Student number: 3436946), thesis of Florida International University, 2011 Miami, Florida. The title is “Character Education in a Muslim School: A Case Study at a Comprehensive Muslim School’s Curricula.”<sup>1</sup>

The researcher analyzes deteriorating social behavior, negative media influence and violence among adolescents have given cause to pause and assess character development for the youth of this country. The purpose of this case study was to examine how a Muslim School’s Curricula implemented character education as it was experienced by the participants in a private Muslim Schools.

Data were collected from participant interviews, document analysis, and observations of classrooms, daily activities and special events. Data were analyzed to determine how character education was defined by the school, the method of delivery for the

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<sup>1</sup> Patricia Zahirah Salahuddin, “*Character Education in a Muslim School : A Case Study at a Comprehensive Muslim School’s Curricula*”, Thesis (Miami, Florida: Florida International University, 2011)

character education initiatives and the implementation of character education in this Muslim School. Analysis was based on Character Education Partnership's (CEP) Eleven Principles of Effective Character Education (2007). The results of the study revealed : (a) Participants defined character education using varied traits, processes, and expected behaviors. (b) The school delivers its character education curriculum delivery method. Still, there was evidence of partial and integration of character education in the core courses and (c) based on CEP's Eleven Principles four were present and five were partially present in the school's character education initiatives. Finding also revealed that the school's emphasis on values, morality and spirituality was instrumental in their teaching character. The research of Character Education in a Muslim School is qualitative, case study that was undertaken in order to describe how character education is implemented in a muslim school's curricula .

Finding suggest that if participants in the school community work together they might formulate a definition of character education based on common process and expected behavior and create a collaborative working relationship to implement a character education program. Finally, addressing the absent and partially absent elements of the eleven principle could enhance the school's character education initiatives. The study provides a process by which religious schools could examine their character education programs. The criteria used to measure the use

of character education elements are transferable to other setting : however this method of study does not allow generalization of findings.

2. The previous research is from Makoto Ishii (Student number: 3439697), thesis of Saybrook University, 2011. The title is *“Implementing Character Education at Public Schools, Focusing on Sathya SAI Education in Human Values: A Case Study of Sathya SAI School, Leicester,U.K. and India”*.<sup>2</sup> She was investigating this dissertation examined : why and how has Sathya Sai Education achieved eminent result in both spiritual and academic domain? Although it has been a long time since the quintessential significance of character education was educated in U.S as well as in Japan, the fact remains that there are still schools which are struggling with implementing and integrating the education even after the programs are employed. Among educational organizations that have been pursuing character education, Sathya Sai Education has proved to be very effective in term of achieving both academic and character excellence in the students.

The case study research focused on Sathya Sai School, Leicester, U.K. and India, utilizing semi-structured, open-ended interviews, direct observation, participant-observation, and

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<sup>2</sup> Makoto Ishii, *“Implementing Character Education at Public Schools, Focusing on Sathya SAI Education in Human Values: A Case Study of Sathya SAI School, Leicester,U.K. and India, Thesis* (San Francisco, California, 2010)



reflective journals. This study investigated the topics of highly qualitative, individual sense of values and belief system, namely, self-examination and introspection based on respective experiences in 4 broad categories : (a) Philosophy or a sense of mission of Sathya Sai School teachers : (b) learning or transformation process in Sathya Sai Education : (c) unique features of Sathya Sai Education in terms of teaching methodology, curriculum, and educational environment : (d) development of disciplines and faith in Sathya Sai Education. The collected data were analyzed to shed light on the core essence of character education which could be applicable to public schools.

The research revealed that implementing character education intensely depended on the way the teacher lived inside and outside the school environments with clear insight at goal of education as well as life itself. It also showed the teachers themselves needed to be role models of humanistic values such as love, truth, right conduct, peace, and non-violence in their daily lives, so that they could be catalysts to bring out potentialities in the hearts of students.

This dissertation would provide a relevant case study for teachers, educationist, parents and those who have earnest and profound concern in character education and today's world problem.

## B. Literature Review

### 1. The Character Education

Character is all the important things done by people.<sup>3</sup> Education is the beauty of creating human courtesy, Georg Wilhelm Friedrich Hegel said.<sup>4</sup> Character education is a large school based method to raise the moral development of pupils.<sup>5</sup> The purpose of character education is advantage memory between prudential and educators.<sup>6</sup> Character education is much sufficient when schools and parents activity in society.<sup>7</sup> Character education is short increased than rehabilitative student attention maturation based on a mixed composite of student maturation, cognitive maturation action and meaning explanation procedure.<sup>8</sup>

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<sup>3</sup> James Arthur, *Education with Character, The moral economy of schooling*,(London and New York: Routledge Falmer Taylor &Francis Group,2003),P.9

<sup>4</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier., *Character Education: A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.68 , accessed on June 17<sup>th</sup> 2013

<sup>5</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier., *Character Education: A Study at Effective Character Education ...* , P.65 ,

<sup>6</sup> Darcia Narvaez and Daniel K. Lapsley, *Teaching Moral Character:Two Strategis for Teacher Education*,(handbook of Teacher Education), P.1

<sup>7</sup> Marvin W. Berkowitz, *The Science of Character Education*, (Damon: Hoover Press,2011), P.61

<sup>8</sup> James Arthur, *Education with Character,The moral economy of schooling*,(London and New York:RoutledgeFalmer Taylor&Francis Group,2003),P.146

Character education is a citizen process to make schools that develop courtesy, responsible and caring adolescent by sampling and teaching best character care on world score that we all talk together. It is the purpose, hyperactive attempt by schools, regions and countries to increase in their pupils important courtesy values for example as caring honesty, fairness, responsibility and esteem for self and others.<sup>9</sup> Character education is a community wide responsibility involving families, neighborhoods and schools.<sup>10</sup>

Character education is a potentially powerful tool in the critical process of child and adolescent development, a process in which schools must play a central role. Being proactive, comprehensive, collaborative, and scientific about it will only make the character education initiative likely to be more effective. Our world's future depends upon the character of its youth and how that will manifest itself when they become adult citizens. Intelligent, comprehensive, effective character education will significantly contribute to the positive future our world needs.<sup>11</sup> The successful character education programs in character education positively affected these aspects of

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<sup>9</sup> Berkowitz , and Bier, *What works in Character Education: A Research-Driven Guide for Educators*, (Washington:DC,2005). P.151 (Chapter 13)

<sup>10</sup> James Arthur, *Education with Character, The moral economy of schooling*, P.146

<sup>11</sup> Marvin W., and Berkowitz. Ph.D, *Understanding Effective Character Education*, An Article (December 2011-January 2013) the Center for Spiritual and Ethical Education, accessed on September 10<sup>th</sup> 2013

personal character: socio-moral reasoning, prosocial behaviors and attitudes, problem solving skills, knowledge and attitudes about risk behaviors (such as drug use, violence and aggression, and sex), emotional competency, academic achievement, attachment to school, general behavior, personal morality, character knowledge, relationships, communicative competency, attitudes toward teachers.<sup>12</sup>

There are six character values in character education, they are : First, Trustworthy people is someone who over time reliably shows that he or she is worthy of trust. Trusting is something we do every day. Second, Respect back to a watchful attitude containing an element of fear. A respectful person is polite, so they never use violence. Third, Responsibility is doing what you are supposed to do. They are accountable for their choices, they do not blame for people mistakes. And then, Fairness is giving some people more than others, according to their needs. And the next, Caring is feeling and exhibiting concern and empathy for others. And the last, Citizenship is doing your share to help your family and make your community a better place. Good citizens are good neighbors.<sup>13</sup>

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<sup>12</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier.,*Character Education:A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.66 , accessed on June 17<sup>th</sup> 2013

<sup>13</sup> Mark Freakley,Gilbert Burgh and Lyne Tilt MacSporran, *Values Education in Schools*, (Australia:ACER Press,2008).P.16-

# The Six Pillars of Character



Six pillars of character<sup>14</sup>

Picture 2.1

According to David, the kinds of best are: First, Be Kind to yourself (respect yourself). Second, Be Kind others (respect others). Third, Be Kind to the environment (value the surround). Fourth, Be the learning Kind (seek science). And then, Be the achieving Kind (attain your possible). And the last, Be the community Kind (contribute positively to society).<sup>15</sup> Lickona and Matthew Davidson views character as the cornerstone of success in school and life. Eight strengths character, taken together, offer a vision of a person flourishing over a lifetime : First, Lifelong

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<sup>14</sup> <http://www.lite.iwarp.com/gr5char.htm> was created by Julie Coiro, accessed on January 15<sup>th</sup> 2014

<sup>15</sup> David Koutsoukis, *Teaching Values Toolkit*, (USA:Prim-Ed,2009).P.4

learner and integrative thinker. Second, Diligent and capable performer. Third, Socially and emotionally skilled person. Fourth, Ethical thinker. Fifth, Respectful and responsible moral agent. Next, Self-disciplined person who pursues a healthy lifestyle. Then, Contributing community member and democratic citizen. And the last, Spiritual person engaged in crafting a life a life of noble purpose.<sup>16</sup>

There are eighteen values in character education by the Ministry of Education are: First, Religious, Attitudes and behavior that dutifully in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other faiths. Second, Honest, Behavior based on an attempt to make himself as a person who always trustworthy in word, action, and jobs. Third, Tolerance, Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. Fourth, Discipline, Actions showed orderly behavior and comply with various rules and regulations. Fifth, Work Hard, Actions showed orderly behavior and comply with various rules and regulations. Sixth, Creative, Think and do something to generate new ways or the result of something that has been owned. Seventh, Independent,

