

CHAPTER IV

FINDINGS OF THE RESEARCH AND DISCUSSION

This chapter presents the results of research and discussion in the form of a description of the integration of character education in English lesson in SMPN 1 Godean. Descriptions include planning, implementation, and assessment. The results of the study and discussion the results of analysis of data obtained during the study. Data obtained from interviews, questionnaires, classroom observations, and analysis of documents in the form of syllabus and lesson plans.

A. Description of Research Location

SMPN 1 Godean is a school under the supervision of the Ministry of Education and Culture. It is geographically located in Sidoarjo, or precisely located in Nglarang, Sidoarum Village, Godean District, Sleman Regency, Yogyakarta Special Region.

The vision of SMPN 1 Godean is smart, trained, noble character, global insight, love of nation and country. The indicators are (1) increased academic achievement, (2) increased reasoning and creativity, (3) Increased competence in information and communication technology, (4) Increased non-academic achievements, (5) the creation of religious life in everyday life, (6) Increased use of English in conversation, (7) the creation of love for the nation and country, and (8) creation of soul and discipline behavior. The missions of the school are (1) increase academic

achievement, (2) increasing reasoning and creativity, (3) improve competence in information and communication technology, (4) improve non-academic achievements, (5) creating religious life in everyday life, (6) improve English in conversation, (6) creating love for the nation and country, and (7) creating soul and disciplined behavior.

SMPN 1 Godean has complete facilities. The school building is a building unit consisting of 12 classrooms divided into class VII, VIII, and class IX, equipped with language Laboratories, hall, UKS Room, BK, TU, library room, principal's room, teacher's room, and field for ceremonies and sports.

B. Description of Research Subjects

Subjects in this study consisted of 3 teachers, namely teacher A, B, and C. Teacher A taught at SMPN 1 Godean starting in 1981. Teacher A was already a civil servant, and so was teacher C.

Teacher B began teaching at the SMPN 1 Godean in 2010. Teacher B graduated from Yogyakarta State University with a major in English Education. She was still a *wiyata bakti* teacher. The third research subject was teacher C who graduated from Sarjana Wiyata Universiti. She was very senior experienced teacher.

The students of SMPN 1 Godean mostly from the area near the school. The background of their family were various. Their academic was good because to be able to study in SMPN 1 Godean they had to have a good score of National Examination.

C. Description of Research Findings

There were three English teachers in SMP Negeri 1 Godean, Sleman. Two teachers were senior teacher, and one teacher was a honorary teacher who is only twenty-five years old. Each of them was responsible to teach English in grade VII. VIII. IX. They managed their role so that each teacher had the responsibility to teach English for two grades, i.e. teacher A taught English for grade VIII and IX, Teacher B taught English for grade VII and VIII, and teacher C taught English for class VII and IX.

Interviews were carried out using unstructured interview techniques to the speakers. The speakers in this study were three English teachers and students of SMPN 1 Godean. The interview with teacher A was conducted on 15 February, 2013 in 15 minutes 30 seconds, and on 6 March, 2013 in 13 minutes 29 seconds. The interview with teacher B was conducted on 5 March, 2013 in 17 minutes 46 seconds, and on 6 March, 2013 in 24 minutes 7 seconds. The interview with teacher C was conducted on 12 February, 2013 in 11 minutes 13 seconds, on 23 March, 2013 in 12 minutes 10 seconds, and on 6 March in 18 minutes 42 seconds.

The results of the interviews were completed with the results of analysis of documents, questionnaires, and classroom observations. They were used to support interview data. The analyzed documents were in the form of syllabus and lesson plan documents used by English teachers in SMPN 1 Godean. The analyzed lesson plan was the lesson plan used by the teacher during class observations. Class observations to obtain research data were carried out 32 times.

Class observations were carried out from February to March 2013. Class observations included classes VII A, VII B, VIII B, VIII C, VIII D, IX A, and IX C. There were seven observed classes. This was because based on the results of interview and the timetable of the lesson in SMPN 1 Godean those classes were available and possible to observed. Some classes were not be observed because the schedule were at the same period.

Based on the results of the document study, it stated that character education in English lesson in SMPN 1 Godean began in 2010. In the handbook the implementation of Character Education in SMPN 1 Godean it was stated that the program of character education in SMPN 1 Godean began in the academic year 2010/2011.

All English teachers in SMPN 1 Godean planned the implementation of character education in learning through syllabus and lesson plans. Based on the results of interviews, all English teachers stated that the syllabus was made every new semester. The results of the interviews showed that two teachers, teacher A and B, always made lesson plans before learning whereas teacher C stated that the preparation of lesson plans was hardly never be done. She only referred to the lesson plan already made by the School Teacher Assembly.

Based on the results of interviews, all teacher carried out the planning of the integration of character education by always stating the character values to be achieved in the syllabus and lesson plans. All English teachers based on the results of interviews stated the basis for selecting character values to be achieved was school

provisions that were in line with the school's vision and mission and based on their own thoughts. The results of the interview indicated that all subjects in the learning planning activities chose character values to be achieved by adjusting the material, methods, strategies, and learning methods. Based on these results it could be concluded that the selection of character values to be achieved in learning planning was adjusted to the school provisions, school vision, material, media, strategies, and learning methods.

1. The Lesson Plan

Based on the observation and interview with the teachers, teachers in making the implementation plan of learning was always based on the existing syllabus. The syllabus was generally used by the teachers in planning lessons, carrying out learning, and developing a management system for learners. In this case, teachers set the Standards of competency in the lesson through the School Teacher Assembly (MGMP) and then again at the district level of the School Teacher Assembly to equate perceptions and establish a common standard among the schools. Based on the data obtained, the teachers developed nine lesson plans. Based on the nine lesson plans, the insertion of character education was viewed from two components namely indicators and teaching and learning process. The character education was clearly observed. The researcher found that: lesson plan written by the English teachers, it could be described as follow.

Table 1: The Indicator in the Lesson Plan

Lesson Plan	Standard of Competence	Basic Competence	Indicator
1	<i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dalam lingkungan sekitar</i>	<i>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar, teks berbentuk "permission letter"</i>	<ul style="list-style-type: none"> - Menumbuhkan siswa untuk disiplin dengan membuat surat izin jika tidak masuk sekolah - Menumbuhkan sikap percaya diri bahwa mereka bisa membuat surat izin dengan menggunakan Bahasa kedua yang sedang mereka pelajari - Menumbuhkan sikap tanggung jawab
2	<i>Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat</i>	<i>Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure</i>	<i>Memotivasi siswa untuk mengembangkan sikap gemar membaca</i>
3	<i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.</i>	<i>Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.</i>	<i>Memberi tugas yang memancing anak ingin tahu, bisa kerjasama, percaya diri, dan akhirnya bias mandiri</i>
4	<i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar</i>	<i>Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative dan recount.</i>	<i>Memberi tugas berkelompok agar terbina bagaimana cara bekerja sama, menghargai pendapat orang lain, kreatif, bertanggung jawab</i>
5	<i>Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar</i>	<i>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount</i>	<i>Merespon makna yang terdapat dalam monolog pendek sederhana dengan penuh rasa ingin tahu, sungguh-sungguh, kerja keras, semangat, teliti, dan mandiri untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount</i>

Lesson Plan	Standard of Competence	Basic Competence	Indicator
6	<i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana untuk berinteraksi dengan lingkungan sekitar</i>	<i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam Bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur meminta, memberi persetujuan, merespon pertanyaan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali. Memperpanjang, dan menutup percakapan telepon.</i>	<i>Mengawali, memperpanjang, dan menutup percakapan telepon dengan sopan.</i>
7	<i>Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</i>	<i>Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam Bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure</i>	<ul style="list-style-type: none"> - <i>Mengungkapkan berbagai informasi dengan sungguh-sungguh, semangat, mandiri, dan santun dalam teks monolog berbentuk descriptive</i> - <i>Melakukan monolog dalam bentuk descriptive dengan sungguh-sungguh, kerjasama, semangat, mandiri, santun, dan toleransi.</i>

Based on Table 1, it can be seen that each list of indicators includes character values. They are discipline, confidence, responsibility, love reading, cooperation, independent, respect, creative, sincerity, curiosity, hard work, enthusiasm, polite, courtesy, and tolerance.

The ability to speak was listed in some of the above RPP namely Lesson Plan 8, Lesson Plan 9, and Lesson Plan 10. The ability of students in writing was emphasized on several syllabus. This could be found in Lesson Plan 2, Lesson Plan 3,

Lesson Plan 4, and Lesson Plan 5. The emphasis on students' reading ability in English can be seen from Lesson Plan 1. The students' competence in listening to English discourse was contained in Lesson Plan 6.

There were fifteen characters which were stated in the lesson plans. The following is the table of characters stated in the lesson plan.

Table 2: Values/character Stated in the Lesson Plan

lesson plan	Values/character	skill
1	love reading	reading
2	disciplined, confident, responsible	writing
3	curious, cooperative, confident, independent	writing
4	disciplined, confident, responsible	writing
5	cooperative, appreciative, creative, responsible	writing
6	curious, enthusiastic, wholehearted, hardworking, careful, independent	listening
8	wholehearted, enthusiastic, independent, respectful, cooperative, tolerant	speaking
9	respectful	speaking
10	wholehearted, hardworking, enthusiastic, cooperative, respectful	speaking

The frequency of each character is different. The following is the frequency of each character.

Table 3: Frequency of Values in the Lesson Plan

No	character	frequency
1.	cooperative	4
2.	confident	3
3.	enthusiastic	3
4.	responsibility	3
5.	wholehearted	3
6.	respect	3
7.	independent	3
8.	disciplined	2
9.	hardworking	2
10.	curious	2
11.	careful	1
12.	tolerance	1
13.	appreciation	1
14.	creative	1
15.	love reading	1

Based on Table 3, it can be seen that each skill contains a different amount in each of the learning sections. Overall, there are fifteen kinds of character in learning activities: cooperative appears 4 times; confident, responsible, enthusiasm, respectful, wholehearted, and independent appear 3 times of each; curious, hardworking, and disciplined appear 2 times of each; love reading, appreciation, creative, careful, tolerance appear 1 time of each. Here's a character learning mapping found on each skill

a. Listening ability

Based on lesson plan 6 that emphasizes on the ability to listen, there were eight types of character that try to instilled by the teacher. The six characters included

curious, enthusiastic, wholehearted, hardworking, careful, and independent. The majority of the characters were on whilst-activity.

b. Reading ability

As well as the ability to listen, the character in the ability to read was also obtained through an analysis of one lesson plan. There was only one character that try to instill by the teacher. It was love to read.

c. Writing ability

The character instilled in in the learning process based on the lesson plan that emphasized on writing skill was done on four lesson plans. In the lesson plan it was found that the teacher emphasized the character of disciplined, confident, curious, cooperative, independent, responsible, appreciative, and creative.

d. Speaking ability

Character building in the emphasis of students' speaking ability was contained in three lesson plans. There were seven characters that were instilled in the teaching and learning process. They were wholehearted, enthusiastic, independent, respectful, cooperative, tolerant, and hardworking.

Special rubric of students' character assessment was found in three lesson plans from ten existing lesson plans. The focus of the assessment used varies from one to another. This was based on the skills or abilities that students wanted to develop. Overall, the existing accounting rubric was still fixated on the skills taught and did not emphasize the calculation of character built through learning.

2. Teaching and Learning Process

To know the integration of character education during the teaching and learning process in the classroom, observation in the classroom was done. Classes were observed twenty times. The topics taught during the observations were also different and corresponded to the emphasized competency.

The character values which were taught and instilled in the teaching and learning process were slightly different from what were stated in the lesson plans. For example, in the original plan, there were four characters that would be integrated in the learning of the students, namely polite, appreciative, creative, and communicative. While in the teaching and learning process, the character of appreciative was taught during the whilst-activity phase, while the teacher contained one other character that was social care that was also implemented during the pre-activity phase.

. The learning process was divided into three parts: Pre-activity, Whilst-activity, and Post-activity. Some characters building could be found in the teaching and learning process. The followings are the result of observation during teaching and learning process in brief

a. Reading Comprehension

Some characters building could be found in the reading comprehension teaching and learning process. The following table describes briefly the character values integrated in the teaching and learning process.

Table 4: Character values integrated in the in English lesson at SMPN 1 Godean based on Data Sheet 5

No.	Character Value	Competencies												Mode	
		Listening			Speaking			Reading			Writing			I	E
		Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T		
1.	independent							√							√
2.	critical thinking								√						√
3.	confident							√							√
4.	careful								√					√	
5.	respect								√					√	
6.	disciplined								√					√	
7.	generous								√					√	
8.	wholehearted								√					√	
9.	tolerant								√					√	
10.	creativity							√						√	
11.	responsibility							√							√
12.	perseverance								√					√	
13.	patience								√					√	
14.	hardworking								√					√	

Learning reading competencies in SMPN Godean 1 integrated independent, critical thinking, confident, care, respect, disciplined, generous, wholehearted, tolerant, creativity, responsibility, perseverance, patience, and hardworking. The character of care, respect, disciplined, generous, wholehearted, tolerant, creativity, responsibility, perseverance, patience, and hardworking were not found in the results of the lesson plan analysis.

Based on the results of the lesson plan analysis on the teaching and learning activity of listening competency stated that character values that were often used were the value of disciplined and respectful. The implementation of polite values

integrated through opening and closing greetings was always done by the teacher. Religious value was always integrated through prayer activities before and after learning. The teacher was always presenting students to instill discipline values. Developing curiosity could be through apperception and use of media, methods, and strategies.

The value of being fond of reading, critical, and creative was integrated with the activities of students in seeking information on learning material. Listening competence learning activities based on the results of class observation states that the teaching learning activities were often with group discussion activities to instill the value of tolerance and cooperation. Individual assignments could implement the values of independence, hardworking, and responsibility. Through the class observation also it could be described that the teachers often gave individual assignments.

The final activity of learning was to conclude the learning outcomes. This was to instill the value of self-confidence.

b. Writing

The teaching and learning of writing at SMPN 1 Godean integrated the values of disciplined, religious, care, appreciation, respect, cooperation, courtesy, critical thinking, responsibility, and tolerance. The results of observations on class VII B, VIII D, and IX C were not in accordance with the results of the analysis of character

values that appear in the lesson plan. Some values were not stated in the lesson plan.

Only the value of caring, respect, and responsibility could be found in the lesson plan.

Table 5: Character values integrated in the in English lesson at SMP N 1 Godean based on Data Sheet 2

No.	Character Value	Competencies												Mode		
		Listening			Speaking			Reading			Writing			I	E	
		Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T			
1.	disciplined											√				√
2.	religious											√		√		√
3.	care											√	√		√	
4.	appreciation											√			√	√
5.	respect												√			
6.	cooperation												√			√
7.	courtesy												√			√
8.	critical thinking												√			√
9.	responsibility												√			√
10.	tolerance												√		√	
11.	polite											√		√		

The polite value was integrated through opening and closing greetings. Religious values are always implemented through prayer activities before and after learning. The teachers always instilled the value of disciplined to the students. The final activity of learning was used to conclude the learning outcomes. This was to instill

the value of confidence. They always guide students to conclude material. Students created wall magazines available with various works.

c. Speaking

Some characters building could be found in the speaking teaching and learning process. The following table describes briefly the character values integrated in the teaching and learning process.

Table 6: Character values integrated in English lesson at SMP N 1 Godean based on Data Sheet 3

No.	Character Value	Competencies												Mode		
		Listening			Speaking			Reading			Writing			I	E	
		Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T			
1.	care				√										√	
2.	religious				√		√									√
3.	self confidence				√											√
4.	appreciation					√									√	
5.	enthusiasm				√	√									√	
6.	disciplined					√									√	
7.	critical thinking					√										√
8.	tolerance					√									√	
9.	love					√									√	
10.	courage					√										
11.	disciplined					√										
12.	respect					√										

Teaching and learning speaking at SMP N 1 Godean integrated care, religion, self-confidence, appreciation, enthusiasm, disciplined, critical thinking, tolerance, love, courage, disciplined, and respect. The observation was conducted on classes

VII B, and VII C. Based on the observation, character values that were often used in speaking competency learning were the values of confidence, and caring.

The nature of being critical was integrated with the students' activities by seeking information in the learning material. The teachers often asked students to look for material. The character of care, self-confidence, appreciation, enthusiasm, critical thinking, tolerance, love, courage, disciplined, and respect. The teaching and learning of speaking activities based on the observation stated that the value of tolerance and cooperation was often integrated with group discussion activities. Individual assignments could build the values of independent, hard work, and responsibility. Through the activity of speaking the teacher often gave the students individual assignments. The final activity of learning was often used to conclude the learning outcomes. This was to instill the value of self-confidence. The teachers stated that they always guide students to conclude the material as a way to implement independence and confidence values.

d. Listening

The teaching and learning process of listening at SMP N 1 Godean integrated the values of disciplined, religious, care, enthusiasm, appreciation, hardworking, confidence, respect, and responsibility.

The results of observations on class VII A and VII D were in accordance with the results of the analysis of character values that appear in the lesson plan.

Table 7: Character values integrated in the in English lesson at SMP N 1 Godean based on Data Sheet 1

No.	Character Value	Competencies												Mode		
		Listening			Speaking			Reading			Writing			I	E	
		Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T	Pr-T	WT	Po-T			
1.	disciplined	√														√
2.	religious	√		√												√
3.	care	√													√	
4.	enthusiasm	√	√	√												√
5.	appreciation		√													√
6.	hard working		√													√
7.	confidence		√													√
8.	respect		√												√	
9.	responsibility		√												√	

Individual assignments could implement independent, hardworking, and responsibility values. Teachers often gave individual assignments. The final activity of learning was to conclude the learning outcomes. This was to instill the value of self-confidence. There are some values that were not found in the lesson plan. They are disciplined, religious, enthusiasm, appreciation, hardworking, and confidence.

a. Teacher A

1) Reading Ability

a) Pre-Teaching

The teacher was already in the classroom but there were only six students in the classroom. The teacher asked a student to call his friends to come to the

class soon. The teacher told the students to be on time. The following is the utterances.

T : You should go to the class to study here on time. Is everybody here
Ss : Not yet.
T : How many student is not here?
Ss : Three

The teacher instilled the value of disciplined implicitly, she does not have any plan to teach this value to the students.

Table 8: The character integrated in the teaching and learning process: pre-activity phase-reading 1A

utterances	character	phase	mode
<p>The teacher is already in the classroom but there were only six students in the classroom. The teacher asked a student to call his friends to come to the class soon. The teacher tells the students to be on time.</p> <p><i>T : You should go to the class to study here on time. Is everybody here?</i> <i>Ss : Not yet.</i> <i>T : How many student is not here?</i> <i>Ss : Three</i></p>	disciplined	Pre-activity	implicit

To integrate the value of religious, the teacher opened the class by greeting the students. She asked the students if they were ready to start the lesson. Some students were not ready to, then the teacher asked them to pay attention and prepare for the lesson. She asked the student who was absent. She was very happy to know that all students were present.

T : Not so bad, thank you. Who is not present today?
Ss : All present
T : Very good. I'm happy that all of you are present. It means that all of you are fine.

Table 9: **The character integrated in the teaching and learning process: pre-activity phase-reading-2A**

utterances	character	phase	mode
T : Assalamualaikum warahmatullahi wabarakatuh. Ss : Waalaikumsalam warahmatullahi wabarakatuh. T : Can we start the lesson now? Ss : Not yet. Some students said “not yet” but there were some students said “yes”. T : Yes. Please pay attention and prepare. Get ready for the lesson. Ok. Are you ready to start the lesson now? Ss : Yes we are. T : Good morning everybody? Ss : Good morning, Mam. T : How are you today? Ss : We are fine, thank you. And you? T : Not so bad, thank you. Who is not present today? Ss : All present T : Very good. I’m happy that all of you are present. It means that all of you are fine.	Religious, disciplined, caring	Pre-activity	Implicit

The teacher appreciated the students because they actively answered the teacher questions and they could answer the question correctly. It happened when the teacher tried to bring the students to the lesson by giving them some questions related to the last lesson material.

Table 10: **The character integrated in the teaching and learning process: pre-activity phase-reading-3A**

utterances	character	phase	mode
S6 : Past tense. T : Yes? Ss : Past tense. T : Past tense. Because we use past tense, so, what kinds of verbs that are used here? Ss : Verb two T : Can you mention... Can you... What kinds of... They will be classified into two groups of verbs . What are they? Ss : Regular and irregular. T : Very good. Regular and ==irregular. Ss : irregular T : Ok. You know the social function. You know... What about the generic structure?	appreciative	Pre-activity	implicit

utterances	character	phase	mode
Ss : Orientation, series of events, resolution. T : Very good. Orientation, ==series of events, resolution.			

b) Whilst-Activity

To integrate the value of cooperation, the teacher divided the class into four groups to do the task. It took a teacher a moment to decide who the third leader was. The students had their own choices.

Table 11: **The character integrated in the teaching and learning process: whilst activity phase-reading-1A**

utterances	character	phase	mode
T : Ok students. Now, before we start, I will divide class into four groups. But I will.. I will decide the leaders of the groups. The leader of the group is... The first is Putri. Second Sifandita, the third is... It takes a teacher a moment to decide who the third leader was. The students had their own choices. There were two names they mentioned. Ss : Merlyn... Intan... T : Ok, Intan, please. And, what about the last? There are four leaders for four groups. There are four leaders, but sometimes you can change the others. You can change... You can be the leader some other time. Choose the other. Ss : Fahry. T : Oh, Fahry. Ok. This is the only boy. So, there are... the four leaders, and about the others, please, that is the first group, the second, the third, and the ==forth. (The teacher pointed each row in the class room while mentioning the name of each group.) Ss : ==forth	cooperative	whilst-activity	explicit

The students did the task and the teacher moved around the class to check. When she found some students working in pair, she asked them to work in groups. *T: You can discuss in group, please.*

Table 12: **The character integrated in the teaching and learning process: whilst activity phase-reading-2A**

utterances	character	phase	mode
T : You can discuss in group, please.	cooperative	Whilst activity	explicit

To integrate the value of critical thinking, the teacher asked the students to give comment on the third group's presentation. She asked the students to think before they gave comment. She gave some questions to the students to make them easy to give comment for their friends' performance.

Table 13: **The character integrated in the teaching and learning process: whilst activity phase-reading-3A**

utterances	character	phase	mode
S7 : Ok. Any comment? T : Ok. Think first. You think first. All of you think first. Don't be in a hurry. Do you agree, dear? Do you agree? S : Yes T : What about the appearance of their presentation? <i>Tampilannya?</i> Is it ok? What about the sentences? Can you see the sentences clearly? Ss : Yes.	Critical thinking	whilst teaching	explicit

The teacher invited the students to help her switch on the LCD. To integrate the value of respect, she also told the student to give respect to the

group presenting in front of the class and they would discuss the result of the presentation to make sure that the group had worked correctly.

Table 14: **The character integrated in the teaching and learning process: whilst activity phase-reading-4A**

utterances	character	phase	mode
<p>T : <i>Siapa</i>, one of you help to switch on the LCD. Listen, dear. When each group presents, please all of you pay attention. We will discuss it together. Please, now face... Ok, dear. Listen. Now listen first. When each group presents the result, please all of you pay attention. And we will discuss about the result. And after the... after we discuss, we are sure that all of your friends' work are correct, and then, please you copy one another. You copy your friends' result. Do you understand? <i>Nanti semua mengkopi ini kalau sudah kita diskusikan. Kopi lalu nanti akan dibuat</i> recount text. Ok, dear? Would you please...</p>	<p>respectful, critical thinking</p>	<p>whilst teaching</p>	<p>explicit</p>

The teacher with the students discussed the complete paragraph they had ordered. To integrate the value of critical thinking, she asked them whether or not they agreed with the group's answer. The students had different answer. The teacher gave some questions to help the students to make decision about group one's work.

T: How about all the sentences? Please, dear, all of you pay attention to the first sentence. We rolled out a map on the ground to sit. After setting up the tent, we took the picnic jar and had a meal together. It was nice having meals in the open air.

Do you all agree with the arrangement 1? Please you think first. Agree or disagree? Again. From this group first, do you agree or disagree? Setting up the tent first, or rolling out the mat first? Which one is more chronologist? Kita mendirikan tenda dulu atau membentangkan tikar dulu ya?

S: Mendirikan tenda dulu.

Table 15: **The character integrated in the teaching and learning process: whilst activity phase-reading-5A**

utterances	character	phase	mode
<p>T : How about all the sentences? Please, dear, all of you pay attention to the first sentence. <i>We rolled out a map on the ground to sit.</i> <i>After setting up the tent, we took the picnic jar and had a meal together.</i> <i>It was nice having meals in the open air.</i> Do you all agree with the arrangement 1? Please you think first. Agree or disagree? Again. From this group first, do you agree or disagree? Setting up the tent first, or rolling out the mat first? Which one is more chronologist? <i>Kita mendirikan tenda dulu atau membentangkan tikar dulu ya?</i></p> <p>S : <i>Mendirikan tenda dulu.</i> Not all the students disagreed with the group 1's work. Some of them had the same opinion about the chronological order of the text.</p> <p>T : Well. Yes. You agree? Ok. But, after setting up... because... look at the sentence. <i>After setting up the tent</i>, so it is better for us to set up the tent first. Ok?</p>	critical thinking	whilst teaching	implicit

To integrate the value of respectful, the teacher asked the students to pay attention. She asked the students whether they agreed with the result of group's work.

Table 16: **The character integrated in the teaching and learning process: whilst activity phase-reading-7A**

utterances	character	phase	mode
<p>T : Ok. Pay attention, dear. Please, you... Please, you think first. Are the arrangements... Are the arrangements of those sentences... Do you agree, dear? Do you agree to those arrangements?</p> <p>S : Agree.</p> <p>T : Ok. <i>Setuju?</i></p> <p>S : Yes</p> <p>T : <i>Sudah kronologis ya urutannya.</i> Ok. I think so, dear. I think so.</p>	Respectful, critical thinking.	Whilst teaching	explicit

A student asked the teacher the word in column B point 'i'. There was a misspelling. The teacher said sorry because it was her mistake in typing. It seemed that the teacher responded the student's questions automatically and she did not intend to instill the character of humility.

Table 17: **The character integrated in the teaching and learning process: whilst activity phase-reading-8A**

utterances	character	phase	mode
T : I am so sorry, dear. There is a mistake in typing. Not saying, but <i>sayang</i> . Sayang. Not <i>sayang</i> as I <i>sayang</i> you, no...	humility	Whilst teaching	explicit

A student asked the teacher what they should have done if they finished doing the tasks. Some groups had not finished doing the task one. The time the teacher gave to the group to do the task was still 2 minutes left. The teacher decided not discussing the task at the moment. She gave more change for the groups to finish doing the task to integrate the value of tolerant.

Table 18: **The character integrated in the teaching and learning process: whilst activity phase-reading-9A**

utterances	character	phase	mode
S8 : Excuse me Mam. T : Yes S8 : If we have finished it, what should we do? T : Well. Have you finished? S8 : Yes T : Ok, dear. Can we discuss now about task one? Ss : Not yet. T : Not yet. Ok. Two minutes again. Wait a moment.	tolerant	whilst teaching	implicit

After 15 minutes goes by, the teacher check whether all groups had finished the task. Some groups have finished doing the task, but some groups have not. The teacher decides that all the groups have to present their work. It is the way the teacher integrated the value of courageous.

Table 19: **The character integrated in the teaching and learning process: whilst activity phase-reading-10A**

utterances	character	phase	mode
T : Ok, have you finished, dear? If all you have finished, you can present the result one by one present your result one by one. I mean one gro The teacher asked group 2 T : Finished? S : Still write the names. T : Ok. If you don't write the members no proble <i>Yang penting</i> is the result of your work. Ok? Ok, one by one dear, please you present, you present the result of your work. Who will oper the computer? The first, Sifandita's group? Ok. Who will present first? Which group will present there? Yang sudah selesai... who get ready? Get ready?	courageous, responsibility	whilst-teaching	exsplisit

There was a little trouble with the laptop used by group two. The teacher asked the group to ask a student to help to integrate the value of caring. A member of group two asked Fahry for help. It was the way the teacher integrated the value of caring.

S: Fahry, can you help us?

Unfortunately, Fahry cannot find what made the trouble.

Table 20: **The character integrated in the teaching and learning process: whilst activity phase-reading-11A**

utterances	character	phase	mode
<p>T : Any trouble? Please help again, dear. A member of group two asked for Fahry's help S : Fahry, can you help us? A student, Fahry, tried to help. But it seemed that he couldn't find what made the trouble.</p>	caring	Whilst teaching	explicit

The teacher decided to let the group to fix the laptop and asked the next group to present. She asked the students to pay attention to the next group. It was how the teacher integrate the value of respect implicitly.

T: Ok, dear. Please pay attention to the second presentation. Pay attention, all of you. Semua perhatikan.

Table 21: **The character integrated in the teaching and learning process: whilst activity phase-reading-12A**

utterances	character	phase	mode
<p>T : Ok, dear. Please pay attention to the second presentation. Pay attention, all of you. <i>Semua perhatikan.</i> The group prepared to present. It took them a few minutes. When the group is ready, the teacher asked the class to pay attention. T : Dear... dear... please pay attention. All of you pay attention.</p>	respectful	whilst-teaching	explicit

c) Post-Activity

To integrate the value of religious, the teacher closed the class and lead the prayer. Before leading the prayer, she appreciated the students for having good attitude during the lesson. She closed the class by greeting in Islamic way.

T: I think it is enough for today. Thank you for good attitude. Don't forget to find the subject resources that your family do and you do next week. Ok? Yes, because it is the last period, so, let's close activity first before we go home. Let's pray students.

Table 22: The character integrated in the teaching and learning process: post activity phase-reading-1A

Utterances	character	phase	mode
<p>T : I think it is enough for today. Thank you for good attitude. Don't forget to find the subject resources that your family do and you do next week. Ok? Yes, because it is the last period, so, let's close activity first before we go home. Let's pray students.</p> <p>The teacher leads the praying.</p> <p>T : Finish. <i>Assalamualaikum warahmatullahi wabarakatuh</i></p> <p>Class : <i>Walaikumsalam warahmatullahi wabarakatuh</i></p>	appreciative, religious	Post-teaching	explicit

2) Writing Ability

a) Pre-Teaching

To integrate the value of religious in the lesson, the teacher opened the lesson by greeting the students.

Table 23: The character integrated in the teaching and learning process: pre activity phase-writing-1A

utterances	character	phase	mode
<p>T : Ok students. Are you ready? Are you ready to to start the lesson?</p> <p>Ss : Yes</p> <p>T : Yes?</p> <p>Ss : Yes</p> <p>Not all the students respond to the teacher question. The teacher repeated her questions.</p> <p>T : Yes or no?</p> <p>Ss : Yes. (All the students respond to the teacher's question)</p> <p>T : <i>OK. Assalamualaikum warahmatullahi wabarakatuh.</i></p> <p>Ss : <i>Walaikumsalam warahmatullahi wabarakatuh.</i></p> <p>T : Good morning every body?</p> <p>Ss : Good morning, Ma'am.</p>	religious	Pre-teaching	implicit

The teacher asked the students' condition. To know that there were some students suffering flu, she advised them to consume spicy hot soup, using a lot of onion. It showed that the teacher instilled the value of caring. The following is their conversation.

- T : Who is unwell today? Who is not fine? Please raise your hand. Who is not well? Who is unwell?*
- SI : Me*
- T : One, two, three, four.*
- T : What do you suffer from?*
- SI : flu*
- T : Well, I think you can... you can consume spicy hot soup, using a lot of onion. You know? Please, you make spicy hot soup and then put a lot of onion. Although onion becomes very expensive.*

Table 24: The character integrated in the teaching and learning process: pre-activity phase-writing-2A

utterances	character	phase	mode
T : Are you still find today? Ss : No Ss : == yes Some students say no, and some students say yes. T : Who is unwell today? Who is not fine? Please raise your hand. Who is not well? Who is unwell? S1 : Me Some students raise their hands and the teacher counts the number of them. T : One, two, three, four. There are four students who are not fine. T : What do you suffer from? S1 : flu T : Well, I think you can... you can consume spicy hot soup, using a lot of onion. You know? Please, you make spicy hot soup and then put a lot of onion. Although onion becomes very expensive.	caring	pre-teaching	implicit

The teacher approached a student who looks unhealthy. She asked him some questions to make sure that he was fine. The teacher showed that she took care of someone else. She integrated the value of caring in the lesson implicitly.

Table 25: The character integrated in the teaching and learning process: pre activity phase-writing 3A

utterances	character	phase	mode
T : Are you unwell? S3 : No T : Are you sleepy? S3 : No T : Your face looks...	care	Pre-teaching	implicit

To instill the value of caring, the teacher asked the students to clean the blackboard. A student voluntary helps the teacher to do it.

Table 26: **The character integrated in the teaching and learning process: pre activity phase-writing 4A**

utterances	character	phase	mode
T : OK students. Today... Would you please one of you clean the board? A student voluntary helps the teacher clean the blackboard.	caring	Pre teaching	implicit

b) Whilst Teaching

The teacher invited Adel to help her to operate the laptop and LCD to present the material. Adel was ready to help the teacher. It was the way the teacher instilled the value of caring in the lesson implicitly.

Table 27: **The character integrated in the teaching and learning process: whilst activity phase-writing 1A**

utterances	character	phase	mode
T : OK students. Now please you, Adel, help me to show something.	caring	Whilst teaching	implicit

To instil the value of appreciative, the teacher gave appreciation for a student who could answer her question. The dialogue is as follow.

T : When you are away from school, when you are absent, what should you do?
S8: Write letter of permission.
T : Very good.

Table 28: **The character integrated in the teaching and learning process: whilst activity phase-writing 2A**

utterances	character	phase	mode
T : When you are away from school, when you are absent, what should you do? S8 : Write letter of permission. T : Very good.	appreciative	whilst teaching	implicit

When the teacher was giving the lesson, there was a teacher who wanted to distribute the guide book for the next school event, a study tour to Bandung for class 8. To know that there was an observer in the class she intended to postpone it till the break time. but the students really wanted to have the books soon. Finally, she distributed the books and asked the students to put it away.

T : OK students. Would you please keep it first, dear? Keep it on your bag.

It seemed that the students still focused on the guide book. They were eager to know the content of the book and discussed it among them. The teacher reminded them once again that they had to respect and be disciplined. The value of respect and disciplines were not stated in the lesson plan, so the teacher integrate these values implicitly.

T : OK. Back to the lesson. No students look at the pink book. No students look at the pink book. Pink book... All of the pink books are not on the table. Please put it in the drawer or your bag. And after this you can discuss. If you feel something wrong you can ask to Mrs. Tuning. OK. Please, now let's pay attention to the lesson.

Table 29: **The character integrated in the teaching and learning process: whilst activity phase-writing 3A**

utterances	character	phase	mode
<p>T : OK students. Would you please keep it first, dear? Keep it on your bag.</p> <p>It seems that the students still focus on the guide book. They eager to know the content of the book and discuss it among them. The T reminds them once again.</p> <p>T : Hey dear. Would you please discuss it then? OK?</p> <p>Ss : OK</p> <p>T : Now, keep it first in your bag. OK?</p> <p>Ss : OK.</p> <p>T : Now I will ask you . Why do you expect or hope to get the book soon? What is the important reason?</p> <p>S6 : Because there is table and our names.</p> <p>T : Oh I see. You will know your partner. Eager to get to know.</p> <p>Ss : Yes.</p> <p>T : OK. Back to the lesson. No students look at the pink book. No students look at the pink book. Pink book... All of the pink books are not on the table. Please put it in the drawer or your bag. And after this you can discuss. If you feel something wrong you can ask to Mrs. Tuning. OK. Please, now let's pay attention to the lesson.</p>	<p>respectful, disciplined</p>	<p>whilst teaching</p>	<p>implicit</p>

The teacher told the students what they had to do. The students had to do the task in pairs or groups of three. It was in line with the lesson plan that the value instilled in the teaching and learning activity was cooperative

T : You understand? Look at Task 4. Look at the parts of the letter. The letter has the following parts. After you identify please you complete the bubble using the words given.

S7 : Ma'am, individu or in pair?

T : In pairs.

S8 : Tiga ga papa ya Bu?

T : No. No problem. Three persons no problem.

Table 30: **The character integrated in the teaching and learning process: whilst activity phase-writing 4A**

utterances	character	phase	mode
<p>T : You understand? Look at Task 4. Look at the parts of the letter. The letter has the following parts. After you identify please you complete the bubble using the words given.</p> <p>S7 : Ma'am, <i>individu</i> or in pair?</p> <p>T : In pairs.</p> <p>S8 : Tiga ga papa ya Bu?</p> <p>T : No. No problem. Three persons no problem.</p>	cooperative	whilst-teaching	explicit

The two students were preparing the laptop. When the laptop was ready to operate, the teacher integrated the value of respectful by telling the students to pay attention to their friends' work.

The teacher told the student to look at their friends' work. She wanted the students to pay attention to 'date' on their friends' work and asked them whether they agreed or not with the position of the 'date' on their friends' work. It was the way the teacher integrate the value of critical thinking.

T : Students, look at your friends' work at the date. Do you agree that the date is state there?

Table 31: **The character integrated in the teaching and learning process: whilst activity phase-writing 5A**

utterances	character	phase	mode
<p>T : OK students. Pay attention to your friends' work.</p> <p>When the laptop is ready to operate, the teacher ask the students to pay attention.</p> <p>T : students, look at your friends' work at the date. Do you agree that the date is state there?</p> <p>Ss : Yes</p> <p>T : Now look at the salutation. Dear Mr. bla...bla...bla... Please, you can write any name that you like. May be your teacher is Mr. Carlson. <i>Dear Mr. Carlson, Please accept my apology for not attending your class on June 15the, 2010.</i> I have to come... to come or to come to?</p>	respectful, critical thinking	Whilst teaching	implicit

The teacher integrated the value of courtesy by giving explanation about how to write the name of a person politely. She asked the students to pay attention to the cultural notes. There was an explanation of how to write the name of person politely.

Table 32: **The character integrated in the teaching and learning process: whilst activity phase-writing 6A**

utterances	character	phase	mode
<p>T : OK. Now look at the cultural notes. Look at the cultural notes. In writing the addressee's name, like family name, but not.... I'm so sorry. Look at the word first. But not the first name or the middle. So, if the teacher's name is Julian Sonia Atmadiwiry, it is normally considered impolite to write the title followed by the first or the middle. For example, when you say Miss Julian or Miss Sonia, it is impolite. You shoul write Miss Atmadiwiry. OK. Is it clear? So, in writing the name, there is also rule. <i>Ora sak karepe dhewe ya.</i> Miss Atmadiwiry, Julian, Sonia,. <i>Ga bisa ya.</i> We can not take the first or the middle. We should take the end. OK students. Is it clear? Is it clear enough? <i>Sudah jelas?</i> Jadi bagian-bagian surat seperti itu. When I ask you to write a permission letter, so your letter should contain.....</p>	courtesy	Whilst teaching	explicit

The teacher reads the instruction of the task. She told the students to work in pairs to make a good order of jumble parts of a permission letter. It was how the teacher integrate the value of cooperative in the lesson.

Table 33: **The character integrated in the teaching and learning process: whilst activity phase-writing 7A**

utterances	character	phase	mode
<p>T : Work in pairs. The following is part of a letter that is sent by a student to a teacher. This parts are in a jumble. Copy these parts and put them in their appropriate place. I believe as I told you before, the reason... the reason why you are absent are many many kinds of reason. May be your parent has such kind of wedding party for your sister, for your older brother, etc. may be your parent has something to do like that for the reason in your permission letter. So, now students, please you do it in pairs arrange the jumble. The jumble what? The jumble parts and you arrange into a good permission letter. Do you understand? Do you know what to do with task 3?</p>	<p>critical thinking, cooperative</p>	<p>Whilst teaching</p>	<p>explicit</p>

c) Post Teaching

The bell rang. The English class was over. To integrate the value of critical thinking, the teacher gave some review on the lesson and asked the students some question related the material they had learned.

To instill the value of responsibility, the teacher told the students that they had to submit the letter they had to write at home. The letter had to be in an envelope.

To instill the value of being religious, the teacher ended the class by praying together and closed by greeting.

