

CHAPTER I

INTRODUCTION

A. Research Background

Character education is a term that is familiar to people in Indonesia. Even now, its existence is increasingly getting recognition from the community because it has a strategic position to improve the quality of human resources. This is by the Law of the Republic of Indonesia number. 23 Article 3 which explains that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Adenza, 2019). Therefore, children should be provided with adequate education, not only in the form of technical abilities but also moral and character education so that, children can learn how to manage themselves and others.

Character education is needed by students to be able to have a good character in future generations. Character education in terms of language consists of two syllables, namely character and education. Character means a way of thinking and behaving individually, which is the tricks of every individual to live and work together both in public, in the family, and in the country. The character is needed because the children will imitate someone's behavior in the environment and when they do it repeatedly, it can become their character (Ratih, 2017). Besides that, educational institutions have a responsibility to instill it through the learning process (Dr. Zubaedi, 2012). That is why character education is needed to be implemented in students so they can learn and practice it in their daily activities.

There are eighteen characters that are proposed by the ministry of education of the Republic of Indonesia in the 2013 curriculum. This is supported by the identification namely religion, Five Pillars, culture, and the goals of national education, namely: religion, honesty, tolerant, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, the wave of patriotism, achievements appreciation, friendly/communicative, peace love, reading interest, environmental awareness, social awareness, and responsibility (Hartono, 2014). These values applied to all activities at school to create intelligent and characterized students. In addition, they were also able to compete, be ethical, moral, polite, and can interact with the community well.

Understanding the character of education and identifying the values above showed us that the implementation of this educational character was very important to be applied by teachers in subjects including English lessons. It is because as the students know before, there were only two subjects that contain character material, namely the subjects of Religious Education and Citizenship Education. Where each of them directly present character values to students which are also contained in the learning materials in textbooks.

Based on observations made by the researcher during the three months of internship III at SMPN 2 Pontianak, there were still students who have problems with their character. First, there were some students who violate school rules such as being late for the first class with the reason because of the habit of getting up late. Second, some of them seem less responsible for their duties; they often do not submit assignments on time. Usually they have almost the same reason, which is forgetting to do assignments even though the VIII grade English teacher always reminded the students repeatedly. Last but not least, there were still some students who showed a bad response to the teacher when learning takes place or outside class hours; consider the teacher's advice to be joking and indifferent to the material and assignments presented. Besides that, the reason why this research was important because to avoid students falling into several cases of juvenile delinquency that usually

often occurs in Indonesia, such as doing verbal bullying in the circle of friends, making a fuss in the school environment, and what is most avoided is promiscuity because students can infect other things that are not good. Despite all the problems and things that were feared to happen above, there may be a gap between theory and practice. Because English teacher always say and teach that there must be character education in making lesson plans in theory. But in practice, teachers sometimes miss it.

The previous research about character education has been conducted by some researchers. Some of researchers who conducted the research are (Ulkhaira, 2021), this research is about the implementation of character education in teaching English at SMP Muhammadiyah 4 Pekanbaru. The other research has been conducted by Character Building Implemented in English Lesson as Prescribed in 2013 Curriculum (Ira Audina Pratiwi, 2021). Besides that, the research by implementation of character education in building school culture (Aunurrahman, 2021). Then, the next research is about character education in English subject: teacher's perception and strategies (Luluk Aulia Aghni, 2020). The other research is talking about the implementation of character education in the English teaching, learning using 2013 curriculum (Naelatut Thoyyibah, 2019). Another similar research has been conducted to describe how character education in Indonesian: implementation and obstacles (Nova, 2017). The last previous research that has been conducted by portraying the integration of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta (Utami, 2013).

Based on the previous research above, all of them focus on the implementation of character education in the process of teaching English. The difference of this research and the previous research is the researcher observed and analyzed how English teacher implement character education during the process of learning activities and how the suitability among lesson plans (RPP), the process of learning activities and, 100% offline learning systems.

This research was conducted at SMPN 2 Pontianak. This school is located on Jalan Selayar, Kota Baru. This school applied the 2013 curriculum, that means the English teacher must include character values in the learning process. SMPN 2 students come from different environments and family backgrounds. Indirectly, the individual's character will be seen when the offline learning process takes place, such as how students' efforts are disciplined, honest, responsible and others.

Based on the explanation above, the researcher had conducted the research at SMPN 2 Pontianak to analyze an implementation of character education in teaching English.

B. Research Problems

Based on the research background above, some problems in the field were identified as in the following:

1. How is the implementation of character education in teaching English at SMPN 2 Pontianak?
2. What are the advantages of implementing character education in teaching English?

C. Research Purposes

This research was conducted to reach the following purposes:

1. To analyze the implementation of character education in teaching English at SMPN 2 Pontianak.
2. To discover the advantages of implementing character education in teaching English.

D. Significance of the Research

1. Theoretical Benefits

The findings of this research are expected to be useful for teachers and educational stakeholders as input and evaluation in the implementation of character education in teaching English and give awareness to develop this

aspect in the curriculum. Teachers not only focused on students' academic skills, cognitive skills, but also focused on affective skills.

2. Practical Benefits

a. For the Students

This research is expected to encourage the students to be more disciplined, be responsible, and motivated them to have a good character.

b. For the Teachers

This research is expected to show the teacher how the importances of applying the content of an English lesson plan to build students' character. In addition, implementing character values in teaching English is also expected to develop students' character values.

c. For the Researchers

This research is expected to be a source of reading and additional references for research purposes with the title of the same object, namely the character education.

E. Scope of Research

1. Research Variable

This research used single variable that focusing on how the implementation of character education in Teaching English. Which are the English teacher as a subject and character education as the object.

2. Terminology

a. Implementation

Implementation is the process of making something active or effective implementation of a new policy/law.

b. Character education

Character education is all efforts made to influence the character of students through the introduction and cultivation of good moral and ethical values in each individual.

c. Teaching English

English language teaching is an activity carried out by a teacher in transferring knowledge of English to students during the learning process.

d. Descriptive Research

Descriptive research is defined as a research method that describes the characteristics or properties of the population or phenomenon under study. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject.