

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories that underline the study. The theoretical reviews cover the issues of character education and English language teaching and learning.

A. Theoretical Review

1. Character Education

Indonesian government has made the development of the character as one of the priorities of the national development program to support the realization of the ideals of character development as stipulated in Pancasila and the 1945 Constitution as well as to address current national issues. The spirit is implicitly affirmed in the National Long-Term Development Plan (RPJPN) for 2005-2025, in which the character education play role as a foundation for national development vision, i.e. to realize the noble, moral, ethical, cultured, and civilized society based on the philosophy of Pancasila. Thus, RPJPN is a solid platform to implement operationally national culture and character education as a priority program of the Ministry of National Education 2010-2014 which is outlined in the National Action Plan for Character Education (2010).

National Action Plan for Character Education defines character education as the value education and moral education that aims to develop students' ability

to provide good-bad decisions, preserve what is good and realize the goodness in everyday life wholeheartedly (Puskur, 2010: 4).

Meanwhile, Character Education Partnership (CEP), a leading organization of character education developed by Lickona, Schaps, and Lewis give more emphasis on important core ethical values to be cultivated in character education program. They defines character education as “...the intentional, proactive effort by schools, districts, and states to instill in their students important core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others” (2008).

Lickona defines character education as the deliberate effort to develop virtues that are good for the individual and good for society. In book, *Educating for Character*, Lickona asserts that

“...When we think about the kind of character we want for our children, it’s clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right—even in the face of pressure from without and temptation from within.” (Lickona: 1991:67).

What’s especially useful about Lickona’s model is that it is not merely to teach what is right and what is wrong. It describes a developmental process that involves knowledge, feelings, and action, and thereby provides an integrated foundation on which to structure a coherent and comprehensive character education effort. It tells us that we need to engage our students in activities that make them think critically about moral and ethical questions, inspire them to

become committed to moral and ethical actions, and give them ample opportunities to practice moral and ethical behavior.

The idea of Lickona about the involvement of action in the character education is supported by James Arthur. Arthur in Nucci and Narvaez (2008: 80) states that most traditional approach to character education emphasize the role of habit, imitation, modeling, instruction, rewards and punishments, and authority in the formation of character and regularly invoke Aristotelian ethics (we become good by practicing good actions) in justification.

Another theory is proposed by Lockwood via Arthur in Nucci and Narvaez (2008: 90) defines character education as any school-instituted program, designed in cooperation with other community institutions, to shape directly and systematically the behaviour of young people by influencing explicitly the non-relativistic values believed directly to bring about that behavior. At some point this idea is the same as Lickona's that character education refers to building and developing habit.

Nelson, Palonsky, and McCarthy (2006: 269) state "Although we learn values in many places, from many people, and through many media schools form a particularly significant institution for imparting values". Their arguments suggest that character education should be provided mainly in schools to establish and affirm the substantial moral principles necessary for social survival.

Based on the theories stated before, it can be concluded school is the right place for instilling good values and character. To carry out the character

education in schools there must be proactive and deliberate effort and the good character education should involve not only the aspect of knowledge of good (moral knowing), but also loving the good (moral feeling), and good behavior (moral action). Character education emphasizes on the good habit that is constantly practiced and performed.

To achieve the intentional goal of character education in schools, some strategies must be conducted. Lickona in his book *Character Matters* states

“... How does school become a community of virtue, a place where moral and intellectual qualities such as good judgment, best effort , respect, kindness, honesty, service, and citizenship are modelled, upheld discussed, celebrated, and practiced in every part of the schools’ life – from the example of adults the relationship among peers, the handling of discipline, the content of the curriculum, the reign of academic standards, the conduct of the extracurricular activities, and the involvement of parents? “ (Lickona, 2004:122)

The strategies for becoming a school of character can be summed up as staff involvement, student involvement, and parent involvement. There are three groups whose participation is crucial to the success of a schools’ character education initiative.

The strategy that is employed in the development of character education of the Ministry of National Education at national level are through the top down stream, the bottom up stream, and the revitalization program stream. At the school level, the character education is integrated with school activities. There are 4 (four) ways offered by the grand design for integrating character education: (1) systematically integrating character education into the subject matters and

teaching-learning activities in and out of classroom, (2) integrating character education into various school and campus extra-curricular activities, (3) integrating character education into diverse school programs for guiding and educating students, and (4) integrating character education into school management.