Table 34: **The character integrated in the teaching and learning process: post activity phase-writing 1A**

utterances	character	phase	mode
<p>T : OK students. Your friend has finished. Please you continue. OK students. Now listen. Please you read the timetable at home. When will you have English test prepare it well. I think it is enough for today. What have we just studied students? What have we just studied?</p> <p>Ss : Permission letter.</p> <p>T : It belongs to what?</p> <p>Ss : Short functional text.</p> <p>T : Good. Short functional ==text</p> <p>Ss : ==text</p> <p>T : How do you feel to make this? Difficult.</p> <p>S15 : little</p> <p>T : Oh a little. Little confused? I hope by practicing this you will be able to write a permission letter well. Don't forget to always study the lesson. OK. I think it's enough for today. Don't forget to submit the work tomorrow. Put the letter in an envelope. You don't need to buy an expensive envelope. You don't need to buy that, just the cheap one. How much is the price of one envelope?</p> <p>S5 : <i>Bikin sendiri</i></p> <p>T : O... You can make it by yourself. OK. No problem. Well. Let's close our activity by praying first. Are you ready? OK. Let's pray. Enough. Thank you. Wassalamualaikum warahmatullahi wabarakatuh.</p> <p>Ss : Waalaikumsalam warahmatullahi wabarakatuh.</p>	<p>critical thinking, responsibility, religious</p>	<p>Post teaching</p>	<p>implicit</p>

b. Teacher B

1) Speaking Ability

In the whilst-activity phase, teacher inserted character learning in addition to the ability to appreciate as mentioned earlier. The value of being confident was also integrated in this phase. While in the post-activity phase, the insertion of the

value of being appreciative was in accordance with the existing plans in the lesson plan. In the whilst-activity phase, teacher also inserted character learning in addition to the ability to appreciate as mentioned earlier. The value of confidence was also integrated in this phase. While in the post-activity phase, the insertion of the value of being appreciative was in accordance with the existing plans in the lesson plan.

a) Pre-Teaching

The character of religious was taught by way of greeting. The teacher not only greeted the students by commonly used in English, but also she greeted them in the religious manner. To begin the lesson the teacher greeted the students by saying “*assalamualaikum warahmatullahi wabarakatuh*” and asked their condition. The teacher and all the students of the class were Moslems. It was a usual habit for the teacher to greet the class by saying *salaam*. The meaning of *salaam* (literally, peace) was harmlessness, safety and protection from evil and from faults. By spreading *salaam* the Muslims’ love for one another grows stronger. This habit of the teacher and the class showed how they believed that the best greeting was “*assalamualaikum warahmatullahi wabarakatuh*” because it was not only greeting but also a prayer. The teacher implicitly taught the character of religious implicitly. Here was the excerpt of the sentence The table below describes the interaction between the teacher and the student when they greeted each other with “*salaam*”. (T: OK. *Assalamualaikum*

warahmatullahi wabarakatuh. Class: Waalaikumsalam warahmatullahi wabarakatuh. T: Good morning everyone. Class : Good morning. T: So, how are you today? Class : I'm fine, thank you. And you? T: I'm fine too. Thanks. But I'm sorry my voice is too beautiful.

Table 35: The character integrated in the teaching and learning process: pre- activity phase-speaking-1B

utterances	character	phase	mode
T : OK. Assalamualaikum warahmatullahi wabarakatuh. Class : Waalaikumsalam warahmatullahi wabarakatuh. T : Good morning everyone. Class : Good morning. T : So, how are you today? Class : I'm fine, thank you. And you? T : I'm fine too. Thanks. But I'm sorry my voice is too beautiful.	religious	pre-activity	implicit

The character of being caring was taught when the teacher asked the students who was absent. Knowing that there was one of the students absent, the teacher asked the students why he was absent. After she got the answer from the students that he was sick, she asked the students to pray for him to get well soon. The teacher did not tell the students why they have to pray for him.

Table 36: The character integrated in the teaching and learning process: pre activity phase-speaking-2B

utterances	character	phase	mode
T : Who is absent today” SS: Ali T : Why SS: Sick T : He is sick. OK. Let’s pray for him in order he will get well soon and then tomorrow he will come to your class.	caring	pre-teaching	implicit

The teacher presented the objective of today's lesson, the SK and KD. She functioned the LCD on the lab and the students could read the objectives clearly on the power point presented by the teacher. The character of self-confidence was instilled by the teacher to the students when the teacher presented the Standard of Competence and the Basic Competence of the lesson. It stated that the students will learn speaking, so that they had to speak. The teacher told the student that they have to be active in and out the class.

T : we are going to learn speaking not listening, not reading, and not writing so you have to speak, you have to speak up. You have to be active in my class. You have to practice your English in my class and then outside.

Table 37: The character integrated in the teaching and learning process: pre activity phase-speaking-3B

utterances	character	phase	mode
<p>T : OK. And then for today.... for today we are going to learn about this is our KD. This is our SK, we learn about SK, the same SK. So, KD 10.2 so we are going to learn speaking not listening, not reading, and not writing so you have to speak, you have to speak up. You have to be active in my class. You have to practice your English in my class and then outside. And then, ya... We are going to learn we are going to learn about descriptive text. So,here I have the goal for you. You have to be able to at least mention some person's characters something like <i>she is kind she is helpful, she is patient</i>. Of course, for the second you have to be able to describe orally, not written, you have to describe about the person. Ok, for here. I think you have been familiar with this person.</p>	self confidence	pre-teaching	explicit

b) Whilst Activity

The teacher appreciated one of the students who had presented a short monolog how to describe a person. The teacher also explained the student why and how they had to respects others. One more character in this part was confidence. They might not feel say whatever their condition. The teacher explained the characters clearly.

T: Ok. Thank you Dira. Give applause to your friend. Listen. We live in our daily live. We have different friend who have different characteristic, right? Some friends have bright skin, white skin. The others have friends who have brown skin. But, please you have to respect others. Don't underestimate your friends, don't underestimate your friends because of his physical appearance. Don't say like this. "You are ugly, and then you are greedy, whatever." Don't do that. Ok. Ok. You can say like this. Ok. "My friend has brown skin but she is very beautiful. My friend has brown skin but he is very kind". Please, you have to think positively to our friends. And then my suggestion is that don't be shy. Don't be shy because of your family.

Table 38: **The character integrated in the teaching and learning process: whilst activity phase-speaking-1B**

utterances	character	phase	mode
<p>T : Ok. Thank you Dira. Give applause to your friend. Listen. We live in our daily live. We have different friend who have different characteristic, right? Some friends have bright skin, white skin. The others have friends who have brown skin. But, please you have to respect others. Don't underestimate your friends, don't underestimate your friends because of his physical appearance. Don't say like this. "You are ugly, and then you are greedy, whatever." Don't do that. Ok. Ok. You can say like this. Ok. "My friend has brown skin but she is very beautiful. My friend has brown skin but he is very kind". Please, you have to think positively to our friends. And then my suggestion is that don't be shy. Don't be shy because of your family. For example, your father or your mother is a farmer, for example. So, please don't be shy. Don't be shy. <i>Jangan malu ya...</i> You have to be, think, think that he is or she is still my friend. Don't... Don't make friends because of her or his family, or his or her background. You get my point?</p> <p>Ss : Yes.</p>	<p>respectful, appreciative, confident</p>	<p>whilst-teaching</p>	<p>implicit</p>

The teacher respected the student's choice. She did not force the students to choose the person they wanted to describe. At the beginning the teacher asked Saka to describe his female friend, but he refused. The teacher said thank you to appreciate his choice.

Table 39: **The character integrated in the teaching and learning process: whilst activity phase-speaking-2B**

utterances	character	phase	mode
T : So, who is he? Ss : Angga..... T : Thank you Saka. Angga goes forward. The teacher asks him to describe his female classmate but he refuses it. The female students say "boy... boy... boy..." but the male students say "girl... girl... girl...". T : Ok, we have to respect.	appreciative, respectful	whilst teaching	explicit

The teacher asked the students to appreciate and respect their friends' performance. The class yelled to hear Jaya saying 'She is..' The teacher put her finger in front of her mouth to give the students a sign to stop yelling. The class kept talking and yelling so that the teacher had to give instruction with her words and give a stop gesture.

Table 40: **The character integrated in the teaching and learning process: whilst activity phase-speaking-3B**

utterances	character	phase	mode
T : Ok. Jaya will describe a person. Listen listen listen. S24 : I want to describe my friend in 7A. She is... The class yelled to hear Jaya saying 'She is..' The teacher put her finger in front of her mouth to give the students a sign to stop yelling. The class kept talking and yelling so that the teacher had to give instruction with her words and give a <i>stop</i> gesture. T : Listen listen listen... S24 : She is tall. The class yelled again.	respectful	whilst teaching	implicit

Before continuing reading the text the teacher asked the students whether they agreed with her statement. The instilling of a character value for critical thinking was integrated through questions the teacher had given to the students.

T : Ok. He is a handsome boy. He has a pointed nose. So, what do you think “he” here? What does the word “he” refer to here? Class: Justin Bieber. T: Justin Beiber. Good.

Table 41: **The character integrated in the teaching and learning process: whilst activity phase-speaking-4B**

utterances	character	phase	mode
Ss : Yes. T : Yes, of course. Do you like his song? Class : No. T : No? Ok. <i>He is a handsome boy. He has a pointed nose.</i> So, what do you think “he” here? What does the word “he” refer to here? Class : Justin Beiber. T : Justin beiber, Good.	critical thinking	whilst teaching	explicit

This character of being tolerant was instilled by the teacher when there was a student who wanted to try to describe the picture but the teacher did not allow her because she had to be tolerance to her friends who had not got their chance to try. (*T: Ok. Thank you, Saka. Once more, please. Once more, please. Others? Ok, Nadira, I know you want to say something, but please give chance to the others. Come on. Come on. Ayo be active. Be active. Be active. Oh, yes Noval. Ok.*)

Table 42: **The character integrated in the teaching and learning process: whilst activity phase-speaking-5B**

utterances	character	phase	mode
<p>The teacher offers the chance for the students to describe the picture. She</p> <p>T : Ok. Thank you, Saka. Once more, please. Once more, please. Others? Ok, Nadira, I know you want to say something, but please give chance to the others. Come on. Come on. Ayo be active. Be active. Be active. Oh, yes Noval. Ok.</p>	tolerant	whilst teaching	implicit

A person who is generous is characterized by a noble or kindly spirit. This character was instilled by the teacher by explaining what generous was. The teacher also gave the example to make students understand what the meaning of generous was. The teacher told the students to be a generous person. Here is the utterances: *T: She is very kind. Yes, ok. And then, she is very generous. What is generous? What is generous. Ok. Generous means for example I bring two cakes and I have a friend. Ok friend. I give you one of my cake. Ss: Pemurah T: Ya... It's generous. So you have to be generous. Don't be mean. Ya... At least you have to share your knowledge to your friends. Ok. For example you are excellent in mathematics. You know that your friends have problem in mathematics so you can teach your friends. You get my point?*

Table 43: **The character integrated in the teaching and learning process: whilst activity phase-speaking-6B**

utterances	character	phase	mode
<p>T : She is very kind. Yes, ok. And then, she is very generous. What is generous? What is generous. Ok. Generous means for example I bring two cakes and I have a friend. Ok friend. I give you one of my cake.</p> <p>Ss : <i>Pemurah</i></p> <p>T : Ya... It's generous. So you have to be generous. Don't be mean. Ya... At least you have to share your knowledge to your friends. Ok. For example you are excellent in mathematics. You know that your friends have problem in mathematics so you can teach your friends. You get my point?</p> <p>Cl : Yes</p>	Love (generous)	Whilst teaching	explicit

The teacher instills the character of courage by the teacher challenging the students to be the first student to perform in front of the class. (*T: Yes. Ok. I ask you. Who wants to try the first? Some students raise their hands to be noted that they want to be the first to perform. When there is a student performs, students do not pay attention. The teacher reprimands them to be quiet to respect their friend. T: Listen, listen. Your friend asked you to listen. You have to pay attention to your friend.*)

Table 44: **The character integrated in the teaching and learning process: whilst activity phase-speaking-7B**

utterances	character	phase	mode
<p>Three minutes had passed by and the teacher asked the students whether or not they were ready.</p> <p>T : Have you got? Have you got? Have you got? Are you ready if I ask you to perform now in front of the class?</p> <p>Ss : Yes</p> <p>T : Yes. Ok. I ask you. Who wants to try the first?</p> <p>Some students raised their hands. The teacher chose Lala to be the first to perform because Lala was the first student who raised her hand.</p> <p>T : Yes, Lala.</p> <p>Some students were disappointed because they did not get the first turn.</p> <p>T : Ok. Be ready after Lala.</p> <p>S : Good morning my friends.</p> <p>Ss : Morning...</p> <p>Lala kept silent for a moment. She did not know what she had to say. The teacher had the initiative to give guidance by giving example how to start the performance.</p> <p>T : Here..</p> <p>S2 : Here..</p> <p>T : I want ...</p> <p>S2 : I want to describe</p> <p>T : One of my friends here...</p> <p>S2 : One of my friends here.</p> <p>T : Please listen</p> <p>S2 : Please listen</p> <p>T : Listen</p> <p>S2 : Listen</p> <p>T : And later</p> <p>S2 : And later</p> <p>T : You have to guess it. Guess the name, sorry...</p> <p>S2 : You have to guess the name.</p> <p>T : Listen, listen. Your friend asked you to listen. You have to pay attention to your friend.</p> <p>Yes, go..</p>	<p>courage, disciplined, enthusiast, respect</p>	<p>whilst teaching</p>	<p>implicit</p>

c) Post-teaching

The teacher apologized for not plugging the speaker to the computer (*T: I'm sorry... I'm sorry.... I'm sorry... I forget. Wait.*). She made the class enthusiastic to sing together. They clapped hands together after finishing singing the song.