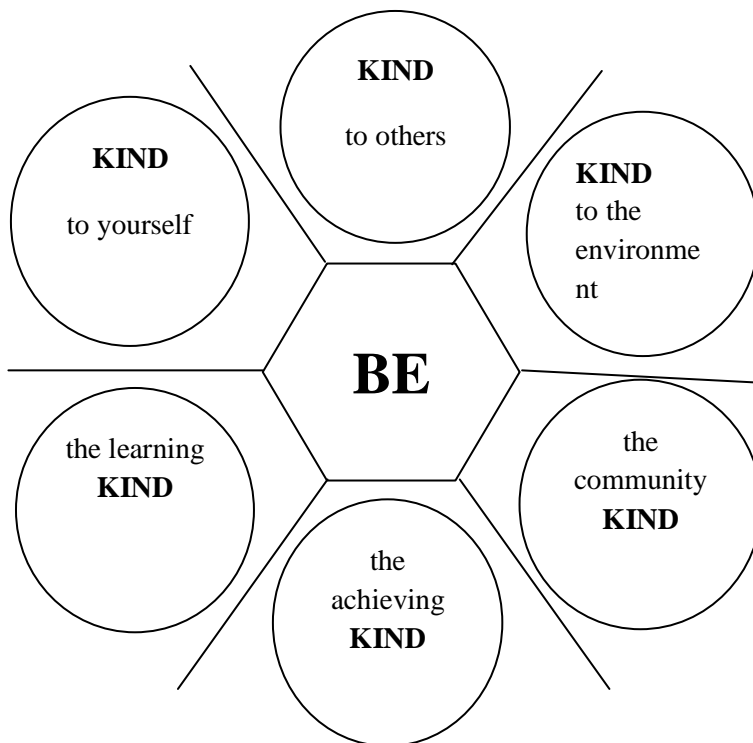
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<sup>16</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier., *Character Education: A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.69 , accessed on June 17<sup>th</sup> 2013

Attitudes and behavior that is not easy to depend on others to complete tasks. Eight, Democratic, Ways of thinking, being, and acting the same rights and obligations judging himself and others. Ninth, Curiosity, Attitudes and actions which seeks to determine the depth and spread of something learned, seen, and heard. Tenth, The spirit of Nationality, How to think, act, and sound that puts the interests of the nation above self-interest and group. Eleventh, Love Homeland, How to think, act, and sound that puts the interests of the nation above self-interest and group. Twelfth, Rewarding Achievement, Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. Thirteenth, Friendly/Communicative, Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. Fourteenth, Love Peace, Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. Fifteenth, Joy of Reading, Habits take time to read a variety of literature that gives virtue for him. Sixteenth, Environmental Care, Attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred. Seventeenth, Social Care, Attitudes and actions have always wanted to help other people and communities in need. Eighteenth, Responsibility, Attitudes and behavior of people to carry out his duties, he should

do, to ourselves, community, environment (natural, social and cultural), country and God Almighty.<sup>17</sup>

The six kinds of best



values education programme<sup>18</sup>

Picture 2.2

The six kinds of best concept incorporates all these values.

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<sup>17</sup> <http://schoolash.blogspot.co.id/2015/09/18-values-in-character-education-by.html>, //Bung Karno's speech on Heroes Day 10 Nop.1961//, accessed on November 15<sup>th</sup> 2015

<sup>18</sup> David Koutsoukis, *Teaching Values Toolkit*, (USA:Prim-Ed,2009).P.4



## 2. The Principles of Character Education

The eleven Principles of Effective Character Education explains each of the eleven Principles and includes a scoring guide. It defines each principle more specifically in terms of two to four items that describe what the principle should look like when implemented.<sup>19</sup>First, The school community publicize basic ethical and bring presentation values as the purpose of best character. Second, The school describes “character” comprehensively to infuse thinking, feeling, and attitude. Third, The school use a comprehensive, intentional, and proactive method to character building. Fourth, The school makes a emphasis group. Fifth, The school gives students with leisure time for moral attitude. Sixth, The school offers a meaningful and challenging academic curriculum that respects all students, creates their character, and supports them to succeed. Seventh, The school fosters students’ self-motivation. Eighth, The school staff is an ethical learning community that shares responsibility for character education and effort to adheres to the same main values that guide the pupils. Ninth, The school fosters shared leadership and long-range support of the character education initiative. Tenth, The school engages families and group members as couples in the character building effort. And the last, The school regularly assesses its culture and

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<sup>19</sup>. Thomas Lickona.,Schap E., and Lewis C., *Eleven Principles of Effective Character Education* ,(Washington: Character Education Partnership,2007). P.

climate, the functioning of its staff as character educators, and the extent to which its learners manifest best character.<sup>20</sup>

According to James character education is a large group responsibility comprising families, neighborhoods and schools. It is for teachers, parents and students to combine and program, share and promise to done code of ethics.<sup>21</sup> And Daniel said that character education is both popular and controversial.<sup>22</sup> Character education holds out the hope of what a person can be as opposed to what they are naturally. Character education is not the same as behaviour control, discipline, training or indoctrination.<sup>23</sup>

These principles help to explore the general ideas that give direction to practices. Quality character education promotes prosocial relationships and caring school and classroom communities. So, the development of moral character is considered a traditional goal of formal education.

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<sup>20</sup>. Thomas Lickona., Schap E., and Lewis C., *Eleven Principles of Effective Character Education*, (Washington: Character Education Partnership, 2007). P.

<sup>21</sup> James Arthur, *Education with Character, The moral economy of schooling*, (London and New York: Routledge Falmer Taylor & Francis Group, 2003), P.146

<sup>22</sup> Daniel K. Lapsley., and Darcia Narvaez, *Character Education*, Handbook of Child Psychology, accessed on August 15<sup>th</sup> 2013

<sup>23</sup> James Arthur, *Education with Character, The moral economy of schooling*,(London and New York: Routledge Falmer Taylor & Francis Group, 2003),P.8

### 3. Responsibility in Character Education

Apportion responsibility for pupil learning may voice same as cliché, but it is not easy and so scarce. In fact, we believe if more schools were actually doing it, “forced advance” through legislated accountability policies would not be necessary.<sup>24</sup>The responsibility of school leaders at all quality to share with and build employee near an agreed framework is an important move in our perspective of expert.<sup>25</sup>

All schools are worried about their identity and about how they want themselves to be perceived. The leadership of the school has a task to convince that employee, parents and students are asked to help in articulating “what we want to be”.<sup>26</sup> Tolerance, responsibility, compassion, nonviolence, and moral bravery. Their aim is to give the acquirements and chances to make a best school, group and humanity. This is only another example of the caring on score education for the creation of a best humanity.<sup>27</sup>

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<sup>24</sup> Anne Conzemius and Jan O’neil, *Building Shared Responsibility for Student Learning*, (USA: Association for Supervision and Curriculum Development, 2001). P.2

<sup>25</sup> Hazel Bines and John M. Welton, *Managing Partnership in Teacher Training and Development*,(London: Routledge,1995). P.43

<sup>26</sup> James Arthur, *Education with Character, The moral economy of schooling*, (London and New York: Routledge Falmer Taylor &Francis Group, 2003),P.136

<sup>27</sup> Norma J.Livo, *Bringing Out Their Best: Values Education and Character Development Through Traditional Tales*, (USA: Library Unlimited TIP, 2003).P.3

Responsibility has category at least three different ways, such as first, Causal responsibility is when an event is directly carry about by the attitudes of a personal or community. For example, The man who was running for the train is responsible for knocking down the young child. Second, Legal responsibility is when somebody is needed to do something right the legal obligation. For example, Parents are held responsible under law for the general car and well-being of their children. Third, Moral responsibility is when somebody is in a event in which her or she has n obligation carry about by a belief that an attitude is prescribed by a set of scores, or it would be real to morally praise or blame that people. For example, Australians have a responsibility to treat all citizens equally.<sup>28</sup> "As students grow in character, they grow in their capacity and commitment to do their best work, do the right thing and lead lives of purpose. Character education done early and well, puts students toward successful life outcomes." Dr. Victor Battistich said.<sup>29</sup>

Character education is not only the responsibility of the government or the school. It is also the business of the family and of the individual. Truly, it is also the work of the soul. The person is usually considered responsible for an action if he or she

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<sup>28</sup> Mark Freakley, Gilbert Burgh and Lyne Tilt Mac Sporrn, *Values Education In Schools*, (Australia: ACER Press,2008). P.96

<sup>29</sup> [http://www.8keys.org/8keys\\_character\\_education](http://www.8keys.org/8keys_character_education), accessed on December 25<sup>th</sup> 2013

knowingly chooses to perform that action. Teacher have the responsibility to help students understanding the material. Students have the responsibility to be peaceful and respectful to do good academically.

#### **4. EFL for Young Learner**

In the schools where qualities in English are so strong, teachers admissions about English and each creativity are just scored and given time to increase creative teachers.<sup>30</sup> English has to be one of the major famous languages in the country. Do not put off learning English because of the big kinds of word orders available. Have a go and keep spirit to try and doing exercise.<sup>31</sup>

Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Behaviourists often define language as a learned behaviour involving a stimulus and a response. Often times they

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<sup>30</sup> Teresa Cremin, Eve Bearne, Henrietta Dombey and Maureen Lewis, *Teaching English Creatively*, (New York:Routledge,2009). P.10

<sup>31</sup> Gregory Philips, *Learn English*,(Delhi: Global Media Education,2007).P.

will refer to language as verbal behaviour, which is language that includes gestures and body movements as well as spoken word.<sup>32</sup>

As stated by Malcolm, a teaching activity of a people, the teacher, the intention of which is to bring about an activity (learning) by a people, the student, the intention of which is to achieve some end state.<sup>33</sup> English has to be one of the major famous languages in the country. Do not put murder learning English because of the big kinds of word orders available. Have a go and keep spirit to try and doing exercise.<sup>34</sup>

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Similarly, teaching which is implied in the first definition of learning may be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”.

Effective teaching for moral character like with good practice instruction for academic achievement.<sup>35</sup> Teaching is a

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<sup>32</sup> Brown H. Douglas, *Principles of Language and Teaching*, (England: Pearson Education,2004) 4<sup>th</sup> Ed., p.5

<sup>33</sup> Malcolm Tight,*Key Concepts in Adult Education and training*,(London: Routledge,1996)2nd. P.28

<sup>34</sup> Gregory Philips, *Learn English*, (Delhi: Global Media,2007). P.

<sup>35</sup> Darcia Narvaez and Daniel K. Lapsley,*Teaching Moral Character:Two Strategis for Teacher Education*,(handbook of Teacher Education), P.2

practical activity in which a “learned” people and students.<sup>36</sup> Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn setting your condition for learning.<sup>37</sup> Teaching means to give (someone) knowledge or to instruct or train (someone). In another dictionary it means to show somebody how to do something or to change somebody’s ideas.<sup>38</sup>

Breaking down the component of the definition of learning we can extract, as we did with language, domains of research and inquiry. The first, Learning is acquisition or getting. The second, Learning is retention of information or skill. The third, Retention implies storage system, memory, cognitive organization. The fourth, Learning involves active, conscious focus on and acting upon events outside or inside the organism. The fifth, Learning is relatively permanent but subject to forgetting. The sixth, Learning involves some form of practice, perhaps reinforced practice. And the last, Learning is change in behavior.

Early Learning is Fun is a community initiative that promotes the importance of investing in children in the very earliest stages of life. ELF encourages and supports parents to read,

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<sup>36</sup> Malcolm Tigh, *Key Concepts in Adult Education and training*, (London: Routledge, 1996) 2nd. P.28

<sup>37</sup>. Brown H. Douglas, *Principles of Language and Teaching*, (England: Pearson Education, 2004) 4<sup>th</sup> Ed., p.7.

<sup>38</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education, 2001). P.56.

talk, sing and play with their children from birth. ELF recognises that learning is a social process that it takes place in relationships between children and families and families and communities. The better the relationship, the better the outcomes for children. ELF works with local communities to develop and deliver activities and resources that support young children's learning in a range of family and community settings.<sup>39</sup>

From explanation above, so English language teaching is the practice and theory of learning and teaching English for the benefit of people whose first language is not English.

## **5. The Goal of Character Education**

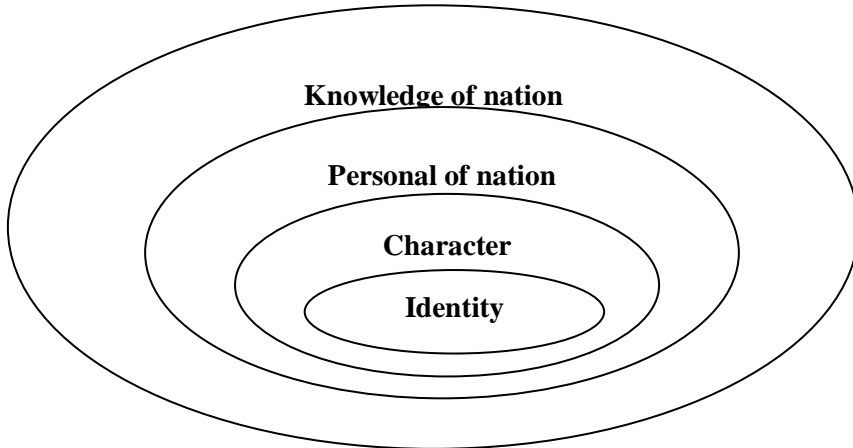
To develop students socially, ethically and academically by infusing character development into each aspect of the school culture and curriculum. The student good character is helped with includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion.<sup>40</sup>

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<sup>39</sup><http://www.berrystreet.org.au/EarlyLearningisFunELF>. by: Yolanda. accessed on December 24<sup>th</sup> 2013

<sup>40</sup> Marvin, W., Berkowitz,. And Melinda. C., Bier.,*Character Education:A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.153, accessed on June 17<sup>th</sup> 2013





Picture 2.3

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.<sup>41</sup>

There are three goals in character education, they are:<sup>42</sup>*First*, Good People is explains that we require best character to be true people. We require potency of intellect, heart, and qualities such as nice decision, honesty, empathy, caring, perseverance, and self-discipline to be capable of love and activity, two of the hallmarks of person adulthood. *Second*, Good Schools is explains that we require schools that personify best character. Schools are best locations, certainly more contributive to teaching and learning, when they are

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<sup>41</sup> [http://www.character\\_education\\_ \\_ Professor Mom – Authentic Home Education.htm](http://www.character_education_ _ Professor_Mom - Authentic_Home_Education.htm), accessed on September 11<sup>th</sup> 2013

<sup>42</sup> [http://en.Wikiversity.org/wiki/Character\\_Education\\_Back\\_in\\_Style](http://en.Wikiversity.org/wiki/Character_Education_Back_in_Style). by: Tri munanjar. accessed on october 10<sup>th</sup> 2013

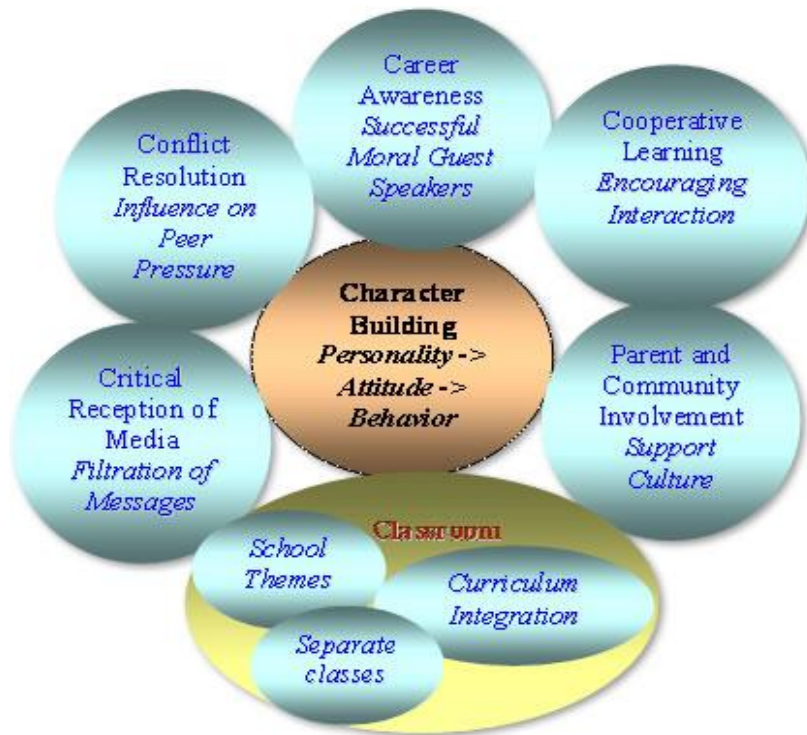
polite, caring, and purposeful groups that design, teach, and continue high standards of attitude in all stages of school life. *Third*, Good Society is explains that character education is all important to the chore of progress a moral society. Societal problems like ferocity, dishonesty, avarice, family disintegration, the developing list of kids living in poorness, the battering of female, have deep settles and need systemic solutions. But it is impossible to make a pure society if moral excellence does not survive in the minds, hearts, and souls of single person beings. The school, such as the family and the church, is one of the potential seedbeds of chastity.

The aim of the character education planning is to incorporate best character traits into the entire school surround, same as into the group. These words and explanations focus on the postures and individual qualities that progress a foundation for passed in life and activity.<sup>43</sup> Character education is an ever-increasing trend in the psychology of education worldwide. Due to the vast cultural misunderstandings between the East and the West, and as violence and aggression take the lead in the world society, there has been a move toward 'universal values'. On the marketing side, propagandists against excessive consumerism and materialism call for values implantation in the school as an effort in favor of what is known as 'consumer education' and critical reception of the media. Schools and

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<sup>43</sup>[http://www.cobbk12.org/centraloffice/communications/character\\_education/by](http://www.cobbk12.org/centraloffice/communications/character_education/by): Marietta, GA 30060.accessed on october 14<sup>th</sup> 2013

colleges have a central role in teaching ethics and ethical practice in society.<sup>44</sup>



Picture 2.4

Six-Module Conceptual Framework for the Character Education Philosophy. This conceptual framework is adapted from the literature on character education including writings by Thomas Lickona (1991), (1996), and (1998)

<sup>44</sup> [http://www.Ethics-Based\\_Marketing\\_Education.htm](http://www.Ethics-Based_Marketing_Education.htm), accessed on June 5<sup>th</sup> 2016

## 6. Higher Education

As the score of higher education is developing linked to its professional scatter, a university rank has arrive to be viewed as a individual income, one with spirit personal and tool entailments.<sup>45</sup> Pupils agree a method determined by their hopes of what is needed of them. While a lot of pupils are clearly competent of using deep or surface ways. It may be that the current ambitions of the test service are interpreted by them as requiring mainly the recall at factual information to the detriment of deeper quality of knowing.<sup>46</sup>

Higher Education is education that prepares the students to be the member of society that have high level academic ability so that they can apply, develop and create the knowledge, technology and art in order to improve the prosperity of society.<sup>47</sup> Character education works in nearly each school environment, from small to large.<sup>48</sup> According to Martin, The function of education is to teach one to

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<sup>45</sup> Terance W. Bigalke and Deane E. Neubauer, *Higher Education in Asia/Pacific Quality and The Public Good*, (USA: Palgrave Macmillan, 2009). P.7

<sup>46</sup> Ellie Chambers and Marshall Gregory, *Teaching & Learning English Literature*, (London: SAGE Publication, 2006). P.41

<sup>47</sup> Fuad Ihsan, *Dasar-Dasar Kependidikan*, (Jakarta: Rineka Cipta, 2008). P.129.