Jackson, Boostrom, and Hansen identified five the schools' explicit efforts to influence students morally as their states below

“... they includes (1) specific circular offerings of the kind we might formally call “moral education”, (2) the introduction of moral topics into the regular curriculum (for example, talking about the character of historical figure of someone in a story); (3) various rituals and ceremonies of a celebratory and affirmative nature (for example, a graduation or an award assembly); (4) signs and bulletin board conveying moral messages of a variety of kinds (everything from a hand-drawn sign urging students not to be litterbugs to commercially produced posters extolling the virtue of staying in school; (5) the spontaneous and often disruptive interjection of moral talk and discussion into the flow of ongoing classroom activities (for example, a teacher suddenly saying , :Richard, please give others the respect you would like to have!”); (Jackson, Boostrom, and Hansen, 1998:237-238)

The Character Education Partnership has drawn up 11 principles of effective character education that schools can use to guide their efforts. The principles include the advice that the term "character" must be well-defined, that the program must be integrated into the curriculum, and that parents and community members must be involved (Lickona., Schaps, and Lewis, 2007). The final principle is the need to assess the progress of the school involved in the program. But while there has been much anecdotal evidence about the effects of character education, not much in the way of scientifically based research exists.

Meanwhile, Lickona (2010) mentioned the 10 main values that can be instilled by the school. The ten values are as follows.

- a. Wisdom, which includes making good decisions, possessing knowledge and ability to practice good values, having the ability to determine the priority scale in life (ability to set priorities)
- b. Justice, which includes: fairness, respect, responsibility, honesty, courtesy/civility, tolerance.
- c. Fortitude, which includes: courage, resilience, patience, perseverance, endurance, self-confidence.
- d. Self-control, which includes: self-discipline, the ability to manage emotions, not quickly complacent, to resist temptation, moderation, sexual self-control.
- e. Love, covering: empathy, compassion, kindness, generosity. Service, loyalty, patriotism, forgiveness.
- f. Positive attitude, which includes: hope, enthusiasm, flexibility, sense of humor.
- g. Hard work, which includes: initiative, diligence, good setting, resourcefulness.
- h. Integrity, which includes: adhering to moral principle, faithfulness to incorrectly formed conscience, keeping one's word, ethical consistency, being honest with oneself.
- i. Gratitude, which includes: the habit of being thankful, appreciating one's blessings, acknowledging one's debts to others.

- j. Humility, which includes: self-awareness, willingness to mistakes and responsibility to them, the desire to become better person.

From the view of some scholars and the strategy offered by the Minister of National Education character education can be modeled and integrated into every aspect of the school, i.e. teachers, staff, students and the teaching learning process. Schools are the place for helping students become better people, citizens, leaders, and friends. It is essential for thriving communities and nation.

Education units/schools in Indonesia actually have developed and implemented a character-forming values through the operational program of each educational unit. This is a precondition of character education in schools. The precondition values (the existing values) are, among others, piety, clean, neat, convenient, and courteous.

In order to strengthen the implementation of character education it has been identified 18 values derived from religion, Pancasila, cultural, and national education goals, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hardworking, (6) Creative, (7) independent, (8) democratic, (9) curious, (10) the spirit of nationality, (11) love the country, (12) achievement appreciation, (13) friendly/communicative , (14) love of peace, (15) love to read, (16) care for the environment, (17) social care, and (18) responsibility (Puskur,. 2009:9-10). Schools can determine how to proceed with the development priorities preconditions values reinforced by some of the priority value of 18 values above. In addition, based on the Ministry of National Education there are five basic

characters that have to be implemented. They are (1) religious, (2) nationalist, (3) independence, (4) gotong royong/togetherness, and (5) integrity. These five characters includes some character values, called sub values. In this implementation, the number and type of characters that are chosen will be different from one area or one school to another. It depends on the interests and conditions of each educational unit.

It is necessary to select number of major values as a starting base for the instilling of other values on each subject. In other words, not all subjects integrate all the value but only a few core values. It does not mean that the other values are not allowed to be integrated into these subjects. Thus, each subject focuses on the cultivation of certain core values closest to the characteristics of the subjects concerned. If all the above values should be instilled with the same intensity on each subject, it will be hardworking for teachers. Refers to the guidance book of the implementation of character education published by Curriculum center of Ministry of National Education the core values that have to be instilled through English subject are religious, honest, smart, tough, caring, democracy, respect for diversity, polite, confident, self-reliant, cooperation, adhere to social rules.

a. Character Education in SMPN 1 Godean

SMP Negeri 1 Godean is one of the schools that have characteristics in the academic field. The evident is the average of the acquisition of National

Examination grade and academic achievement is increasing. For the provincial level, SMP Negeri 1 Godean. is in the third rank. While for the district level, SMP Negeri 1 Godean is in the 2nd rank. The students also have non-academic achievements.