Table 45: **The character integrated in the teaching and learning process: post activity phase-speaking 1B**

utterances	character	phase	mode
<p>The teacher would play the song but he forgot to plug the speaker to the computer.</p> <p>T : I'm sorry... I'm sorry.... I'm sorry... I forget. Wait.</p> <p>When the teacher plugged the speaker to the computer, there was a noise that make the students startled..</p> <p>T : I'm sorry... I'm sorry.... I'm sorry...</p> <p>The students sang the song along with the music from mp3. The class clapped hands when the finished singing the song</p> <p>T : Ok every body. Thank you... Ok, later on you can sing another song.</p>	<p>apologizing, enthusiastic</p>	<p>Post activity</p>	<p>implicit</p>

This character of being religious was instilled in the phase of post teaching to end the class. The teacher lead the class to pray. (*T: Ok. So, before we go home. I mean before you go to your class let's say a prayer first. Ok. Please sit down in a good way. Before we go home let's say a prayer. Let's thank for our God because He has blessed us. Ok. Let's say a prayer, please do. Amin. Ok. Assalamualaikum warahmatullahi wabarakatuh.*)

Table 46: **The character integrated in the teaching and learning process: post activity phase-speaking 2B**

utterances	character	phase	mode
<p>T : Ok. So, before we go home. I mean before you go to your class let's say a prayer first. Ok. Please sit down in a good way. Before we go home let's say a prayer. Let's thank for our God because He has blessed us. Ok. Let's say a prayer, please do. Amin. Ok. <i>Assalamualaikum warahmatullahi wabarakatuh.</i></p> <p>Ss : <i>Walaikumsalam warahmatullahi wabarakatuh.</i></p>	religious	post teaching	implicit

The majority of the character-learning were on whilst-activity. While in whilst-activity, there were four additional characters taught. They were logical thinking, active, independent, and hardworking. In the post-activity stage, appreciative characters re-emerged.

2) Listening activity

In the whilst-activity phase, the teacher also characterized character learning in addition to the appreciative capabilities as mentioned earlier. The value of being confident was also integrated in this phase. While in the post-activity phase, the insertion of the value of the character was in accordance with the existing plans in the lesson plan. Here are some sentences/ utterance that show the integration of characters

a) Pre-Teaching

The ability to appreciate others was taught through a teacher's phrase that values the opinions of his students as follows: *"Thank you Rendra. Thank you Anas. You are so kind."*. The teacher gave her gratitude to the students who help her bring the LKS to the class.

Table 47: **The character integrated in the teaching and learning process: pre- activity phase-listening 1B**

utterances	character	phase	mode
Yes, come in. thank you so much. You are so strong. Thank you Rendra. Thank you Anas. You are so kind.	appreciative	pre-teaching	implicit

Teacher led the students to pray before they started the lesson. It was the habit of the teacher who always started the lesson by saying prayer. She sometimes asked a student to lead the prayer.

Table 48: **The character integrated in the teaching and learning process: pre- activity phase-listening 2B**

utterances	character	phase	mode
So, before we start our lesson today let's say a prayer first. Let's say our prayer. Please, do.	religious	Pre-teaching	explicit

b) Whilst-Teaching

Before going to the main point of the lesson, the teacher led the students to be connected to the lesson by asking some questions to be answered by the students. The teacher asked some questions to the students to dig their knowledge

related to the lesson and their opinion about their favourite heroes. She asked the students who their favourite hero and why.

T: Who is your favourite hero?

S: Superman

T: I mean our hero. Our... What is that? Yes, national hero, not hero in cartoon.

S: My father

T: Your father?)

Table 49: **The character integrated in the teaching and learning process: whilst activity phase-listening 1B**

utterances	character	phase	mode
T : Who is your favourite hero? S : Superman T : I mean our hero. Our... What is that? Yes, national hero, not hero in cartoon. S : My father T : Your father? S : Yes T : I mean, who is your.... S : Ki Hajar Dewantara T : Ki Hajar Dewantara. Why? S : Because he from Jogja . T : Oh, because from Jogja. OK. How about Dena? Who is your favourite hero? Who is your inspiration in your life?	critical thinking	pre-teaching	explicit

The teacher confessed that she just downloaded a picture from her hand phone so that the picture was not clear. The teacher apologized for not providing adequate pictures for the students.

Table 50: **The character integrated in the teaching and learning process: whilst activity phase-listening 2B**

utterances	character	phase	mode
Next. I have some pictures for you and I think you have familiar with the pictures. But, I am sorry the picture is not clear enough because I just download from my hand phone. I am sorry for that.	honest	Pre-teaching	implicit

The teacher related the short biography of some famous persons to the students' life. She motivated them to be better persons. The character of hard working was instilled by giving a role model, Ir. Sukarno, who could speak some foreign languages. She motivates the students to master some foreign language, be better than Ir. Sukarno.

Table 51: **The character integrated in the teaching and learning process: whilst activity phase-listening 3B**

utterances	Character	phase	mode
<p>T : OK. He was our first president, so you can get something from this. OK <i>ya</i>. So, this is our hero and then he could master at least... no.. no.. no... more than five languages. How about you?</p> <p>S : We can speak Javanese.</p> <p>T : OK. Javanese. Yes, of course. Javanese. Indonesian, of course. Yes. And then, OK. I think you can take the positive think from Pak Karno. So, you can learn that... OK. We are young. You and me. OK. Let's be a better person and then, '<i>Pak Karno aja bisa.</i>' So please... let's study, let's learn others language, so you can master the world. <i>Dengan bahasa kita dapat menguasai dunia.</i> Something like this. <i>Ya</i>. So, at least you learn Bahasa Indonesia, and then Bahasa Jawa, and then English. So, you have to improve your English.</p>	<p>hardworking, perseverance</p>	<p>whilst teaching</p>	<p>explicit</p>

The value of hard working was also cultivated when the teacher motivated the students to be active, not to be usual students who came to the class only sat down, listened to the teacher, and chatted with friends. She also encouraged the students to be active during the lesson.

Table 52: **The character integrated in the teaching and learning process: whilst activity phase-listening 4B**

utterances	character	phase	mode
How come. You have promised. I just want to be a usual student, Miss. I just come in my class, just sit down, listening to the teacher, and then chat with my friend, enough. In the morning, I go to the school and then afternoon I go back to my house, enough. Don't do that. it is not the student of SMP 1 Godean. OK. Come on. Be active. I want to improve my English through listening, not just listening. Raise your hand. Don't choose your friend. Choose yourself. Come on. I don't want to choose my student. I want to encourage you. From the deep heart I want to be a better student. I want to improve my speaking. Not because my teacher gives me score. No. but I want truly from my deep heart I want to improve my English. Come on. Raise your hand, please.	hardworking,	whilst teaching	implicit

The teacher instilled the character of politeness and respect by giving herself as an example. The teacher thanked to the student who gave her the LKS book. (*T: May I have one? T: Thank you*)

Table 53: **The character integrated in the teaching and learning process: whilst activity phase-listening 5B**

utterances	Character	phase	mode
T : May I have one? Adi gives one LKS to the teacher. T : Thank you.	respect, politeness	whilst-teaching	implicit

Teacher gave opportunity for the students to learn the questions of the text for limited time. She only gave the students three minutes to learn. (*T: Ok. Now I give you time one minute... OK, three minutes to learn about the questions first... the answer first. See the theme when you join listening. Kira-kira apa ya nanti yang ditanyakan?*)

Table 54: **The character integrated in the teaching and learning process: whilst activity phase-listening 6B**

utterances	Character	phase	mode
Ok. Now I give you time one minute... OK, three minutes to learn about the questions first... the answer first. See the theme when you join listening. <i>Kira-kira apa ya nanti yang ditanyakan?</i>	disciplined	whilst-teaching	explicit

The teacher apologized for disturbing the students with shocking sound from the loud speaker. It happened spontaneously. When the teaching set the speaker, there was a shocking sound coming out of it. By doing this, a teacher acted as a model to instill the character of politeness and apologizing.

Table 55: **The character integrated in the teaching and learning process: whilst activity phase-listening 7B**

utterances	character	phase	mode
When the teaching sets the speaker there is a shocking sound coming out of it. She apologize to the students for that. T : I'm sorry.	Politeness, apologize	whilst teaching	implicit

The teacher asked the students to work individually before they discussed with friends. It was an explicit way to instill the character of independence. It was to train the students not to be tied with someone else.

Table 56: **The character integrated in the teaching and learning process: whilst activity phase-listening 8B**

utterances	character	phase	mode
OK. Let's discuss later. But now please, do it by yourselves.	independence	whilst teaching	explicit

The teacher asked the students to write the evidence to support their answers when they have to do multiple choice listening test. It was trained them to be responsible in doing and deciding something.

Table 57: **The character integrated in the teaching and learning process: whilst activity phase-listening 9B**

utterances	character	phase	mode
Evidence means <i>bukti</i> . You have to write the evidence to support your answer. Not only just cross a, b, c, or d. OK, <i>ya</i> .	responsible	Whilst teaching	explicit

The teacher instilled the character of appreciation by giving appreciation to the student who showed his work. He had written the evidence to support his answers. Nevertheless, not all answers he had supported with evidence. (*T: Good. How about number three and number four? Where is the evidence? So, what do you think about the answer?*)

Table 58: **The character integrated in the teaching and learning process: whilst activity phase-listening 10B**

utterances	character	phase	mode
The teacher appreciate the students who have written the evidence to support their answers. T : How about you? The student shows his work to the teacher. He has written the evidence to support the answers, but there are two questions answered without evidence. T : Good. How about number three and number four? Where is the evidence? So, what do you think about the answer (pointing a question written on the student's LKS book)? You can guess first and then write down the keyword.	appreciative	whilst teaching	implicit

The teacher appreciated the students who got 10. (*T: Oh great. Agnes. Others? Your score should be five times two if you get correct all of the number. Just Agnes? How about the others?*) Also, the teacher wanted to know the students who got less than 3 of correct answer. She wanted the students to be honest, not to be shy. (*T: Be honest. Come on. OK. Don't worry. Don't worry if just get two. OK? Now you get two but later you get ten. That's OK. Don't worry for that. Let's listen once more*)

Table 59: **The character integrated in the teaching and learning process: whilst activity phase-listening 11B**

utterances	character	phase	mode
<p>The teacher praises the students who get good score and motivates for those who get bad score.</p> <p>T : <i>Ya. She passed away when she was 25 years old. OK. Good. Listen again... OK. Who got 10? (the teacher raises her hand). Each number you get two point. Ten, please raise your hand.</i></p> <p>A student named Agnes raises her hand.</p> <p>T : <i>Oh great. Agnes. Others? Your score should be five times two if you get correct all of the number. Just Agnes? How about the others?</i></p> <p>The student named Anas raises his hand.</p> <p>T : <i>Anas, You get ten?</i></p> <p>S : <i>Yes.</i></p> <p>T : <i>Yes, great. Others? OK. Please, raise your hand and later I will submit your score. How about the others? Eight?</i></p> <p>Some students raise their hand.</p> <p>T : <i>OK. Great. Six?</i></p> <p>Five students raise their hand. And the teacher encourages them.</p> <p>T : <i>It's OK. Four?</i></p> <p>S : <i>No body</i></p> <p>T : <i>Four? No body? Great. Two?</i></p> <p>No students raise their hand.</p> <p>T : <i>Be honest. Come on. OK. Don't worry. Don't worry if just get two. OK? Now you get two but later you get ten. That's OK. Don't worry for that. Let's listen once more. <i>Kita cek lagi. Recek. Yes. OK. Bukti-buktinya tadi ya.</i></i></p>	<p>appreciate, honest</p>	<p>whilst teaching</p>	<p>implicit</p>

The teacher appreciated a student who could answer the teacher's question correctly. (*T: Yes. That's great, Anas. Yes. 1903. Great. OK. So, who was Adipati Jayadiningrat?*)

Table 60: **The character integrated in the teaching and learning process: whilst activity phase-listening 12B**

utterances	character	phase	mode
<p>The teacher praises the students who can answer the questions.</p> <p>T : OK. When did she marry Adipati Jayadiningrat? Where? Sorry. When?</p> <p>S : November</p> <p>T : November. Yes. How about the year?</p> <p>S : 1903</p> <p>T : Yes, Anas?</p> <p>S : 1903</p> <p>T : Yes. That's great, Anas. Yes. 1903. Great. OK. So, who was Adipati Jayadiningrat?</p> <p>S : Adipati Jayadiningrat is the head of regency of Rembang.</p> <p>T : OK. Adipati Jayadiningrat was the head of regency of Rembang. OK. Next.</p> <p>The teacher plays the recording.</p> <p>T : Who was Singgih?</p> <p>S : Her son.</p> <p>T : Ya. Kartini's ans Adipati Jayadiningrat's son. OK. Where was he born?</p> <p>S : September 13th 1904</p> <p>T : Yes, September 13th 1904. Yes. That's great. OK. <i>Ya</i>. Excellent. OK. Listen.</p> <p>The teacher plays the recording</p> <p>T : Ya. She was passed away on September</p> <p>S : 17th</p> <p>T : 17th, ya.</p> <p>S : 1904</p> <p>T : 1904. Yes. Great, Ardan. Thank you. And then, when she was only 25 years old. Yes, OK. So, my question is that, now write on your book, what can you learn from R,A, Kartini. What can you learn from the life of ibu kita Kartini. What is that? What can you learn? <i>Yang dapat kita pelajari</i>. What is that? Write down first and later you have to raise your hand. What can you learn? You always remember her of her merits, <i>jasa-jasanya</i>. And then we always remember.</p>	appreciative	whilst teaching	implicit