<sup>48</sup> Marvin, W., Berkowitz, And Melinda. C., Bier., *Character Education: A Study at Effective Character Education Programs Show that Full Parents Involvement is a must*, Journal Education, P.153, accessed on June 17<sup>th</sup> 2013

think intensively and to think critically. Intelligence plus character – that is the goal of true education.<sup>49</sup>

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<sup>49</sup> [http://www.character\\_education\\_-\\_Professor\\_Mom\\_-\\_Authentic\\_Home\\_Education.htm](http://www.character_education_-_Professor_Mom_-_Authentic_Home_Education.htm), accessed on September 11<sup>th</sup> 2013

## CHAPTER III

### RESEARCH METHOD

This chapter presents the research method of the present study. It contains research design, research setting, procedure and timeline, source of data, data collecting technique, and data collecting procedure.

#### **A. Research Design**

It is essential to apply a proper research design in order to attain research objectives. Hitchcock and Hughes insisted that social behavior in natural setting is the main concern of qualitative approach.<sup>1</sup> It means that the participants of the research are not taken into laboratory or modified situation.<sup>2</sup> Considering of the purpose of the research and the nature of the problem, type of this research is qualitative research.

Qualitative research is an attempt to understand not just the shape of ethnical system but the methods in which those systems are experienced by everyone's, in order to provoke intelligibility and include one individually and intersubjectively in deliberate searches of

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<sup>1</sup> Graham Hitchcock and David Hughes, *Research and the Teacher: a Qualitative Introduction to school-based research*, (New York: Routledge, 1995), p. 12.

<sup>2</sup> John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, 3<sup>rd</sup> edition, (California: SAGE, 2009), p. 175.

purpose.<sup>3</sup> For qualitative research, all of the materials that are taken from the research audio recording, notes, drawings and directly (the data) are next researched and described.<sup>4</sup>

The present study is also categorized as descriptive research. Cohen *et.al.* state that descriptive research “looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry.”<sup>5</sup> In line with this statement, the present study aims at describing, analyzing and interpreting the responsibility value in the school.

From the definition above, the type of research that the researcher used is qualitative research, because the data are descriptive in the forms of written and spoken. Therefore, researcher will visit to the setting to do observation. Since the present study is concern with the classroom interaction in the natural setting, qualitative approach will be appropriate to be employed in this study.

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<sup>3</sup> Robert R Sherman,Rodman B Webb, *Qualitative Research in Education:Focus and Methods*, (London and New York:Routledge Falmer,2005),P.4

<sup>4</sup> Sheila Keegan,*Qualitative Research: Good Decision Making Through Understanding People,Cultures and Markets*, (London:Kogan Page,2009), P.9

<sup>5</sup> Luis Cohen *et.al.*, *Research Methods in Education*, 6<sup>th</sup> edition, (New York: Routledge, 2007), p. 205.

## B. Participants and Setting

Participants of the present study were an English teacher and her fourth grade students of SDN Sadeng 02 Semarang in the academic year of 2012/2013. This school is chosen by the researcher because of the accessibility and availability of time.

## C. Procedure and Timeline

### 1. Procedure

Before doing the research, researcher comes to the school to meet school principle. Then, the researcher makes schedule with English teacher to do the observation. Then, the researcher conduct to interview with English teacher.

### 2. Time Line

No	Activities	Meeting					
		I	II	III	IV	V	VI
1	Meet the school principle	√					
2	Getting the familiar about the school		√				
3	Conduct to interview with English teacher			√	√		
4	Analyzes the data					√	
5	Writing report						√

## D. Source of Data

Data are some information found in setting and engaged a wide range of activities, the data in a setting are including:



participants, student teacher interactions, process of teaching and learning, materials, the notes taken by the interview, teacher plans.

The sources of data of this study are all elements of teaching learning process committed by teacher and the students of SDN Sadeng 02 Gunungpati Semarang and other source such books, audio recording, field notes.

### **E. Data Collection Techniques**

1. Interview, according to Cohen, interview is a soft instrument for data gather, allowing multi-sensory transmits become utilized: verbal, non-verbal, talk and heard.<sup>6</sup> In this case, the researcher uses semi-structured interview to support the data that is gathered from data transcription. Semi-structured interview is a type of interview in which the researcher has prepared the guiding questions, the format of the questions will be open-ended question, and the interviewer is given a chance to elaborate their answer in investigative way.<sup>7</sup>

When conducting the interview, the researcher employs audio-recording. According to Walker as cited in Nunan, there are some strengths or benefits of employing audio-recording when doing interview. The first is that the actual language can be preserved. Second, the process of interview will be natural. Third,

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<sup>6</sup> Luis Cohen *et.al.*, *Research Methods in Education*, 6<sup>th</sup> edition, (New York: Routledge, 2007), p. 349

<sup>7</sup> David Wilkinson and Peter Birmingham, *Using Research Instruments A Guide For Researchers*, (USA:Routledge Falmer,2003), p.45

the contribution of the researcher can be recorded. The last is that data can be reexamined after the interview process.<sup>8</sup>

The purpose of interview to appraise or describe a somebody in many honour, to choose or publish a staff, to influence therapeutic arrange, as in the psychiatric interview, to try or improve hypotheses, to take data, as in review or observational events, and then to model answers' reasons, as in threshold interviews.<sup>9</sup>

Interview is taken by giving some questions. The researcher conducts the interview to English teacher. Interview is presented orally and the teacher answers the questions orally. The researcher uses this kind of interview because it is a form of interview that can take the right idea from the object of the study. This is the way to get information about how is the responsibility values in character education in EFL class. The researcher will analyze the result of the research observation and interview to know how is the teaching learning process of responsibility values in character education in EFL class at SDN Sadeng 02 Gunungpati Semarang in the first year of SDN Sadeng 02 Gunungpati Semarang.

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<sup>8</sup> David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p. 153.

<sup>9</sup> Louis Cohen *et.al.*, *Research Methods in Education*, 6<sup>th</sup> edition, (New York: Routledge, 2007), p. 351

## 2. Documentation

The documentations are audio-recording, field-notes, some syllabus and lesson plans from the teacher, because it is suitable to conduct English teaching learning process. Below are the elaborations of each instrument:

- a. Audio-recording, as the classroom interaction flows quickly, video-recording is needed to help capturing teacher and students' interaction. Richard and Lockhart state that the advantages of audio or video recording are that the data recorded can be repeated, analyzed several times and can portray many lesson details that cannot be captured by another instruments.<sup>10</sup> In this case, the verbal communication among the teacher and students and another phenomena taken-place in the classroom are recorded by means of audio-recording.
- b. Field-notes, this technique is used in order to anticipate the occurrence of non-verbal activities which may give benefit for data interpretation. Hopkins argues that field-notes can “reflect general impression of the classroom and its climate.”<sup>11</sup>

Documentations are collected from the fourth grade of SDN Sadeng 02 Gunungpati Semarang during teaching learning process like audio-recording, field notes, lesson plans and syllabus. At the end

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<sup>10</sup> Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, (New York: Cambridge University Press, 1996), p. 11.

<sup>11</sup> David Hopkins, *A Teacher's Guide to Classroom Research*, 4<sup>th</sup> edition, (London: Open University Press, 2008),p. 105.

of teaching learning process, the teacher will analyze the result of research observation and interview compare with documentation taken before to know how far the effect of teaching learning in EFL class approach both advantages or disadvantages and the researcher will analyzed the result to check whether any progress on their comprehension or not.

## **F. Data Analysis Technique**

Qualitative data analysis includes system, reporting for and describing the data; in summary, creating define of data in conditions of the players' explanations of the event, nothing designs, titles, class and regularities.<sup>12</sup> Data analysis is the process of appraising, collecting, and sampling natural data for aims of receiving developing announcement that can be utilized to explaining inferences, predicting solving or confirming determinations in occupation, scientific and social knowledge settings.<sup>13</sup>

Qualitative data can be decimated and changed in many methods: through selection, through compact or paraphrase, through being subsumed in a big model, and etc.<sup>14</sup> Most of the determination relevant to the description of knowledge and mastermind data can be made using a comparatively little count of statistical methods that are

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<sup>12</sup> Louis Cohen *et.al.*, *Research Methods in Education*, 6<sup>th</sup> edition, (New York: Routledge, 2007), p. 461

<sup>13</sup><http://searchdatamanagement.techtarget.com/definition/data-analysis>, Posted by: Margaret Rouse, accessed on january 14<sup>th</sup> 2013

<sup>14</sup> Matthew B. Miles, A.Michael Huberman, *Qualitative Data Analysis*, 2<sup>nd</sup> edition, (London: SAGE, 1994), p. 11

so simple to use.<sup>15</sup> In analyzing data that have been collected, the researcher uses "descriptive qualitative research". As using this techniques, the researcher collects data, arranges data and presents data. The qualitative method is kind of research without using any calculation or statistic procedure.