Character education at SMP Negeri 1 Godean is integrated in every subject. There are 18 values, as outlined in the School Handbook on the Development of Cultural Education and Nation Character, set out in the syllabus and lesson plan. Each teacher develops a character education program based on Permendiknas Number 20 of 2007. The objectives of character education at SMP Negeri 1 Godean are: 1) to improve the quality of education, 2) to increase the faith and taqwa of learners, and 3) to shape the character of the students through habituation.

In SMP Negeri 1 Godean the 18 values of the National Culture and Character Education are crystallized into 2 parts, namely nobility and personality. The components of the nobility are as follows.

- 1) worship, which includes: performing religious worship, praying before and after the lesson, participating in the routine religious activities held at school, and participating in the commemoration of religious holidays.
- 2) honest, which includes: can be trusted in words and deeds, not cheating, daring to express an opinion, and being objective.

3) forbearance, which includes: diligently doing something, participating in the teaching and learning process seriously, being not easily provoked and firmly established, and avoiding conflict and contention.

4) caring, which includes: providing necessary relief supplies, diligently participating in spontaneous activities, maintaining class and school cleanliness, and maintaining school facilities.

5) humble, which includes: being friendly to anyone, being polite in deeds and sayings, not belittling others, and being unpretentious in appearance.

The personality components are as follows.

1) Discipline, which includes: being present on time, participating in a flag ceremony, being dressed in uniform according to school rules, and do the task on time.

2) Tolerance, which includes: respecting the opinions of friends, being sportive, making friends regardless of tribe, religion, social and economic status, and working together in doing the task.

3) Hard work, which includes: loving to find the source of learning, doing the task premises brilliantly, being competitive, and never giving up.

4) Responsibilities, which include: executing class pickets, completing tasks independently, performing role-appropriate obligations, and keeping the classroom conducive during the teaching and learning process.

5) Democratic, which includes: not selfish, acting and fair acting, accept and execute the results of decisions together, solve problems by deliberation.

Character assessment is performed by teachers during learning through observation. The observation results are checked in accordance with the components and indicators to be assessed, and used to set the character value in the rating format. The final value is expressed in qualitative form. The final score is one of the guidelines for assessing the character of learners in the report book.

b. Methods in Inculcating Values and Characters

Character education is a growing discipline with the deliberate attempt to optimize students' ethical behaviour. The outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow (Agboola and Tsai: 2012: 163)

Kirschenbaum (1995) presents a comprehensive approach to values education and moral education. It draws approaches and methods to help young people grow up with clear values, good character, moral integrity, and the knowledge and skills to be good citizens. This comprehensive model utilizes traditional approaches for inculcating and modeling values, and for teaching and demonstrating to young people the best values of their culture. Some approaches are discussed that are intended to help students internalize these values and to develop the attitudes, beliefs, and skills to guide their own lives and make responsible, personal decisions in a changing world. The approach presented is a practical one. One hundred different methods for enhancing values and morality are described, with clear guidelines, examples, and suggestions for

implementation. The methods are arranged in the following categories: 1) inculcating values and morality; 2) modeling values and morality; 3) facilitating values and morality; 4) skills for value development and moral literacy; and 5) developing a values education program.

The first categories consist of 34 ways to enhance values and moral. They are 1) target values; 2) literature and non-fiction; 3) stories; 4) audio-visuals; 5) expectations; 6) explaining; moralizing; and admonition; 7) quotation; 8) prize; appreciation; 9) correction and negative feedback; 10) rewards and awards, grades, contest, and prizes; 11) Rules; 12) requirements; 13) consequences and punishment; 14) codes, pledges, and guidelines; 15) ceremonies, rituals, and traditions, 16) theme-of-the-month; 17) Library selection, and highlight; 18) responsibility tasks,; 19) school and service projects; 20) cross-age tutoring and helping; 21) Community service; 22) values-based improvement project; 23) American history and democracy; 24) symbols; 25) slogans; 26) posters; 27) Morning announcement; 28) clarifying moral questions; 29) hypothetical moral choices: what should you do?; 30) teach empathy; 31) teach ethics; 32) the sports program; 33) extracurricular participation; 34) maintain and enhance self-esteem.