The teacher instilled the value of being respectful by reprimanding the students who made noise. She told them to respect if they wanted to be respected. (*T: so, you have to respect the others, respect your teachers if you want to be respected by others.*)

Table 61: The character integrated in the teaching and learning process: whilst activity phase-listening 13B

utterances	character	phase	mode
The teacher reprimands some boys not to make noise and asks them to pay attention. T : Hello. Boys. Hello. S : Hi T : OK. Listen, please. Hello boys. Do you want to speak here? S : No T : No. so, you have to respect the others, respect your teachers if you want to be respected by others. S : Yes	respect	Whilst teaching	implicit

The teacher invited the students to share their opinion about what they could learn from Kartini's life. No students wanted to answer the teacher invitation. The teacher motivated the students. (*T: Come on. You want to improve your English or just to be a passive student? Just coming in this class, just be a good listener, and just chatting with my friends.*)

Table 62: **The character integrated in the teaching and learning process: whilst activity phase-listening 14B**

utterances	character	phase	mode
<p>The teacher invites the students to share their opinion about what they can learn from Kartini's life.</p> <p>Now, raise your hand please. What can you learn from the biography of R.A. Kartini. What can we learn? Raise your hand, please. Girls, because our Kartini was our hero here, as a woman, <i>sebagai kaum wanita</i>, what can we learn? What can you learn from the life of R.A. Kartini. From the monolog, what can you learn? Raise your hand, please and then please, stand up. Share to your friends. Raise your hand. Come on. You want to improve your English or just to be a passive student? Just coming in this class, just be a good listener, and just chatting with my friends.</p>	respect, confident	Whilst teaching	explicit

The teacher instilled implicitly the value of being confident and appreciative. She asked the students to share her opinion and gave description about R.A. Kartini to the class. The teacher praised the student who wanted to try to share her opinion. (*T: Yes, Isti. Stand up, please. Stand up, please. Come on. And then I will choose you one by one.*). The teacher also gave appreciation for the student who wanted to try to describe R.A. Kartini to the class.

Table 63: **The character integrated in the teaching and learning process: whilst activity phase-listening 15B**

utterances	character	phase	mode
<p>T : Yes, Isti. Stand up, please. Stand up, please. Come on. And then I will choose you one by one.</p> <p>S : She was smart.</p> <p>T : Yes, she was smart.</p> <p>S : and she was not selfish because she established school for the local people.</p> <p>T : That's great.</p>	Confidence, appreciation	Whilst teaching	implicit

The teacher instill the value of respect by advising the students not to laugh at their friends who made mistakes. She also told them how they had to behave. (*T: Don't laugh your friend. We have to respect our friend. Daripada nggak berani ngacung, gitu. We have to respect her.*)

Table 64: **The character integrated in the teaching and learning process: whilst activity phase-listening 16B**

utterances	character	phase	mode
Don't laugh your friend. We have to respect our friend. <i>Daripada nggak berani ngacung, gitu.</i> We have to respect her.	respect	Whilst teaching	implicit

The teacher reprimanded a student who makes noise. The teacher showed her adoration to him by addressing him 'dear'. She told him with a polite manner and addressed him with 'dear' to show that the teacher loved him. (*T: Kevin. Please, dear.*)

Table 65: **The character integrated in the teaching and learning process: whilst activity phase-listening 17B**

utterances	character	phase	mode
<p>The teacher reprimands a student who makes noise. The teacher shows her adoration to him by addressing him 'dear'.</p> <p>T : Kevin, are you OK? S : Yes. Kevin keeps being busy with himself. He does not pay attention to her teacher. The teacher reminds him again. She tells him with a polite manner and addresses him with 'dear' to show that the teacher loves him. T : Kevin. Please, dear.</p>	love, respect	whilst teaching	implicit

To instilled the value of appreciation, the teacher reviewed the student's opinion and told them the moral value they can learn from Kartini's life. She showed that she agreed with students' opinion. She appreciated it.

T: R.A. Kartini was smart. Yes, I agree with you. Then, she was kind. She was not egoist, not selfish because she established school for the local people. Yes, I agree with you. That's great. OK. Thank you, Isti.)

The teacher also gave appreciation to the student who had worked well.

T: Yes, I agree with you. That's great. OK. Thank you, Isti.)

Table 66: The character integrated in the teaching and learning process: whilst activity phase-listening 18B

utterances	character	phase	mode
R.A. Kartini was smart. Yes, I agree with you. Then, she was kind. She was not egoist, not selfish because she established school for the local people. Yes, I agree with you. That's great. OK. Thank you, Isti.	Love (generous) Appreciative	Whilst teaching	explicit

To instill the character of communicative, the teacher told the students how to show the politeness expressed in the word they chose. She gave an example of the word 'passed away' (T: *Died. OK. Passed away. But, please if you want to tell to your friends about somebody who lost, OK, I mean older than you don't say that 'she died'. Don't do that. but she ==passed away.*)

Table 67: **The character integrated in the teaching and learning process: whilst activity phase-listening 19B**

utterances		character	phase	mode
T	: Died. OK. Passed away. But, please if you want to tell to your friends about somebody who lost , OK, I mean older than you don't say that 'she died'. Don't do that. but she ==passed away.	polite, communicative	Whilst teaching	implicit
S	: ==passed away.			
T	: <i>Ya</i> . It will be more polite. So, what is your answer?			

The teacher motivated the students to love reading. She took R.A. Kartini as a model.

T: Ya. She spent her time to reading books. How about you?

S: novel

T: Novel? Just novel? OK. Spend your time by reading books so you can enrich your knowledge. Not only just playing games with your computer, chatting in your facebook.

Table 68: **The character integrated in the teaching and learning process: whilst activity phase-listening 20B**

utterances		character	phase	mode
T	: <i>Ya</i> . She spent her time to reading books. How about you?	love reading	whilst teaching	implicit
S	: novel			
T	: Novel? Just novel? OK. Spend your time by reading books so you can enrich your knowledge. Not only just playing games with your computer, chatting in your facebook.			
S	: No			

The teacher gave one minute for the students to complete their work. She let the students to do correction on their own work. to be honest. She also told the students that they will discuss the task together.

T : Yes. OK. Complete first for one minute and then we discuss together. Don't worry. Discuss together. You have to be honest ya when you get mistake, ok, so you have to cross. I'm sorry for that. Be honest student. Yes, OK. Let's check.

Table 69: **The character integrated in the teaching and learning process: whilst activity phase-listening 21B**

utterances		character	phase	mode
T	: <i>Ya. So, have you finished?</i>	honest, cooperative	Whilst activity	explicit
Ss	: Yes			
T	: <i>Yes. OK. Complete first for one minute and then we discuss together. Don't worry. Discuss together. You have to be honest ya when you get mistake, ok, so you have to cross. I'm sorry for that. Be honest student. Yes, OK. Let's check.</i>			
Ss	: Yes			

To end the class, the teacher led the prayer. She also let the students to applause for themselves.

Table 70: **The character integrated in the teaching and learning process: post activity phase-listening 22B**

utterances	character	phase	mode
Ok. I think it's all for today. Give applause for yourselves. Before we end let's say our prayer first. Meet here again after school here in this class. It's enough for today. Thank you for your attention. And let's say a prayer first. Let's say a prayer, please. Do.	religious	Post teaching	explicit

3) Lesson 3

In this lesson, there were some values instilled by the teacher. They were religious, appreciative, confident, and enthusiast.

a) Pre-Teaching

The teacher opened the class by greeting the students. She used Islamic way to greet. After greeting the students, she asked the students to pray together before they started the lesson.

Table 71: **The character integrated in the teaching and learning process: pre activity phase-listening 1B**

utterances	character	phase	mode
The teacher open the lesson by greeting her students and praying	caring, religious	Pre-teaching	explicit
T : OK. Assalamualaikum warahmatullahi wabarakatuh.			
Class : Waalaikumsalam warahmatullahi wabarakatuh.			
T : Good morning everyone?			
Class : Good morning Miss.			
T : So, How are you today?			
Class : I'm fine, thank you. And you?			
T : OK. I'm fine too. Thanks. Before we start our lesson today, so let's say our prayer first. So, let's say our prayer. Please, do. OK. Amin.			

b) Whilst-teaching

In whilst teaching there were some characters instilled by the teacher explicitly and implicitly. The characters were appreciation, politeness, respect, confidence, and responsibility.

The teacher asked the students to repeat the words she said. She responded positively by saying thank you for the students who could repeat what she said correctly. Even though the teacher had to repeat more than once to pronounce the word, she patiently gave the correct way to pronounce it. She appreciated the

students' effort. She also apologized when she forgot a student's name (T: *OK. And then, um..... I forget your name. I'm sorry. Wahyuni. Are you?*). She gave an example how to speak politely (*And then, Putra. May I have your phone number, please?*)

Table 72: **The character integrated in the teaching and learning process: whilst activity phase-reading 1B**

utterances	character	phase	mode
T : Seven. OK. Thank you. And then, Eni. What is <i>delapan?</i> Ss : /elk/ T : /elt/ Ss : /elt/ T : OK. Thank you. And then, Putra. May I have your phone number, please? May be next time I want call you. Yes. I will call you later. May I have your phone number, please? S : Zero T : Zero T : OK. Thank you, Putra. OK. You have to say thanks to me. May be you can save the number. OK. And then, um..... I forget your name. I'm sorry. Wahyuni. Are you?	Appreciation, politeness	Whilst-teaching	implicit

The teacher gave appreciation to all students who participated actively in the lesson. They wanted the students to give applause to themselves.

T : OK. Thank you. So, all of you have practiced the conversation via phone. Please, give applause to yourselves.

Table 73: **The character integrated in the teaching and learning process: whilst activity phase-reading 2B**

utterances	character	phase	mode
T : OK. Thank you. So, all of you have practiced the conversation via phone. Please, give applause to yourselves. The class has applause.	appreciation	whilst teaching	implicit

The teacher instilled the character of respect and confident by asking the students to pay attention to her because she would call a serial number belongs to one of the students. A student who had the number she called would be the teacher's partner to have conversation in front of the class.

T: Yes. OK. Now, here I have one number. I will call one of you. OK. I will call one of you so you have to pay attention... to pay attention to your red number. OK. I will call one of you and then make a conversation with me in front of the class. OK. You have to say Alhamdulillah ya. OK. So, please pay attention here I want to call one of my students in this class. OK. Listen to me, please. Five...

This situation had been planned by the teacher in her lesson plan. She instilled the character of respect and confident.

Table 74: The character integrated in the teaching and learning process: whilst activity phase-reading 3B

utterances	character	phase	mode
<p>T : Yes. OK. Now, here I have one number. I will call one of you. OK. I will call one of you so you have to pay attention... to pay attention to your red number. OK. I will call one of you and then make a conversation with me in front of the class. OK. You have to say <i>Alhamdulillah ya</i>. OK. So, please pay attention here I want to call one of my students in this class. OK. Listen to me, please. Five..</p> <p>The students laugh. They do not expect the teacher call their number.</p> <p>T : Why? Why? OK. Actually you have to say <i>alhamduillah</i> if you make a conversation with me in front of the class <i>ya</i>. OK. Five six seven nine three two.</p>	<p>respect, confidence</p>	<p>whilst-teaching</p>	<p>explicit</p>

In another part of the lesson, the teacher reminded the students to give respect to their friend (*T: Don't laugh at him. OK? The content is free. Up to you.*). They laughed at their friend because their female friend called a serial number belonged to their male friend.

Table 75: **The character integrated in the teaching and learning process: whilst activity phase-reading 4B**

utterances	character	phase	mode
<p>The teacher reprimands the students not to laugh at their friends.</p> <p>Marina calls number to invite her one of her friends to have phone conversation with her. S12 : Seven eight two seven six three five, The students laugh to know that the number that Marina called belongs to a boy, Rosyid. They tease Rosyid. The teacher tells them not to laugh at him. T : Don't laugh at him. OK? The content is free. Up to you. <i>Yo</i>.</p>	respect	Whilst-teaching	implicit

This character of respect was implicitly taught by the teacher. The teacher reminded a student to look at his counterpart when he was speaking to someone.

Table 76: **The character integrated in the teaching and learning process: whilst activity phase-reading 5B**

utterances	character	phase	mode
<p>The teacher helps a student to make conversation by phone and how to behave.</p> <p>Azizah and Roszan begins their conversation. S18 <i>assalamualaikum</i> S19 <i>waalaikumsalam</i> Roszan does not look at his partner when he replies Azizah's greeting. The teacher asks him to look at Azizah. T : Roszan, look at your friend. OK. Repeat. Repeat. <i>assalamualaikum</i> S18 : <i>assalamualaikum</i> S19 : <i>waalaikumsalam</i> T : Can I speak to... S18 : Can I speak to Roszan? S19 : Yes, I am. What is speaking. T : Who is speaking? S19 : Who is speaking? S18 : I am Azizah. S19 : What's up, Azizah? S18 : I will give you information that tomorrow is English test. Don't forget to bring your dictionary.</p>	respect	Whilst teaching	implicit

utterances	character	phase	mode
Roszan keeps silent. He does not respond to Azizah because he does not know what he will say. The teacher helps him T : Yes. Thank you for your information. S19 : Yes. Thank you for your information. S18 : You're welcome. <i>assalamualaikum</i> S19 : <i>waalaikumsalam</i> T : Too short, but OK. Next, Roszan, please, call your friend.			