All the data that have been collected through interview and documentation. There are several steps that will be employed to analyze the data: The first, collecting all data from observation, field-notes and interview. The second, Transcribing and coding the data. All of recorded data will be transcribed. The third is interpreting and analyzing the data based on research questions. After the data were obtained, the researcher will be analyzed descriptively involving the descriptions and the interpretations of the data. The researcher just presents the teaching learning process of responsibility value description of the character education in EFL class at the fourth grade of SDN Sadeng 02 Gunungpati Semarang. Concluding the finding is the last step in data analysis processes. The researcher presents some conclusions from the research finding which is related to the objective of the research.

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<sup>15</sup> John K.Taylor Ph.D and Cheryl Cihon Ph.D, *Statistical Techniques for Data Analysis*,2<sup>nd</sup> edition, (Washington:CRC Press,2004),p.72

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The data is presented in the descriptive form. In this chapter, the researcher presents the Whole Processes of Teaching and Learning, the Profile of the Teachers, Classroom Activities, Result of Data Analysis, the Interview results, and Discussion.

#### **Teaching learning process of responsibility character education**

##### **1. The Whole Processes of Teaching and Learning**

As it has been stated in the previous chapter that the purpose of the study is to describe the responsibility of character education in teaching English subject in the fourth grade class. therefore the researcher observed English teacher of fourth grade classes in SDN Sadeng 02 Gunungpati Semarang. The data source is taken from the real observation and interview.

In this study, the researcher only observed the responsibility of character education of fourth grade. The observation was conducted on September 2013. In the observation, the researcher observed the classes of one English teacher during three meetings of 90 minutes. The researcher just sat on the back seat of the class and watched the teachers in delivering the materials in English. After the observation finished, the researcher held an interview.

## **2. The Profile of the Teacher**

There was only one observed the responsibility of character education in this research.

Teacher A is about 29 years old. He was graduated from Diponegoro University Semarang in 2007 majoring English. He continued his S2 degree at Semarang State University in 2011. He has begun to teach in 2007. He joined at SDN Sadeng 02Gunungpati Semarang and teaches fourth grade. For the time being, he teaches in the first grade and second grade classes.

Teacher A has learned English for six year. He got training at school from the senior teacher who had used English as the medium of instruction in delivering English lesson. He also got training from UNNES. However, his mastery in English vocabulary is good. His job as English teacher of fourth grade forces him to learn English, especially in memorizing English vocabulary, more and more.

## **3. Classroom Activities**

Before presented the data analysis of the observation, the researcher gave some descriptions about the classroom activities conducted by the observed teacher in teaching and learning process.

Teacher A was teaching in fourth grade class for about three years. He has good ability in English. However,

sometimes, the teacher had to re-explain the material he has taught using Indonesian to make the students more understand about the material.

When I came to observe the class, he and her students were having study about analysis the kinds of animals. The class consists of 32 students. Therefore, the class is not too noisy and easy to organize. She prepared the steps in teaching process in doing exercise first in the book. Moreover, teacher A did not need to write the materials on the whiteboard. At this time, she did not explain much about the theory. She even left the classroom and back to the class right after the students finished their exercise. Besides, in the end of the lesson she always asked to his students whether they had any questions or not.

For the second and third of the observation, teacher A had teaching and learning process in the classroom. He started the English teaching and learning process by greeting his students and then started to organize the class by asking what the previous lesson was, and whether any the difficulties found in the previous lesson. She also told the students what they are going to do. He could explain the material well and give his students a lot of questions to make them be active and to create two ways communication.

Teacher A who teaches English hardly ever used power point in presenting the materials which was written in



English. He tended to use the handbooks as the guidance in delivering the material. He preferred to make the most of the board in explaining and solving some problems. Sometimes teacher A had some jokes when he delivered her material so that the students were not get bored to the lesson. She also pointed toward one of the students to answer his questions as soon as possible. She used bilingual way of communication whenever he explained the material; she used English first and then translated it into Indonesia. Sometimes she explained it more than once in order to make the students understood.

In fact, teacher A used bilingual language (English and Indonesian Language) in the process of teaching and learning. The teachers had to translate their lesson which has been taught using English into Indonesian language. This condition was not good because both the teacher and the students need more time to finish the lesson.

#### **4. The Responsible Students at School**

The interest in character education is very much from parents and schools feeling that they're not doing a good enough job and asking. Personal responsibility, particularly as it relates to study skills, is taking charge of one's own learning. It implies completing assignments on time, studying for tests, taking the responsibility for one's own learning mistakes or failures, and performing to the best of

one's ability. Personal responsibility recognizes the importance of parents and teachers as learning partners but puts the student in charge.

All of the students come to class on time and ready to learn, because the teacher always said that “ Do not be a minute late and bring everything you need for the day; the right note-taking materials, your homework, a lunch, etc.” The students always respect to the teacher. Even if the things student is learning are not exactly interesting, pretend they are. They always smile at her and be nice and respect the grade she gives you on something. Behave in class. Don't fool around with other classmates or with an object. Pay attention to the board and listen closely to the teacher. If another student starts talking to you, quietly tell them to be quiet and listen. If they still don't stop, just ignore them.

If others are being bad during class and you take the blame for it, consider telling the teacher about this person if you feel comfortable. If not, try to ignore it as much as you can, and if the teacher calls you out, stand up for yourself, or talk to the person or the teacher afterwards. Take notes. This is very important to do, especially if you're wanting to achieve good grades. Take notes neatly in a notebook. Don't copy every single thing the teacher says, but jot down whatever you think is important. Do this in pencil in case you have to erase something. After school, bring the notes

home because they may be useful to have when homework. Hand in your homework efficiently. Spend a sufficient amount of time on your homework every night. Keep it very neat (use pen or type it) in case you have to hand it in. Ask someone to check your homework (if you feel comfortable), but don't let them change it. It is your work, so you have to be responsible about it. Also make sure you turn your assignments in on time.

Make up for missed or incomplete work. If you were absent one day, try to schedule a time to meet with your teacher and go over what you missed. If you didn't finish the test or handed in sloppy work, ask your teacher what you can do to make it better. If you feel uncomfortable doing this, ask a classmate to help you make up what you missed. Help your classmates. Don't be a brat about it, but if they can't find their book, or they don't have a pencil or paper, lend them yours. Always be prepared to help them, and be respectful to them. Even if you there's a person you don't like, and you got assigned a project with them, kill them with kindness and move on.

In fact, from data as the result of the interview, the writer found out that the physics teachers have been joined the training for teaching in the classes of immersion.

## **5. The Kinds of Student Responsibility at School**

All students are responsible for knowing and obeying all school policies, rules and regulations. Students are responsible for the consequences of their behavior. Students are responsible for following all procedures, rules, and regulations necessary to make effective the Board of Education policies relating to the student standards of behavior.

Principals shall be responsible for informing the parent/guardian of any student whose behavior is in serious conflict with established policies, rules, and procedures. Students' responsibilities categorized into three, such as:

### **a. Responsibility for Discipline**

Students have the right to a free public education, but they are responsible for complying with the rules and regulations of the school district and the instructions of all school district personnel, and for accepting the authority of the faculty and school-sponsored, off-campus activities. Failure to meet these responsibilities will be cause for disciplinary action.

### **b. Responsibility for Academic Work**

Students are responsible for completing class assignments on time and according to the instructions given by the teachers. A student who has been excused from school has the right and responsibility to make up the work missed during any excused absence. Instructional materials are furnished by APPA for

student use. Students are responsible for bringing to class all materials required for daily classroom use.

**c. Responsibility Regarding Attendance and Tardiness**

Students are responsible for being in attendance at the beginning of the school day. Students arriving late are to report to the proper school rules. If absence from school is necessary because of illness or other legitimate reasons, students are responsible for bringing a written excuse signed by a parent or guardian upon return to school. Absence or tardiness of students because of religious holiday and observances shall be recorded as excused absences or tardiness at the written request of the parent.

If students are to be excused before the end of the day, they should bring a written request signed by a parent or guardian to the school office, preferably upon arrival at school. Sufficient time is allowed between classes for students to arrive at the next class on time. If a student is detained after class by a teacher, a pass should be obtained from that teacher so that tardiness will be excused in the next class.

During a class hour, students shall not leave a classroom without a pass from the teacher. Under no conditions shall a student leave school during the day without permission of the school administration. A student leaving the building without proper authorization may be subject to disciplinary action.

From the explanation above, we could see that throughout history, character education has been the shared

responsibility of parents, teachers and members of the community, who come together to support positive character development.

## **6. The Students Apply The Attitude of Responsibility in School**

In school, character education must be approached comprehensively to include the emotional, intellectual and moral qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's belief and actions. The teaching and learning process was an important thing.

This process determined the success of the study. Overall, based on the real observation of teaching-learning process conducted in the classroom, teacher A could handle the class well. He was such a funny teacher so that the students felt comfortable in the process of teaching and learning. He could make a good condition in class. It made the students did not feel worried and depressed in learning English.

Besides, teacher A's English ability was good. Even though he could speak English properly, she did not always use English during the teaching and learning process. In discussing the theory, she often used English. Otherwise, she used Indonesian language when he was discussing the problems. Besides, sometimes he gave a model to the students about how to read the English words or sentences..

## **7. The Assignments to Develop Student Responsibility**

English is the main language which is used for fourth grade. Therefore, the teachers have to master English dealing with their subject. In fact, the teachers got different problem each other dealing with the use of English as their means of communication in the teaching and learning process. Personal responsibility, particularly as it relates to study skills, is taking charge of one's own learning. It implies completing assignments on time, studying for tests, taking the responsibility for one's own learning mistakes or failures, and performing to the best of one's ability. Personal responsibility recognizes the importance of parents and teachers as learning partners but puts the student in charge.

As children enter the fourth grade, the purpose of homework changes to some extent. In grades one to three, students are learning to read; thereafter, they are reading to learn. In fourth grade both schoolwork and homework become more challenging. Learning tasks require more organization and more sustained attention and effort. Homework for older children has a number of purposes. It provides an opportunity for review and reinforcement of skills that have been mastered and encourages practicing skills that are not. Homework also is an opportunity for children to learn self-discipline and organizational skills and to take responsibility for their own learning.

## **8. The Student's Responsibility to Follow the Learning Activities in The Classroom**

Returning to the explanation above, there were some of difficulties faced by the teachers who teach in fourth grade. Considering the problems, the teachers did some efforts to minimize their difficulties.

### *a. Teacher Effort to Solve the Problem Dealing with Syllabus Model and Lesson Plan*

Teacher A did not make the syllabi in correct way. They did not make the syllabi in English but they still made the syllabi using Indonesian language. It happened because they thought it was too difficult and waste a lot of time to make the syllabi in English. However, teacher A tried to solve the problems faced by them by making lesson plans in English in order to minimize their difficulty in teaching the subject using English in the fourth grade. These lesson plans consist of expressions and gambits which are used during teaching and learning process in the classroom. Sometimes, they also asked another teacher, especially English teacher, about the right pronunciation of the terminologies dealing with their lesson plan.

### *b. Teacher Effort to Solve the Problem Dealing with the Source Books and Materials of the Lesson*



Teacher A's main problem was getting the complete bilingual books which were appropriate with the School Based Curriculum. In order to solve the problem, he translated the Indonesian source books into English. He also looked for another bilingual material from the internet. He downloaded some e-book from Australia and England. However, he should choose which chapters are appropriate with the curriculum. He should pick the English lesson that best used and appropriate in teaching and learning process in class.

*c. Teacher Effort to Solve the Problem Dealing with Teaching learning Process in the Classroom*

Based on the real observation of teaching-learning process conducted in the classroom, teacher A could communicate well with the students. Thus, teacher A sometimes asked English teachers in SDN Sadeng 02 Gunungpati Semarang to make conversation with him in English. She also discussed with other English teachers about his difficulties so that he can get the solution of his problems.

*d. Teacher Effort to Solve the Problem Dealing with the Use of English as a medium of Instruction in Teaching and Learning Process*

Based on the real data, teacher A sometimes got difficulties in pronouncing in teaching learning English

in the class. He was not pretty good in mastering English and sometimes he didn't know the English term for the other lesson. Besides, the teacher also sometimes mispronounced some English words. He also made grammatical error when he was delivering the subject. In order to minimize his problem, they asked another teacher about the vocabulary he do not know. The teacher also used bilingual language during the process of teaching and learning for minimizing his error in delivering the subject.

## **9. Discussion**

Education is an important aspect of nations. Actually education is not only transferring material process, stated in the curriculum, but also value transformation process because the main education purpose of education is to humanize human. Education has a big significance to support human to learn about life. The world is strong because people see the power in being a leader of character, such as character and leadership integration is in the forefront of thought, prominent in conversations, and visible in action. And then, We have strong strategic partnerships. Faculty, staff, cadets, and the public are enlightened, energized, and equipped to integrate character and leadership in their daily lives. Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic

virtue and citizenship, and responsibility for self others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society.

Quality character education helps schools create a safe, caring and inclusive learning environment for every student and supports academic development. It fosters qualities that will help students be successful as citizens, in the workplace, and with the academic curriculum. It lays the foundation to help students be successful in all of the goals we have for our public schools. It is the common denominator that will help schools reach all of their goals! CHARACTER EDUCATION IS NOT ONE MORE THING ON YOUR PLATE! IT IS THE PLATE!!!”

It applies learning process in English. Teachers of certain subjects are demanded to use English in teaching and learning process.

Based on findings stated above and according to the real observation and interview result, the writer concluded that the students of SDN Sadeng 02 Gunungpati Semarang has responsibility.

In contrast, teacher A made lesson plan each time he taught but he found difficulty in delivering the lesson plan he had been made. It happened because he could not pronounce all English lesson dealing with the lesson well. Sometimes, she asked

another teacher, especially English teacher, about the right pronunciation of the English lesson dealing with his lesson plan.

On the top of that, referring to the direct and real observation and interview result, the writer also got the data that another problem faced by English teacher dealing with some of the supplementary books. The supplementary books which were available now were not appropriate with the School Based Curriculum for elementary school. There were few books which were used for elementary school and the contents were not suitable with School Based Curriculum. The prices of the books were also still expensive.

In addition, the writer got the data from the transcript of the voice recording and field notes that in delivering the English subject using English as the medium of teaching and learning in the class, English teacher also got difficulties in terms the proportion of language use, pronunciation, grammar, and concept. The English teacher used English as the medium of instruction less than 70%. However, the teachers are supposed to use at least 70% of English as the medium of instruction according to the government regulation. Furthermore, the teacher sometimes made error in pronouncing some words. He also often used the wrong grammar in using English as the medium of instruction of teaching learning in English lesson . Moreover, the teacher also explained the wrong concept in a certain material. This condition happened because of his lack mastery of English.

Besides, he is not fluent in English both in orally and writing form, in communicating with his students in the daily life, in teaching using visual and audio visual aid.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses the conclusion and suggestion of this final project. The conclusion reflected the results of the observation conducted before which has discussed in the previous chapter.

#### **A. Conclusions**

From this study, the writer noted that above responsibility character education is rocket science. As this summary suggests, character education is a potentially powerful tool in the critical process of child and adolescent development, a process in which schools must (and inevitably will) play a central role. Being proactive, comprehensive, collaborative, and scientific about it will only make the character education initiative likely to be more effective. Our world's future depends upon the character of its youth and how that will manifest itself when they become adult citizens. Intelligent, comprehensive, effective character education will significantly contribute to the positive future our world needs.

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education. The development of moral character is considered a traditional goal of formal education. Developing good character is first and foremost a parental responsibly, but the task must also be shared with school and the

broader community. As today's society provides more and tougher challenges to raising ethical, responsible children, increasingly parents and communities are looking to schools for assistance. And sadly, school may be the only place where some children are taught virtuous behavior because they live in homes where their families are not serving as positive role models and are not providing adequate character development.

To develop students socially, ethically and academically by infusing character development into each aspect of the school culture and curriculum. The student good character is helped with includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion. The aim of the character education planning is to incorporate best character traits into the entire school surround, same as into the group. Teacher have the responsibility to help students understanding the material. Students have the responsibility to be peaceful and respectful to do good academically. The purpose of character education is advantage memory between prudential and educators.

Character education is much sufficient when schools and parents activity in society. Parents are the primary and most important moral educators of their children. Thus, public schools should develop character education programs in close partnership with parents and the community. It is very important that each school community reach consensus on what values should be

taught in a school. Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.

## **B. Suggestions**

In order to implement the responsibility of character education, the writer proposed some suggestions. From the conclusion above, the writer proposed some suggestions :

### 1. To the teachers

The creativity of the English teacher is needed in teaching English, as his/ her duty to transfer the knowledge of English to the students, consequently the student can easily receive and understand the material given. The teacher should motivate his students in learning English, therefore the students will improve their good character in English. This research is hoped to encourage teacher to increase their knowledge on how to teach English attractively and motivate students to be interested in learning English. The teachers should be more creative and innovative to teach the students in teaching process.

### 2. To the students

The writer want students to be honest. The writer want them to respect those different from themselves. The writer want them to make responsible decisions in their lives and care about their families, communities and themselves. It can improve students' understanding about responsibility in



character education. Students spend much of their young lives in classrooms, this time in school is an opportunity to explain and reinforce the core values upon which character is formed. The students can be responsible students at school.

3. To the readers

The writer hopes this thesis can be useful for the reader, so they know that character education is more effective to improve good character in teaching English. It is hoped can give more information and contribution to the knowledge.

4. To the writer

After conducting this research, many experiences are gotten. The written can know the teaching learning process in the class. It is important for the writer to know character education in teaching English. This research is able to enrich writer's knowledge about how to implement character attractively.

5. To educational institution

It can be a supported way to improve good character in teaching and learning process.