Modeling values and morality consists of 21 ways to enhance moral and values. They are 1) the emotional bond; 2) share your beliefs and reasons; 3) share your feelings; 4) share your experiences; 5) share your skills; 6) share your personal lives and interests; 7) your personal bulletin; 8) live your values openly; 9) avoid hypocrisy; 10) what you wear; 11) invite students along; 12) highlight

other models, past and present; 13) older students as models; 14) resource persons; 15) your family and friends; 16) symbolic leadership; 17) negative models; 18) role model analysis; 19) thank you letter to models; 20) participate yourself; and 21) staff hiring policy.

Facilitating values and morality consist of 2 ways to enhance moral and valued. They are 1) what are your purposes?; 2) voting; 3) prioritizing; 4) spread of opinion exercises; 5) interviews; 6) inventories; 7) values journal; 8) proud questions; 9) sentence stems; 10) I learned statements; 11) respect the right to pass; 12) three-level approach to subject matter; 13) student choice in curriculum; values story or values poem; 14) moral dilemma discussion; classifying values questions; 15) Hypothetical values stories: What would you do?; 16) self-evaluations; 17) study and debate controversial issues; 18) class rule making; 19) class meetings; 20) community meetings; 21) meaningful student government; 22) simulated government experiences; 23) social action letter to editor or public official; 24) election analysis and debate; 25) peer counseling; 26) board of directors strategy; and 27) I should.

There are 14 ways to enhance moral values under the skills for value development and moral literacy. They are 1) critical thinking; 2) creative thinking; 3) communicating clearly; 4) listening; 5) assertiveness; 6) resisting peer pressure; 7) cooperation and cooperative learning; 8) conflict resolution; 9) academic skills and knowledge; 10) social skills.

Developing a values education program consists of 5 ways to enhance moral. They are 1) the values education committee: educators, parents, and community working together; 2) keep parents and community informed; 3) parent and community involvement; 4) meeting basic need; and 5) evaluate the results.

According to Sugirin (2011) there are two modes of character education in the teaching learning process. They are explicit and implicit mode. In the Explicit Mode, the teacher should have planned in the actual or hidden syllabus what aspects of personal competence and/or social competence s/he expects to nurture through the instruction. In the implicit mode, a teacher can make use of any possible means to insert aspects of character education in the instruction (serving as hidden syllabus) as well as in other academic communications with the student-teachers.

Another way to teach character is showed in article written by Acikalin and Kilic (2017). Acikalin and Kilic in their article stated that national holidays in Turkey has some aspects that promote character and citizenship education while these national days may have been lost their spirits and passions comparing their early years.

It is begun with the question why the program of character educations are not effective when hundreds of books provide character curricula and lesson plans. Milliren and Messer offer a technique of focused invitations. Based on their article entitled Invitation to Character (2009), the result of using this

technique are profound and students respond as if we were shining a positive spotlight on the inner-most core of their being.

2. English Language Teaching

Teaching is an integral part of the process of education. It is a system of actions intended to induce learning. Its special function is to impart knowledge, develop understanding, skill as well as character. In teaching an interaction occurs between the teacher and the students, by which the students are diverted towards the goal. Thus, the sole element of teaching is the mutual relationship or the interaction between the teacher and the students which advances the students towards the goal.

Teaching is a complex task. For performing this task, a systematic planning is needed. Teaching is to be considered in terms of various steps and the different steps constituting the process are called the phases of teaching. The complete cycle of learning process includes planning the course, teaching it, evaluating it, and replanting it based on the evaluation, and then teaching it again in the replanned version (Graves, K. 2000: 9). Jacobsen, Eggen, and Kauchak (2009:23) have the same idea about the phase in the teaching process. They stated that there are three basic stages in instruction, i.e. planning, implementing, and assessing.

According to Celce-Murcia (2001) “Out-of-class” knowledge of language teaching in areas such as needs analysis, curriculum design, lesson planning,

materials design, and evaluation is, of course, necessary for a truly professional operation, but so long as there is a teacher working with a group of students, the essence of classroom second language teaching resides in the nature of instruction and interaction between teachers and students. When a second language is taught, three major steps must be taken. They are 1) Meta-planning for lesson objectives. 2) modalities/material, 3) tasks, 4) facilitation, and 5) correction and feedback.

a. Planning Phase

The first steps of the planning phase is the establishment of some kind of goal. In this step, a teacher must determine the goal of the lesson he gives to the student. The second step is selecting an instructional strategy, organizing learning activities, and gathering supporting material. Based on the goal of the lesson, a teacher can choose the best and appropriate strategy in teaching and find material which is appropriate to the lesson and can help in achieving the goal of the lesson.