The teacher motivated a student to be confident (*T: Call your friend. Call your friend. Don't be nervous. Come on.*). The student confidently called a serial number belonged to his friend. The teacher reacted well by appreciating him (*T: OK. Good. OK. The topic is... May be you can about soccer or football, or futsal. Up to you. Come on.*)

Table 77: **The character integrated in the teaching and learning process: whilst activity phase-reading 6B**

utterances	character	phase	mode
Marina goes back to her seat and Rosyid keeps staying on his position. The students and the teacher give applause to Marina and Rosyid. Rosyid looks nervous. The teacher motivates him. T : Call your friend. Call your friend. Don't be nervous. Come on. S13 : Seven one eight five four three two T : OK. Good. OK. The topic is... May be you can about soccer or football, or futsal. Up to you. Come on.	Appreciation, confidence	whilst-activity	implicit

c) Post-teaching

Before the teacher ended the class, she gave some suggestion. The teacher instilled some character values. They were politeness, appreciation, responsibility, and being religious. These values were taught implicitly.

Table 78: **The character integrated in the teaching and learning process: post activity phase-reading 1B**

utterances	character	phase	mode
<p>T : OK. here I will give you some suggestion, when you call your friend or when you make a call somebody so please firstly, you must speak clearly. Second, you have to speak effectively and efficiently. And then the third, <i>ya</i>, you have to speak politely. And then the last one, please you have to save your credit balance, of course, because, <i>ya</i>, I know you are still Ss so you still ask money to your parents, right?</p> <p>S : Yes</p> <p>T : So, you have to save your credit balance or your money, of course. OK. I think it's all for today. Thanks for your attention. I'm sorry if there are many mistakes. So, before we end the lesson let's say our prayer first. Let's say a prayer. Please do. OK. Amin. OK. <i>assalamualaikum warahmatullahi wabarakatuh.</i></p> <p>C <i>Wassalamualaikum warahmatullahi wabarakatuh</i></p>	Polite, appreciative, responsible, religious	Post teaching	implicit

c. Teacher C

1) Listening Activity

a) Pre-Teaching

It was the first period. Some students did not sit on their own seat. They chatted with friends. Knowing the teacher entered the class, the students kept silent and went back to their own seat. The teacher instilled the value of appreciation by appreciating the students for their attitude.

The teacher started the lesson by saying a prayer. The teacher always began the class by saying the prayer to instill the value of being religious.

Table 79: **The character integrated in the teaching and learning process: pre activity phase-listening 1C**

utterances	character	phase	mode
T : Thank you for being good. Please, no talking. Take a seat on your own seat. Yoga, please. Thank you. <i>Ya</i> , before we start our class now we must say a prayer.	Appreciation, disciplined, religious	Pre-Teaching	Implicit

After praying together, the teacher also gave a lesson for the students about God's kindness. She stimulated the students with asking a question.

T : ... My question is why do we began our class by saying a prayer? Why do we begin our class by saying a prayer? Why? What do you think, Lardo?

The teacher continued asking the students some questions.

T : To say... To say what? (The teacher used gestures to help the students). To say thank you to Allah that Allah has blessed us, gives us everything that we need in our life. What do you think? What else? What else, Beta? Why must we say a prayer to God? Ya.. To what?

S : To..

T : Ya? To what? To aks... To ask God give blessing and mercy for all of us so we can study well. Thank you. Everyday God gives kindness to you. Like your father and mother always take care of you. Is it alright?

The teacher gave a little explanation why the students had to gratitude to God. They also had to gratitude to their parents.

T : Ya? To what? To aks... To ask God give blessing and mercy for all of us so we can study well. Thank you. Everyday God gives kindness to you. Like your father and mother always take care of you. Is it alright?

Ss : Yes.

T : Yes. So, you must show your gratitude to your mother, your father.
Ya.. because your father and mother always take good care of you. Now, let's do physical exercise before...

Table 80: The character integrated in the teaching and learning process: pre activity phase-listening 2C

utterances	character	phase	mode
<p>T : How is the weather today? Ss : Cloudy. T : How is the weather, <i>mbak</i> Isa Hanum? S5 : Cloudy. T : Cloudy. <i>Ya...</i> So, it's going to rain. And how do you feel? S : Cold T : Cold? <i>Ya..</i> to get it warmer we must do a little physical exercise. My question is why do we began our class by saying a prayer? Why do we begin our class by saying a prayer? Why? What do you think, Lardo? S6 : To.... It takes a moment for the students to answer the teacher's question. The teacher try to help him. T : To say... To say what? (The teacher used gestures to help the students). To say thank you to Allah that Allah has blessed us, gives us everything that we need in our life. What do you think? What else? What else, Beta? Why must we say a prayer to God? <i>Ya..</i> To what? S : To.. T : <i>Ya?</i> To what? To aks... To ask God give blessing and mercy for all of us so we can study well. Thank you. Everyday God gives kindness to you. Like your father and mother always take care of you. Is it alright? Ss : Yes. T : Yes. So, you must show your gratitude to your mother, your father. <i>Ya..</i> because your father and mother always take good care of you. Now, let's do physical exercise before...</p>	<p>religious, appreciation, grateful</p>	<p>Pte-teaching</p>	<p>explicit</p>

The teacher saw some desks were not in their right position. She instilled the value of caring by asking the students to make neater arrangement.

Table 81: **The character integrated in the teaching and learning process: pre activity phase-listening 3C**

utterances	character	phase	mode
T : Please make your class neat. Slide the desk to the right. Yes. Forward or backward. Forward a little bit. Please slide to the right. You make it straight to the line. Heru, put your chair....	caring	Pre-teaching	implicit

When the teacher made the students arrange the desk neatly, two students knocked the door. They were late. To instill the value of disciplined and caring, the teacher asked them why they were late and told them to get permission from the teacher in charge. But, before the teacher finished telling them, they were moving forward to the door to get the permission.

Table 82: **The character integrated in the teaching and learning process: pre activity phase-listening-4C**

utterances	character	phase	mode
T : <i>Ya...</i> How come? How come? It's five minutes late. What happens to you? S1 : Waiting father T : Waiting for father. So, your father got late? <i>Ya?</i> You ask permission to the... The student moved towards the door before the teacher finished commanding him to getting permission from the teacher in charge. So that the teacher addressed him. T : Hey... hey... hey... to the teacher in charge. The teacher moved to another student. She asked him why he came late to the class.	Disciplined, caring	Pre-teaching	implicit

T : What about you? S2 : Come late. T : Come late. Why? Got up late? S2 : <i>Ya</i> T : Ok. Ask permission. The student goes to the teacher in charge to get the permission to join the class.			
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

To begin the lesson, the teacher asks a student to lead the prayer. She appreciated Okti who has led the player by saying thank you, and then greeted the students.

Table 83: **The character integrated in the teaching and learning process: pre activity phase-listening 5C**

utterances	character	phase	mode
T : Ok. Now, please no talking. Okti.. Now, say a prayer before we have our class. Nobody do anything. Now, please, let's say a prayer. Who leads the prayer? Ss : Okti. S3 : Let's say a prayer, please do. The class has a moment of silent. T : Enough. Thank you very much. Good morning Ss : Good morning T : How are you doing? Ss : I'm doing very well. Thank you. And you? T : I'm alright. Thank you.	religion, appreciation	Pre-teaching	explicit

A door of the class was knocked by the students who just got permission to join the English class. The teacher let them in. The students gave the enter permit to the teacher and said thank you. The teacher told

him that he should have not said thank you but sorry because he came late, and he should have asked for permission to join the class.

T : *What do you say?*
 S2 : *I'm sorry Mum, I come late. May I join the class?*
 T : *Alright. Don't do that again. You promise?*
 S2 : *Yes.*
 T : *Ya. Thank you for that. So, if you feel, if you make any mistake so you must say...*
 Ss : *Sorry.*
 T : *Sorry. Ya. It is the best way to say sorry. It means you realize that you make a mistake.*

Table 84: **The character integrated in the teaching and learning process: pre activity phase-listening-6C**

utterances	character	phase	mode
T : Come in. come in. The students give enter permit to the teacher. T : How do you say? S1 : Thank you. T : Thank you? You came late. So? S1 : I'm sorry. T : I'm sorry. Alright? The first student goes to take a seat without waiting the teacher finished speaking. The teacher reprimands him T : Hey.. hey.. hey.. After you say sorry, you must ask permission. How do you say to ask permission to join the class? S1 : May I join your class? T : Sure. Don't do that again. S1 : Ok. T : Ok. Please. After the teacher let the first student take a seat, she turned to ask the second student. T : What do you say? S2 : I'm sorry Mum, I come late. May I join the class? T : Alright. Don't do that again. You promise? S2 : Yes. T : <i>Ya. Thank you for that. So, if you feel, if you make any mistake so you must say...</i> Ss : <i>Sorry.</i> T : <i>Sorry. Ya. It is the best way to say sorry. It means you realize that you make a mistake.</i>	apologizing, responsibility, discipline	Pre- Teaching	Implicit

The teacher reminded the students to be respectful by asking a student not to talk while she was explaining. She directly told him not to talk and told the students that they had lost ten minutes of the lesson because they did not pay attention.

*T : Irfan. No talking. Irfan. Irfan.
Please, come on do our physical exercise. Ten minutes of lesson has gone bye because you do not pay attention and you haven't prepared yourselves for studying. Ok. Now, we sing "You are My Sunshine". Like you. Like your mother. Now do physical exercise. Come on.*

Table 85: The character integrated in the teaching and learning process: pre activity phase-listening 7C

utterances	character	phase	mode
<p>T : Irfan. No talking. Irfan. Irfan. Please, come on do our physical exercise. Ten minutes of lesson has gone bye because you do not pay attention and you haven't prepared yourselves for studying. Ok. Now, we sing "You are My Sunshine". Like you. Like your mother. Now do physical exercise. Come on.</p>	respect	whilst teaching	Implicit

b) Whilst Teaching

The teacher gave the lesson that the students had to be grateful for having fruit plants. She explained that we had to be grateful for everything God had given them.

T : One. That's good. You know, one is very beneficial. It bears many many fruits, you know. You can sell. You can use to cook opor or something. What about you, Billy? Do you also have many trees in your garden?

Table 86: **The character integrated in the teaching and learning process: whilst activity phase-listening 1C**

utterances	character	phase	mode
<p>T : Cocoa. Cocoa tree. Right. You are very rich, you know. Most of you have many plants in your garden, do you, I mean, don't you... Yes. What about you, Yoga? Do you have any plants?</p> <p>S9 : Yes</p> <p>T : Yes. What are they?</p> <p>S9 : Mango</p> <p>T : Mango</p> <p>S9 : Banana</p> <p>T : Banana</p> <p>S9 : Papaya</p> <p>T : Pardon me?</p> <p>S9 : Papaya</p> <p>T : Papaya</p> <p>S9 : Coconut tree</p> <p>T : Coconut tree. Ya... How many coconut trees do you have?</p> <p>S9 : One</p> <p>The students laugh when Yoga said that he only had one coconut tree.</p> <p>T : One. That's good. You know, one is very beneficial. It bears many many fruits, you know. You can sell. You can use to cook <i>opor</i> or something. What about you, Billy? Do you also have many trees in your garden?</p>	gratitude	whilst teaching	explicit

When the teacher was explaining the lesson, she heard a student was chatting. The teacher stopped explaining. To give him a lesson of disciplined and responsibility, she asked Irfan to go out of the class.

T : Hallo.. hallo.. hallo.. Irfan, saya minta Anda keluar.

SI : Sorry, Mam.

T : No way. No way. No way. Please, you can study at perpustakaan.

The teacher went to Irfan and asked him to get out of the class.

T : Ok. Come on. Come on. Go. I don't accept you here. Because I have mentioned you three times. Maaf ya. Silakan. Dengan senang hati dan Anda lebih bahagia di sana karena tidak perlu mendengarkan guru.

Table 87: **The character integrated in the teaching and learning process: whilst activity phase-listening-2C**

utterances	character	phase	mode
<p>T Hallo.. hallo.. hallo.. Irfan, saya minta Anda keluar.</p> <p>S1 : Sorry, Mam.</p> <p>T : No way. No way. No way. Please, you can study at <i>perpustakaan</i>.</p> <p>The teacher went to Irfan and asked him to get out of the class.</p> <p>T : Ok. Come on. Come on. Go. I don't accept you here. Because I have mentioned you three times. <i>Maaf ya.</i> <i>Silakan. Dengan senang hati dan</i> <i>Anda lebih bahagia di sana karena</i> <i>tidak perlu mendengarkan guru.</i></p> <p>T : Terima kasih. Who else follow irfan? Who else? <i>Siapa lagi yang mau ikut</i> <i>Irfan?</i> Here you must study. It is your duty. Not for chatting in class. You can chat but outside. Do you realize that?</p> <p>Ss : Yes.</p> <p>T : Yes or no?</p> <p>S : Yes.</p> <p>T : Thank you for your understanding. You will be a great person and good person in the future.</p> <p>Ss : Aamiin.</p> <p>T : Ya. Thank you.</p>	<p>Disciplined, responsibility</p>	<p>Whilst Teaching</p>	<p>Implicit</p>

The teacher advised a student to be responsible. It happened when the teacher knew that Pristy, one of the students, was absent because she was sick, and Pristy had sent a message to her friend. The teacher asked her to tell Pisty to send the message to the teacher in charge.

Table 88: **The character integrated in the teaching and learning process: whilst activity phase-listening=3C**

utterances	character	phase	mode
T : Gabriella Pristy Ss : Sick T : Get sick. So, is there any letter of permission? Ss : No T : Not yet? So, who told you that? S : By message. T : By message. Who, who is sent the message? Gabby sent the message to? to whom? A student raises her hand. T : And then, did she send the message to the teacher in charge? S : No. T : Not yet? You must tell her about that. Ya. Allright.	responsibility	whilst teaching	implicit

The teacher needed the blackboard to clean. She asked the students who got turn today to take care of the classroom. It was the way she instilled the value of responsibility.