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## Interview between Researcher and English Teacher

**Place** : Teacher house

**Time** : 11.15 am

**Context** : About Character Education at school

NO	Researcher	Teacher
1	How many hours each week do you teach English? (Berapa jam dalam seminggu anda mengajar bahasa inggris?)	I teach English for four hours meeting each week.
2	What is the responsible students? (Apa yang dimaksud dengan siswa yang bertanggung jawab?)	Students are responsible for following all procedures, rules for the consequences of their behavior.
3	Who are responsible toward students at school? (Siapa yang bertanggung jawab terhadap siswa di sekolah?)	Principal and all of the teachers, teachers are there to lead.
4	What kinds of student responsibility at school? (Apa saja tanggung jawab siswa di sekolah?)	There are three, such as : Responsibility for discipline (students have the right to a free public education, but

		<p>they are responsible for complying with the rules and regulations of the school district. Responsibility for academic work (students are responsible for completing class assignments on time and according to the instructions given by the teachers). Responsibility regarding attendance and tardiness (students are responsible for being in attendance at the beginning of the school day)</p>
5	<p>How is the students apply the attitude of responsibility in school? (Bagaimana murid mengaplikasikan sikap tanggung jawab di sekolah?)</p>	<p>Students have the right to a free public education, but they are responsible for complying with the rules and regulations of the school district and student whose behavior is in serious conflict with established policies, rules, and procedures.</p>



6	<p>What are the assignments to develop student responsibility? (Apa saja latihan/tugas yang diberikan guru terhadap siswa untuk membangun siswa yang bertanggung jawab?)</p>	<p>Students are responsible for completing class assignments on time and according to the instructions given by the teacher, for example : the students must be complete the exercises and homework's. So the students must focus for the teacher interaction in the class.</p>
7	<p>How are the student's responsibility to follow the learning activities in the classroom? (Bagaimana tanggung jawab siswa dalam mengikuti kegiatan belajar di kelas?)</p>	<p>During a class hour, students shall not leave a classroom without a pass from the teacher. Under no conditions shall a student leave school during the day without permission of the school administration. A student leaving the building without proper authorization may be subject to disciplinary action.</p>
8	<p>What responsibility should students have toward the</p>	<p>The students must come early go to school and they must do</p>

	teacher? (Tanggung jawab apa yang harus dimiliki seorang siswa terhadap guru?)	all of the homework and all of the exercises and the they must do whatever the teacher ask them.
9	What should students do if they come late? (Apa yang dilakukan siswa ketika mereka terlambat masuk sekolah?)	If the student come late to the school, they must report to proper school rules. if absence from school is necessary because of illness or other legitimate reasons, students are responsible for bringing a written excuse signed by a parent or guardian upon return to school. Like make a letter.
10	Why do students be responsible students? (Mengapa seorang siswa harus menjadi siswa yang bertanggung jawab?)	Of course, because to be responsible students is obligation of every students, so they became useful people in future by responsible itself.

## **STUDENTS' RESPONSIBILITIES:**

All students are responsible for knowing and obeying all school policies, rules and regulations. Students are responsible for the consequences of their behavior. Students are responsible for following all procedures, rules, and regulations necessary to make effective the Board of Education policies relating to the student standards of behavior.

Principals shall be responsible for informing the parent/guardian of any student whose behavior is in serious conflict with established policies, rules, and procedures. Students' responsibilities categorized into three, such as:

### **1. Responsibility for Discipline**

Students have the right to a free public education, but they are responsible for complying with the rules and regulations of the school district and the instructions of all school district personnel, and for accepting the authority of the faculty and school-sponsored, off-campus activities. Failure to meet these responsibilities will be cause for disciplinary action.

### **2. Responsibility for Academic Work**

Students are responsible for completing class assignments on time and according to the instructions given by the teachers. A student who has been excused from school has the right and responsibility to make up the work missed during any excused absence. Instructional materials are furnished by APPA for

student use. Students are responsible for bringing to class all materials required for daily classroom use.

### **3. Responsibility Regarding Attendance and Tardiness**

Students are responsible for being in attendance at the beginning of the school day. Students arriving late are to report to the proper school rules. If absence from school is necessary because of illness or other legitimate reasons, students are responsible for bringing a written excuse signed by a parent or guardian upon return to school. Absence or tardiness of students because of religious holiday and observances shall be recorded as excused absences or tardiness at the written request of the parent.

If students are to be excused before the end of the day, they should bring a written request signed by a parent or guardian to the school office, preferably upon arrival at school. Sufficient time is allowed between classes for students to arrive at the next class on time. If a student is detained after class by a teacher, a pass should be obtained from that teacher so that tardiness will be excused in the next class.

During a class hour, students shall not leave a classroom without a pass from the teacher. Under no conditions shall a student leave school during the day without permission of the school administration. A student leaving the building without proper authorization may be subject to disciplinary action.

### Interview with one of students

**Place** : School

**Time** : 09.00 am

**Context** : About Character Education at school

NO	Researcher	Student
1	How many hours each week do you get of English lesson? (Berapa jam dalam seminggu kamu memperoleh pelajaran bahasa inggris?)	Four hours meeting each week
2	Have you done your homework today? (Sudahkan kamu mengerjakan pekerjaan rumahmu hari ini?)	Yes, I Have done,,
3	What is your English lesson activity of the last meeting? (Kegiatan apa yang kamu lakukan pada pertemuan terakhir pelajaran bahasa inggris?)	Matching vocabulary using pictures and songs activity
4	How many homework do you get each meeting? (Berapa kali kamu memperoleh PR setiap pertemuan?)	Each meeting my teacher always gives me homework

5	Do you want to be a responsible student? (Apa kamu ingin menjadi seorang murid yang bertanggung jawab?)	Sure,, yes I want to be a responsible student, so I will study hard and do many exercise in my book
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## Interview with Headmaster

**Place** : Headmaster room

**Time** : 08.15 am

**Context** : About Character Education at school

NO	Researcher	Headmaster
1	What is the responsible students? (Apa yang dimaksud dengan siswa yang bertanggung jawab?)	The students that following all rules at school and have good attitude
2	Who are responsible toward students at school? (Siapa yang bertanggung jawab terhadap siswa di sekolah?)	Me as principle must be responsible, and all of the teachers at school
3	How is the students apply the attitude of responsibility in school? (Bagaimana murid mengaplikasikan sikap tanggungjawab di sekolah?)	The students must be following all the procedures at school, do the homework, send letter if sick, keep quite each teaching learning activity in the classroom, clean

		the class before go home, the students must come early go to school
4	What are your punishment if there is student come late go to school? (Hukuman apa yang anda berikan kepada murid yang terlambat datang ke sekolah?)	I usually give some exercise or additional homework to the student, then ask to the student to follow class activity soon
5	What responsibility should students have toward the teacher ? (Tanggung jawab apa yang harus dimiliki seorang siswa terhadap guru?)	Each student must be themselves, do the homework well, asking question to the teacher if there are difficult materials, come early go to class



## **Transcript interview between researcher with headmaster**

**Place : Headmaster Office**

**Duration : 00. 06.59.04**

**R : Researcher**

**H : Headmaster**

Researcher say “ we are talking about character education at school, this interview will be complete my final project”

“OK,, now there are some questions about responsibility at school for you”

R : “Now,, I want to ask you?” ,,,”What is the responsible students?”

H : “OK,,” according to me” ,,,” “the students that following all rules at school and have good attitude”

R : “the next question for me,, “ “Who are responsible toward students at school?”

H : “Me as principle must be responsible, and all of the teachers at school,,, everyone must be responsible people”...

R : OK,, and tha “How is the students apply the attitude of responsibility in school?” “can you explain it,,,”

H : “yes”,, :The students must be following all the procedures at school,, for example : do the homework, send letter if sick, keep quite each teaching learning activity in the classroom, clean the class before go home, the students must come early go to school” and,,, many procedures here”

R : then,,,”What are your punishment if there is student come late go to school?”

H : “I usually give some exercise or additional homework to the student, then ask to the student to follow class activity soon”.. with this punishment, the students can be a responsible students”

R : “Finally,, the last question is,, “What responsibility should students have toward the teacher ?” explain please,,

H : “Each student and all of the students must be themself, get homework from their teacher,,an then do the homework well, asking question to the teacher if there are difficult materials, come early go to class.”...

## **Transcript interview between researcher with one of the student**

**Place : Classroom**

**Duration : 00.09.32**

**R : Researcher**

**N : Nadia**

“we are talking about responsibility in the class,, I have some questions to you”

R : “what your name?”

N : “yes,, my name Nadia miss”

R : “can I ask you some question now?”

N : “yes,, miss,, yes”

R : “do you know responsibility ?”

N : “responsibility is tanggung jawab miss”

R : OK, first question ,, “How many hours each week do you get of English lesson?”

N : “yes,, Four hours meeting each week”

R : next,, ”Have you done your homework today?”

N : “Yes, I Have done,,”?..

R : the next is “What is your English lesson activity of the last meeting?”

N : “my,,in the class,, watching vocabulary using pictures and songs activity”

R : “How many homework do you get each meeting?”

N : "my teacher,,Each meeting my teacher always gives me enough homework, I will do it"

R : "the lasy yaahh,,,"Do you want to be a responsible student?"

N : "owh,, Sure,, yes I want to be a responsible student, so,, so,,so I will study hard and do many exercise in my book yes,,,"

## Teaching and learning activity











## Lesson Plan

Subject : Bahasa Inggris  
Teacher : Linda  
Class/Semester : IV/1  
Time : 35 minutes

### Standard Competence

- 3.. Knowing the important of words in the class.
4. Reading and write down the words in the class.

### Basic Competence

- 3.1. Reading alphabet and practice using word,phrase and sentence.
- 4.1. Reading in English well using intonation and punctuation well.

### Goals

Students will be able to write and read their own sentences correctly and fluently.

### Indicator

1. Students will be able to read aloud and spell the words.
2. Students will be able to read aloud and spell the phrases.
3. Students will be able to read aloud the sentences.
4. Students will be able to write their own simple sentences.

## **Language Focus**

1. Words, phrases, and sentences

## **Materials/Media**

1. Words list
2. Pictures
3. Whiteboard

## **Methods/techniques**

1. Three Phase Method (Presentation, Practice, Production)

## **Activities**

### **1. Set Induction (10 minutes)**

- Teacher asks the captain to lead the others to pray by saying “Ok, Captain. Please lead your friends to pray.”
- Teacher greets the students by saying “Assalamu’alaikum, good morning, Students.”
- Teacher asks about students’ feeling and checks their attendance.
- Teacher begin the lesson by stating the objective explicitly “Today, we’ll talk about words, phrases, and sentences. At the end of this lesson, I hope you can write your own simple sentences.”

### **2. Lesson Delivery (20 minutes)**

- Teacher gives examples of words/phrase using the pictures and shows them to the class.

- Teacher points out the students randomly and let them read aloud the word/phrase.
- Teacher points out the students randomly and asks them to read aloud a simple sentence.
- Teacher divides students into 2 groups (depend on the number of your students) and gives them some words. Each group has to make some sentences by arranging the words written on the list based on the pictures.
- Teacher asks each group to write their sentences on the white board while the others pay attention.
- Teacher asks the students to read aloud the sentences together.
- Teacher gives feedback about what the students have written.

### **3. Closing (5 minutes)**

- Teacher makes a conclusion about the discussion.
- Teacher gives homework to make 3 sentences using things on their bedroom.
- Teacher thanks the students and says “Wassalamu’alaikum. Have a nice day!”

## **Lesson Plan**

Subject	: English
Grade / Semester	: IV / I
Text type	: Interpersonal/Introducing Someone
Theme	: They are My Friends
Language skill	: Speaking
Time Allotment	: 2 x 35 minutes

### **A. Standard of Competence :**

- Know describe people using enough vocabulary in the class.
- Speak loudly using vocabulary in the class.

### **B. Basic Competence :**

- Introduce the friends using vocabulary to good sentence.
- Speaking with friends based on the materials.

### **C. Indicators:**

- Expressing various information of introduction.
- Using various new words for introducing someone

### **D. Learning Objectives**

At the end of the lesson, students are able to:

- Introduce others people accurately, efficiently, and politely

- Respond to familiar person addressing accurately, efficiently, and politely
- Respond to unfamiliar person addressing accurately, efficiently, and politely

**E. Instructional Materials:**

Short Dialog "They are My Friends"

**F. Teaching Method/Technique:**

Three-phase technique.

**G. Teaching Learning Activities**

<b>OPENING</b>		
<b>Teacher's Activities</b>	<b>Students' Activities</b>	<b>Time Allotment</b>
Greeting Checking attendance	Responding the greeting (religious, politeness)	5 minutes
<b>MAIN ACTIVITIES</b>		
<b>Presentation-Activities</b>		
<b>Teacher's Activities</b>	<b>Students' Activities</b>	<b>Time Allotment</b>
Brainstorming by showing a short dialog "They are	Answering the teacher's question	20 minutes

<p>My Friends”. Give the students some questions:</p> <p>Do you know all of your friends’ name in this class?</p> <p>Can you tell me who are they?</p> <p>Teacher gives an example about introducing someone based on the dialog</p>	(curious, critical thinking)	
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<b>Practice-Activities</b>		
<b>Teacher’s Activities</b>	<b>Students’ Activities</b>	<b>Time Allotment</b>
Teacher gives copy of dialog to the students and asks them to read it in pairs	Doing the teacher’s command (responsibility, independent, cooperative)	20 minutes

<b>Production-Activity</b>		
<b>Teacher’s Activities</b>	<b>Students’ Activities</b>	<b>Time Allotment</b>
Teacher asks students to introduce their friends next to and perform in front of the class	Doing the teacher’s command (responsibility,	20 minutes

	independe nt)	
<b>CLOSING</b>		
<b>Teacher's Activities</b>	<b>Students' Activities</b>	<b>Time Allotment</b>
Reviewing the material that have learned. Say good bye	Responding to the reflection	5 minutes

#### **H. Sources:**

Bahasa Inggris untuk SD/MI Kelas IV, 2006, Intan Pariwara; Arif Rahman, Marta Yuliani, Sugeng Aryanto

#### **I. Assessment**

##### ➤ **Speaking**

Indicator	Technique	Instrument form	Example of Instrument
Expressing various information of introduction	Spoken	Performance	
Using various new words for introducing someone	Spoken	Performance	

## Scoring Rubric

Name	Pronunciation				Fluency				Accuracy				Content			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
<b>Descriptors:</b>																

### Pronunciation:

4. Excellent, the students pronounce every words clearly and use the correct intonation and stress.
3. Good, the students have only miss-pronouncing in some difficult words, but correct in intonation and stress
  2. Fair, the students have miss-pronouncing and miss-stressed, but correct intonation.
  1. Poor, the students have problems in pronouncing, stressing, and intonating the words.

### Fluency:

4. Excellent, the voice is clear and expressive. Students are clearly focus to the emotion and purpose
  3. Good, the voice is clear and understandable
  2. Fair, there are many unnecessary pauses in speaking
  1. Poor, the voice is too soft and the spoken words are too fast.

### Accuracy:

4. Excellent, the students use the grammar and vocabularies correctly



3. Good, the students use the correct grammar but less vocabulary.
2. Fair, the students have some error in grammar and less vocabulary.
1. Poor, the students have too many errors both in grammar and vocabulary.

Content:

4. Excellent, dialog is relevant to the topic given
3. Good, dialog is relevant, but misses in the diction use
2. Fair, dialog is relevant, but the scene is out of topic
1. Poor, dialog is vague or inappropriate to the topic.

## **Attachment**

### **Introducing Someone**

Dialog 1

Eka :Hi, Bagus.

Bagus :Hi, Eka.

Eka :By the way, have you met each other?

Bagus :Not yet.

Eka :Well, Bagus, this is Puput, my cousin.

Puput, this is Bagus.

Bagus :Hello, Puput. Nice to meet you.

Puput :Hello, Bagus. Nice to meet you too.

## **Introducing Yourself**

### Dialog 2

Anne : Good evening. Sir. What's your name, please?

Mr. Jones : My name's Robert Jones.

Anne : Thank you, Mr. Jones.

Mr. Jones : What's your name?

Anne : Anne. My name's Anne.

Mr. Jones : Yes, Anne. My name's Robert.

Anne : Thank you.

### Dialog 3

Mr. Black : How do you do? I am Jim Black.

Mr. Jones : How do you do, Mr. Black. I am Robert Jones.

Mr. Black : Are you American?

Mr. Jones : Yes, I am. I'm from California.

Mr. Black : California? I'm from California, too.

## VOCABULARY

Greeting and parting	Response
Hello./Hi.	Hello./Hi.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
How are you?	Fine, thanks.
	I'm fine, thank you.
Good night, Mum.	Good night, sweetie.
	Sweet dreams.
Goodbye./Bye.	Bye./Bye bye.
See you tomorrow/later	See you.

## GRAMMAR

### NOMINAL SENTENCES

#### Affirmative

<b>Pronoun</b>	<b>To Be</b>	<b>Noun</b>
I	Am	a student
you	are	
she	is	
he	is	
it	is	
we	are	a book
they	are	students

### Negative

Pronoun	To Be		Noun
I	Am	<b>not</b>	a student
you	are		
she	is		
he	is		
it	is		a book
we	are		students
they	are		

### Interrogative

To Be	Pronoun	Noun	
Are	You	a student	<b>?</b>
Is	she		
Is	he		
Is	it		
Are	we	a book	
Are	they	students	

## VERBAL SENTENCES

### Affirmative

Pronoun	Verb	Noun
I you she he we they	<b>study</b>	English

### Negative

### Interrogative

Auxiliary verb	Pronoun	Verb	Noun	
Do  Does	You we they she he	  study	  English	?

**Observation Checklist student teacher in the classroom for fourth grade**

<b>Activity student teacher in the classroom</b>	<b>Almost never</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost always</b>
The student teacher prepare before teaching learning				✓
Can the student teacher answer students' questions		✓		
The teacher motivate students to speak their interest in the subject matter				✓
The teacher give homework each meeting				✓
Involve students in the lesson			✓	
The student teacher control students' behavior				✓

The student teacher enthusiastic about the lesson they are teaching			✓	
Students actively participate in class activities and discussions		✓		
The teacher stays on topic and the material	✓			
The teacher correlates lesson with other subjects		✓		
The teacher communicate effectively			✓	
The students memorize schedule				✓
Assist with attendance, morning routine			✓	
The teacher make learning fun		✓		
The teacher helps students when needed		✓		

The students cooperative and responsive			✓	
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**Student Observation Checklist of Civic Skills and Behaviors For Fourth Grade**

**How frequently does the student exhibit the described skill or behavior?**

**1** = Almost never

**2** = Sometimes

**3** = Frequently

**4** = Almost always

<b>Personal Responsibility</b>	<b>1<sup>st</sup> research</b>	<b>2nd research</b>	<b>3rd research</b>	<b>Last of research</b>
<i>Personally Responsible Behavior</i>				
Makes responsible choices during free time	2	2	3	3
Follows through on responsibilities such as class job	3	4	2	3
Uses materials	3	3	3	3



respectfully				
Shows impulse control	2	3	3	3
<b><i>Productive Work Habits</i></b>				
Completes class and homework assignments	4	3	4	4
Is organized (e.g. locates materials/items quickly and starts work)				
Participates in class and actively engages in the material	3	4	2	3

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Sholeh

**SISWA KELAS I - VI**

## CURRICULUM VITAE

Name : Fauzi Nurul Fadlilah  
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Address : Jl. Sadeng I RT. 06/I Kec. Gunungpati  
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Program : Tadris Bahasa Inggris  
Hobby : Sport and Shopping  
Cita-Cita : Guru yang bertanggung jawab  
Education :

- RA Miftakhul Hidayah Gunungpati Semarang graduated in 1997
- SD N Sadeng 02 Gunungpati Semarang graduated in 2003
- MTs Al Islam Gunungpati Semarang graduated in 2006
- MAN 1 Semarang graduated in 2009
- Fakultas Ilmu Keguruan dan Tarbiyah UIN Walisongo Semarang