The term curriculum has various definitions. Finney in Richards and Renandya (2002:70) states that in narrowest sense curriculum is synonymous with the term syllabus, as specification of the content and the ordering of what is to be taught; in the wider sense it refers to all aspects of the planning, implementation and evaluation of an educational program, the why, how well together with what of the teaching learning process.

The implementation of character education integrated in the learning process at the level of planning phase can be done through the designing of syllabus, preparing lesson plans materials and media. Therefore, the first thing done by the schools/teacher is to develop adapt the syllabus and then to compile/adapt lesson plans, to prepare/adapting teaching materials, and develop appropriate learning media.

The developing syllabus is primary referred to the Content Standards from the Ministry of National Education. Syllabus includes the standard of competency (SK), Basic Competence (KD), learning materials, learning activities, indicators of achievement, assessment, allocation of time, and learning resources. They aim essentially at facilitating the learner to master the standard of competence and the basic of competence. The Indonesian government through the Ministry of National Education proposes four methods to facilitate the learning and help students develop the character, at least, it is necessary to amend the syllabus the following four components:

- 1) The addition of column (component) in the syllabus. The column (component) of character is put between columns KD and learning materials;
- 2) The addition and/or modification of existing learning activities so that learning activities that develop character;
- 3) The addition and /or modification of indicators of achievement so that there are indicators related to learner achievement in terms of character

- 4) The addition and/or modification of existing assessment so that there is a technique to measure the character development.

(Ministry of National Education, 2010: 5)

- 1) Lesson Plan

It is important for the teachers to think about and plan each of lessons. Teachers have to make decisions about what and how to teach. Robertson and Acklam defines a lesson plan as a framework for a lesson. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. They illustrate a lesson is like a journey, then the lesson plan is the map. It shows where we start, where we finish and the route to take to get there.

In Indonesian context, a lesson plan (usually called as RPP) is arranged based on a syllabus that has been developed by the school. A lesson plan is generally composed of Standard of Competency, and the Basic Competence, learning objectives, learning materials, teaching methods, learning steps, learning resources, and assessments. As formulated in the syllabus, learning objectives, learning materials, teaching methods, learning steps, learning resources and assessments developed in the lesson plan are essentially chosen to create the learning process to achieve the Standard of Competency and the Basic Competency. Therefore, in order create a vision of learning on character development, it is necessary for teachers to adapt the lesson plans.

In order to integrate the character education in the teaching and learning the existing lesson plans need to be developed. There are two ways to develop the existing lesson plan, namely: (1) revising the formulation of learning objectives to cover one or more learning objectives which do not only develop cognitive and psychomotor skills, but also character, and (2) adding the specific learning objectives specially formulated for the character.

2) Learning materials

Instructional materials are the most influential component of learning. It is about what really happened to the learning process. Richards viewed teaching materials as a key concept in most language programs. Whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richards: 2001:251). It is common for many teachers who teach to merely follow the order of presentation and learning activities (task) that has been designed by the author of the textbook, without significant adaptation.

Richards (2001) divides the forms of materials into four, (1) printed materials such as books, workbooks, worksheets, or readers, (2) nonprinted materials such as cassette or audio materials, videos, or computer based materials, and (3) materials that comprise both print and nonprinted sources such

as self-access materials and materials on the internet, (4) materials not designed for instructional use, such as magazines, newspapers, and TV materials.

Gower, Phillips, and Walter (2001) group materials into two types, published materials and authentic materials. Course books, skills books, readers, reference books, resources books, video, and CALL (Computer Assisted Language Learning) belong to published materials. Anything a native speaker of English would hear or read or use can be described as authentic: theater program, newspapers, magazines, poems, songs, brochures, information leaflets, menus, etc. Because authentic materials are not designed for EFL student they are not graded for level, although some are obviously more difficult to understand than others.

Through the program or the Electronic School Book cheap books, today's government of Indonesia has the copyright to publish the textbooks of almost all subjects which meet the eligibility BSNP usage. Teachers must use the books in the learning process. To help schools organize the books, the government has provided funds to schools through school operational assistance program.

Although the books have to meet a number of eligibility criteria - namely the feasibility of content, presentation, language, and graphics - teaching materials still do not adequately integrate character education in it. If teachers simply follow or carry out learning activities based on the learning in books, character education is not running adequately. Therefore, in line with what has been designed on the syllabus and insightful character education lesson plans,

teaching materials need to be adapted. Adaptation is most likely held by teachers is to increase the learning activities as well as to develop the characters. Another way is to adapt or change the learning activities used in the textbook.

Textbook adaptation can be done at three levels (Graves, 2000:188-198). The first level is macro adaptation (syllabus level), which is ideally done before the language program begins. After comparing what is covered in a textbook and what is required by the syllabus or examination, the teacher may find that certain areas or even whole units of the book can be omitted, and certain contents need to be supplemented. Macro adaptation is very important because it helps the teacher to avoid waste of time and energy of the teacher and the students as well. It also helps the teacher to see in advance what he or she needs to supplement so that he or she can keep an eye on materials that could be used.

The second level of adaptation is adapting a unit. This could be reordering the activities, combining activities, omitting activities, rewriting or supplementing exercise material, etc. Unit adaptation helps to make the classroom teaching smoother and more cohesive. It also helps the teacher to better fulfill the aims of a unit.

The third level is adaptation of specific activities in a unit. Occasionally an activity is regarded as valuable, but it is not well-designed or it is not feasible in particular class. If the teacher does not want to give up the activity, he or she needs to adapt it.

Adaptation at any level may be done by omission, addition, reduction, extension, modification, replacement, reordering, and branching (Maley in Tomlinson, 1998:281).

- a) Omission: the teacher omits things considered inappropriate, offensive, unproductive, etc., for the particular group.
- b) Addition: the teacher may decide to add to textbooks, either in the form of texts or exercise material if there seems to be inadequate coverage,
- c) Reduction: the teacher shortens an activity to give it less weight or emphasis.
- d) Extension: the teacher lengthen an activity in order to give it an additional dimension. (for example, a vocabulary activity is extended to draw attention to some syntactic patterning.)
- e) Rewriting/modification: the teacher may occasionally decide to rewrite material, especially exercise material, to make it more appropriate, more “communicative”, more demanding, more accessible to their students.
- f) Replacement: the teacher replace text or exercise material which is considered inadequate, for whatever reason, by more suitable material.
- g) Re-ordering: the teachers may decide that the order in which the textbooks are presented is not suitable for their students. They can then decide to plot a different course through the textbooks from the one the writer has laid down.
- h) Branching: the teacher may decide to add options to the existing activity or to suggest alternative pathways through the activities.

In his book “Curriculum Development in Language Teaching” Richards suggests 6 (six) ways to adapt textbooks. They are:

- a) Content modification: content may need to be changed because it does not suit the target learners.
- b) Content addition or deletion: the book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps sections of units throughout the book omitted.
- c) Content reorganization: a teacher may decide to reorganize the syllabus of the book and arrange the units in what he/she considers a more suitable order. Or within a unit the teacher may decide not to follow the sequence of activities in the unit but to reorder them for a particular reason.
- d) Addressing omission: the text may omit important items. For some reason, authors may not include the presentation of aspects you think important in their textbooks, e.g.: grammar, vocabulary, and pronunciation. Before a teacher uses the textbook, he/she needs to address the absence of the aspects by adding tasks that facilitate the students to learn those language aspects.
- e) Tasks modification: exercises and activities may need to be changed to give them an additional focus.
- f) Task extension: Exercise may contain insufficient practice and additional practice tasks may need to be added.

b. Implementing phase

The second phase is implementing. This phase occurs when the teacher actually does a teaching activity with the idea of reaching a pre-established goal. The teacher attempts in the implementation stage to accomplish the teaching goal through the selected strategy. The teaching activity in the implementation stage is the actual performance of the strategy the teacher has selected.

In addition to implementing a teaching strategy to reach a predetermined goal, teacher must organize and manage their classes, so the learning process can proceed smoothly. Management procedures range from something as simple as a word spoken to students to complex procedures that require the creation of a unique environment.

Once the syllabus, lesson plans, teaching materials and instructional media have been developed, the next step is to implement them in the classroom. At this stage the learning activities that have been designed in the syllabus and lesson plans that have been outlined in detail in the materials/textbook are implemented. If the teachers do not implement the syllabus and the lesson plan, character education through learning will be less successful. Syllabus, lesson plans and teaching materials that have been prepared for the integrated character education should be implemented in the classroom with the teacher as a model.

1) Learners

It is very important to know learners' background such as their age, sex, nationality, social and economic background, and interest. People of different

ages have different needs, competences, and cognitive skills. Harmer (2001) states that the age of students is a major factor in deciding how and what to teach.

Students of Junior High School are normally in the ages of 11-15 years old. They can be categorized as teenagers. Teenagers are an age of transition, confusion, the growth of self consciousness, and the change of bodies and mind. Nevertheless, Penny Ur via Harmer (2001:38) suggests teenage students are in fact overall the best language learners.

Characteristics of learners such as various behaviors, maturity, learning habit, needs, talent, motivation, culture ability, and perception to the teacher should be considered as affective factors of the teaching learning process (*Puskur balitbang diknas*, 2006).

2) Teachers

Teachers are defined in many ways. Harmer (2001:56) describes teachers as actors because they are always on stage, orchestra conductors because they direct conversation and set the pace and tone, gardeners because they plant the seeds and then watch them grow. It is because views are somewhat mixed as to what teachers are and because different functions are described to teaching, that we need to examine the teacher's role not only in education generally, but in the classroom itself.

The success of classroom learning very much depends on how students relate to each other, what the classroom environment is, how effectively students cooperate and communicate with each other, and of course what roles the teacher and learners play.

Relating to teacher's role, the teacher can play many roles in the course of teaching. According to Harmer (2001: 58-62), the roles of teachers are presented below.

a) Controllers

The teachers have the responsibility of the class and of the activity occurring in a way that is significantly different from a situation where students are working on their own groups. As controllers, teachers take the roll, tell students things, organize drills, read aloud and in various other ways exemplify the quantities of a teacher-front classroom.

b) Organizers

As organizers, teachers have to manage students to do various activities. The teachers should give the students information, tell them how they are going to do the activity, put them into pairs or groups and finally close things down when it is time to stop. The first thing the teachers need to do when organizing something is to get students actively involved.

c) Assessors

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where teachers have to act as an assessor, offer feedback and correction and grade students in various ways.

d) Prompters

One of the important roles of a teacher is a prompter. Teacher has to encourage students in monolingual groups to speak English rather than use their mother tongue. When the teachers prompt, students need to do it sensitively and encouragingly.

e) Participants

During student discussion, role-play, or group decision-making activities, teachers are of person who 'stand back' from the activity, letting learners get on with it and only intervene later to offer feedback or correct mistakes. However, there are also times when teachers might want to join an activity not as a teacher but as participants in the English teaching-learning process.

3) Media

The types of media for English learners can be quite varied because English is both a verbal and a written language. Learner's textbooks often include non-authentic written materials (materials that have been created for the textbook) as well as original materials like articles from newspapers and magazines.

Listening exercises and video clips are other kinds of media that can be used in or out of the classroom and aid in a verbal and aural understanding of the language. Internet and computer-based programs, games, puzzles and "realia" (objects) can also be used to assist the students' learning. These kinds of media are quite popular among students, being more "fun" than the traditional written exercises.

To help learners acquire knowledge and skills and develop character, teacher should develop and use appropriate learning media. Teachers function from a simple tool/media by making use of available objects around the school to an interactive information and communication technology-based multimedia.

Teachers should select media which also develops character. For example, when teachers develop media of secondhand goods, learners will develop the sense of creativity and love of the environment. When teachers decide using interactive multimedia, learners may develop independence.

c. Assessing Phase

The third stage in the teaching act is assessing. Here the teacher attempts to gather information that can be used to determine if his teaching has been successful. At this point the teacher is asking, "How will I determine if the students know, understand, or appreciate the goal I have identified?" The answer to the question specifies the way in which students' understanding will be evaluated and measured.

Cameron (2001: 222) argues that assessment is concerned with the learners' learning or performance and provides one type of information that might be used in evaluation. Brown (2004: 11) states that the assessments involve learners in actually performing the behaviour that the teachers want to measure. In interactive tasks, test takers are measured in the act of speaking, requesting, responding, or in combining listening and speaking and in integrating reading and writing.

Assessment is necessary to know the students' progress in their learning process. It should be done according to the process of teaching-learning. In relation to the learning assessment, Cameron (2001: 218) proposes some principles for assessing language learning as follows: 1) assessment should be seen from a learning centered perspective, 2) assessment should support learning and teaching, 3) assessment is more than teaching, 4) assessment should be congruent with learning, 5) learners and parents should understand assessment issues.

Among the available assessing technique some can be used to assess student achievement in both academic and personality. These techniques are observation (observation sheet), self-assessment (with a self-assessment form/questionnaire), and assessments between friends (peer assessment). The grade of students' character is on the basis of qualitative. The grade (A, B, C, D, E) given by the teachers describes the development of the character of the students. This grade is

the basis for the teacher to provide further guidance so that learners' character development will be optimal.

There are a number of ways in which teachers can assess students' work. They are comments, mark and grades, and also reports. Teacher can give clear sign of assessment to the students by saying *Good* or nodding. When students are graded on their work, they are always keen to know what grades they have achieved. At the end of a term teacher write reports on the students' performance. It is important when writing reports to achieve a judicious balance between positive and negative feedback (Hammer, 2012: 139-140)

B. Review of Relevant Studies

There have been some research on the implementation of character education in education institutions. The first research is a dissertation written by Patricia Z Salahuddin (2011) from Florida International University. The purpose of this case study was to examine how a Muslim school's curricula implemented character education. This study used a qualitative single-case methodology to examine character education as it was experienced by the participants in a private Muslim school.

The second research is a thesis written by Lies Setyorini (2005) from Yogyakarta State University. The research investigated 1) how the lecturers of *Pendidikan Pancasila dan Kewarganegaraan* plan the lessons and use the learning materials in

implementing moral education, 2) what the teaching learning activities are like, and 3) how lecturers administer the assessment.

The third research is a thesis written by Sudradjat (2010) from Yogyakarta State University. The focus of the research are 1) the principal, teachers, and staff's perception on the implementation of moral education, 2) the role of the principal on the implementation of moral education, 3) values developed in moral education, 4) the design of the implementation of moral education, 5) the impact of the implementation of moral education on students, and 6) the supporting and factors of the implementation of moral education.

The studies conducted by Patricia and Sudrajad focus on the implementation of character/moral education at institution level. Meanwhile, Lies Setyorini focused the research on the implementation of moral/character education carried by the lecturers, however she did not investigate how the lecturers, the subjects of the research, organize the teaching learning process.

Other researches were conducted in the field of the integration of character education with other subject matter in the teaching learning process. Rizal Hadi, a lecturer from Lambung Mangkurat University found in his research that teachers were capable of identifying character values appropriate for integration with subject matters, however, the studied respondents appeared to be limited in skills, and were hesitant in applying the correct methods during the learning process.

A research conducted in 2014 by M.J. Dewiyani and Tri Sagirani found that a method that more focus on thinking process could be accepted by learners.

The study conducted by Rianawati, a lecturer of Pontianak Institute of Islamic studies, found that the implementation of character education in teaching moral in MTsN 1 Pontianak is 63.5%. Moreover, the moral's teachers have been implementing the RPP, some character-based learning strategies, and implementation of authentic assessment of learning morals but should be elevated.

C. Conceptual Framework

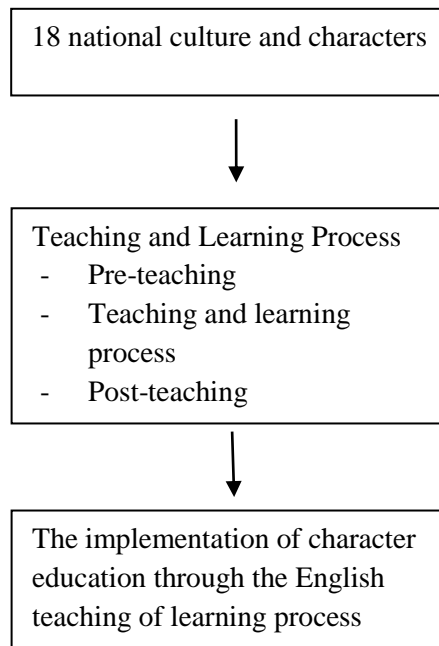


Figure1. Conceptual Framework

The conceptual framework of this study can be explained as follows. It is a must for school to implement the character education through teaching and learning

process in school and school culture. Based on the guidelines of character education, there are 18 values that can be instilled for students. Every school has their own choice what values they want to deliver at school. In SMP Negeri 1 Godean there are 10 values to instilled through school culture and teaching and learning process.

D. Research Questions

1. How do the teachers integrate the character education in their learning syllabus?
2. How do the teachers integrate the character education in teaching learning process in the classroom?
3. How do the teachers integrate the character education in assessment?