T : Yes. Anybody who get turn today's to be in charge to take care of your classroom. Who get turns? Anybody

Table 89: **The character integrated in the teaching and learning process: whilst activity phase-listening-4C**

utterances	character	phase	mode
T : Yes. Anybody who get turn today's to be in charge to take care of your classroom. Who get turns? Anybody Ss : Okti T : Ya. Please, you rub it out	Responsibility	Whilst teaching	implicit

The teacher warned a student to get out because he was chatting with his friend when the teacher was explaining the lesson. It is the second times for him to have warning from the teacher.

Table 90: **The character integrated in the teaching and learning process: whilst activity phase-listening-5C**

utterances	character	phase	mode
T : Halo Irfan, once more I want you to get out. Ya? Once, if I mention your name once more, that means you must get out. Ok?	discipline	Whilst teaching	explicit

The teacher went to her desk. She wanted to call the students' name to check the attendance. The teacher called the students' name one by one. She always responded by saying thank you after the students say "I am here." To give appreciation for them.

Table 91: **The character integrated in the teaching and learning process: whilst activity phase-listening-6C**

utterances	character	phase	mode
T : Alright, then. While I call your name you say I am here. Now, Ahmad Putra Waluyo S : I am here T : Thank you very much.	appreciation	whilst teaching	implicit

The teacher warned the students who make noise. The teacher stood at the back of the class. She looked over the class to make sure that all students working seriously and not making noise.

Table 92: **The character integrated in the teaching and learning process: whilst activity phase-listening-7C**

utterances	character	phase	mode
T : Hallo hallo hallo. Don't make noise. Control your manner.	discipline	whilst teaching	implicit

The teacher was not good at drawing. She asked a volunteer to help her. She gave appreciation for a student's help to draw by saying thank you.

T : Thank you. You are very helpful, Vicki. Thank you very much.
S : You're welcome Mam.

Table 93: **The character integrated in the teaching and learning process: pre activity phase-listening-8C**

utterances	character	phase	mode
Vicki has finished drawing a mango tree. T : Thank you. You are very helpful, Vicki. Thank you very much. S : You're welcome Mam. T : How about the picture, is it nice? Ss : Yes. T : Yes. It's very nice, but you have to make it complete.	appreciation	whilst teaching	implicit

The teacher wrote the sentence but there was not enough space on the white board. She told the students where she would write the next sentence. She said thank you for the students' idea.

Table 94: **The character integrated in the teaching and learning process: whilst activity phase-listening-9C**

utterances	character	phase	mode
T : The fruit can be made into, ya.. here, can you write after here? Ss : Yes. T : Thank you. What about the fruit? The fruit can be made into a drink , a kind of drink. And, how does it taste?	appreciation, democratic	Whilst teaching	implicitly

The teacher gave appreciation to the students for their good manner.

T : ... And mostly, what structure do we use? What verb here do we use?
S : Verb 1
T : Verb 1. Thank you very much. Ya. We use verb one or we use simple present in writing the descriptive text.

Table 95: **The character integrated in the teaching and learning process: whilst activity phase-listening-10C**

utterances	character	phase	mode
T : Yes. The leaves can be made as a composed. Ya. To fertilize the soil. Ya. The leaves can be made as fertilizer or composed fertilizer. That is the description of manner. And mostly, what structure do we use? What verb here do we use? S : Verb 1 T : Verb 1. Thank you very much. Ya. We use verb one or we use simple present in writing the descriptive text. We use simple present. Simple present must be verb 1. If the subject is singular, except “You, I” you use verb 1 plus “s”. Thank you very much. You can write completely. <i>Silakan ditulis dulu.</i>	appreciation	whilst teaching	implicit

The teacher moved around the class to check the students' work. She gave positive comment to the students' work. She appreciated and suggested them what they should have done.

Table 96: **The character integrated in the teaching and learning process: whilst activity phase-listening-11C**

utterances	character	phase	mode
T : Thank you, Fajar. Fajar? Yes. You have drawn a nice picture. Good. The crown leaves. You must draw the crown leaves.	appreciation	whilst teaching	implicit

The teacher moved to the front row. She gave positive comment on the students' drawing.

Table 97: **The character integrated in the teaching and learning process: whilst activity phase-listening-12C**

utterances	character	phase	mode
T : Good. Ya. Not bad. Not bad. I think you can draw the stem longer than on the blackboard. Right? Or taller, I mean. <i>Ya</i> , that's nice. Mbak Yuli, can you show me your picture?	appreciation	whilst teaching	implicit

The blackboard had been full of writing. The teacher wanted the blackboard to be cleaned. Okti, a student who was in charge to clean the classroom, rubbed the board. The teacher appreciated him.

Table 98: **The character integrated in the teaching and learning process: whilst activity phase-listening-13C**

utterances	character	phase	mode
The teacher gives appreciation to a student. T : Here Okti. Thank you very much for your help.	appreciation		implicit

When the blackboard was full of writing, the teacher needed a student to help to clean it. She appreciated the student, Putra, who willingly to clean the blackboard.

T : Ya. Thank you, Putra. Rub the board over there. Thank you, Putra. You are very helpful. And you know, God will give you pahala for something good that you do for others. Alright? Thank you.

Table 99: **The character integrated in the teaching and learning process: whilst activity phase-listening-14C**

utterances	character	phase	mode
T : Who else who get turns, who get turns today except Okti? Anybody who get turns today? No body? Only Okti himself? Putra stand up and comes forward. T : Ya. Thank you, Putra. Rub the board over there. Thank you, Putra. You are very helpful. And you know, God will give you <i>pahala</i> for something good that you do for others. Alright? Thank you. Now, I would like you to mention the adjectives. If you haven't recalled your knowledge, now you can say what is in English <i>kata "luar biasa"</i> ? Billy?	Appreciation, care, responsible		implicit

c) Post Teaching

In the phase of post teaching the teacher asked the students to find the synonyms of the word amazing. Every time the students could find the answer the teacher appreciated them. When a student found difficulty in finding the answer, the teacher told him to ask for his friends help. The students had to write the answers on the blackboard so that the teacher knew whether the answer was correct or not.

S16 : Incredible.

T : Good. Ya. Now, next. Heru. Masih kata luar biasa. Kita masih membahas satu kata. Ya. Ayo. Come on. Come here, please. Ya. Bima has not got the answer yet. The teacher asks him to ask his friend.

T : Ask your friend.

S17 : Extraordinary.

T : Ya. Very good. Ya. Is it correct? Yes. Next. Next to mbak Lilis, what's your name?

Table 100: **The character integrated in the teaching and learning process: post activity phase-listening-1A**

utterances	character	phase	mode
<p>T : ... If you haven't recalled your knowledge, now you can say what is in English <i>kata "luar biasa"</i>? Billy?</p> <p>S10 : Amazing</p> <p>T : Amazing. Come here you can write here. (The teacher invited Billy to write the word on the board). Amazing. Come here. Ya.go go go. Ya, please, you write. Ya. What else, Bima? <i>Kata lain dari amazing</i>. Come on Bima. Come here. <i>Maju dulu. Apa? Kira-kira apa? Luar biasa.</i></p> <p>S16 : Incredible.</p> <p>T : Good. Ya. Now, next. Heru. <i>Masih kata luar biasa</i>. Kita masih membahas satu kata. Ya. Ayo. Come on. Come here, please. Ya. Bima has not got the answer yet. The teacher</p>	<p>Appreciation, hard work, curiosity</p>	<p>post teaching</p>	<p>implicit</p>

<p>asks him to ask his friend.</p> <p>T : Ask your friend.</p> <p>S17 : Extraordinary.</p> <p>T : Ya. Very good. Ya. Is it correct? Yes. Next. Next to <i>mbak</i> Lilis, what's your name?</p> <p>S18 : Riska</p> <p>T : Come here. We still talk about something extraordinary. Here. Here. <i>Apa mbak?</i></p> <p>S : Spectacular.</p> <p>T : <i>Ya. Boleh.</i> Alright. Next. <i>Mbak</i> Lilis, please come here. We still talk about one word, <i>luar biasa</i>. Come here. Come in, please.</p> <p>Before Lilis writes her word on the board, the teacher checks the spelling of the previous word written by Riska.</p> <p>T : Is it alright? <i>Tolong dicek kamusnya.</i> Do you have a dictionary with you? Yes. Come on. <i>Luar biasa.</i> Amazing, extraordinary,</p> <p>S19 : <i>Tidak tau, Mam.</i></p> <p>T : <i>Tidak tau? Tanya. Tanya mbak</i> Tyas.</p>			
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

The teacher gave an appreciation to the students before she ended the lesson. It was because the students had behaved well.

T : I would like to say thank you very much that you have been good students today. And I hope you have a nice day and God bless you all.

Table 101: **The character integrated in the teaching and learning process: whilst activity phase-listening-2C**

utterances	character	phase	mode
<p>T : I would like to say thank you very much that you have been good students today. And I hope you have a nice day and God bless you all.</p> <p>Ss : Amin</p> <p>T : Thank you very much. See you around.</p> <p>Ss : See you.</p>	appreciation	Post teaching	implicit

2) Listening Activity

a) Pre-Teaching

When the teacher entered the class, the students were still busy with their activity. A package of LKS book was being distributed. They were not ready yet for English lesson. The teacher gave tolerance to them and let them to finish distributing the LKS book. The teacher instilled implicitly the value of disciplined.

*T : Alright. Well, you can keep the book in the drawer, please.
Well, take a seat politely and we can start our lesson. Would you take a seat and prepare yourselves? Thank you.
Good morning everybody.*

Table 102: **The character integrated in the teaching and learning process: whilst activity phase-listening-1C-2**

utterances	character	phase	mode
<p>T : Alright. Well, you can keep the book in the drawer, please. Well, take a seat politely and we can start our lesson. Would you take a seat and prepare yourselves? Thank you. Good morning everybody. Good morning.</p> <p>Ss : Good morning Mum.</p> <p>T : How are you doing?</p> <p>Ss : I am doing fine. Thank you. And you?</p> <p>T : I am alright. Thank you then.</p>	disciplined	Pre-Teaching	implicit explicit

The teacher led the students to say their yell slogan. The students repeated after her and they enthusiastically said their slogan.

Table 103: **The character integrated in the teaching and learning process: whilst activity phase-listening-2C-2**

utterances	character	phase	mode
T : Well well. Now repeat after me. English is fun. Come on. Ss : English is fun. T : English is nice. Ss : English is nice. T : English is knowledge. Ss : English is knowledge. T : I love English. Ss : I love English. T : Ya.. what is your yell? Nine... Eight D is... Ss : Smart. T : Ya. Now. Eight D is smart. Ss : Eight D is smart. T : Eight D is extraordinary. Ss : Eight D is Extraordinary. T : Eight D is the best. Ss : Eight D is the best. T : I love Eight D. Ss : I love Eight D.	Enthusiasm, creative,	Pre-teaching	explicit

The class song their yel. This song was adapted from the song of Iwak Peyek. The lyric was changed into their school yel. The song made them self-confident and hardworking. They sang the song enthusiastically.

Table 104: **The character integrated in the teaching and learning process: whilst activity phase-listening-3C-2**

Utterances	character	phase	mode
Hooo hooo hooo hooo 2X Here we are SMP one Godean Here we are SMP one Godean Here we are SMP one Godean To be the best all around Sleman. Hooo hooo hooo hooo 2X To be the best all around Sleman. No playing cart in the city of Kansas No playing card in the city of Kansas No playing card in the city of Kansas But study hard we must get success. Hooo hooo hooo hooo 2X But study hard we must get success. Success SMP 1 Godean	Self-confidence, enthusiasm, hard work	Pre-teaching	implicit

The teacher told the students what they were going to learn. She asked the students some questions to help them catch what they were going to learn. This question and answer session led the students to critical thinking how to identify kinds of story, i.e. fable, folklore, legend, and myth.

Table 105: **The character integrated in the teaching and learning process: whilst activity phase-listening-4C-2**

utterances	character	phase	mode
T : Alright then. Now we are going to have speaking activity ya... it's developing listening. So, you must listen carefully and you must answer Now my question is, have you ever heard some stories around Yogyakarta? Ss : Yes. T : Can you mention Mr. Yoga? Story of what? S3 : Story of T : Ya? S3 : <i>Grebeg</i> . T : <i>Grebeg</i> . <i>Grebeg</i> in Yogyakarta ya. <i>Grebeg</i> . It is a kind of story or traditional custom.	Critical thinking	Pre-teaching	explicit

utterances	character	phase	mode
<p>Ss : Traditional custom. T : <i>Ya</i>, traditional custom. Can you tell me, Okti? Okti had not answered yet. Suddenly a student responded to the teacher's request. S4 : The story of Pandawa Kurawa. T : Alright. Gabby. Gabby can you tell me? S4 : Story of <i>Pandawa Kurawa</i> T : <i>Rama and Shinta?</i> S4 : <i>Pandawa Kurawa</i>. T : Oh <i>ya</i>. <i>Pandawa Kurawa</i>. What story? It belongs to Mahabaratha. Ss : Yes. T : <i>Ya</i>. Around Yogyakarta, can you... can you tell me? <i>Ya</i>, Okti S5 : Story of <i>bekakak</i>. T : Story of... S5 : <i>Bekakak</i>. T : <i>Bekakak?</i> S5 : Yes. T : <i>Ya</i>. It's still about traditional custom that is, what is that?, the God or... What is that? Soldiers of Pangeran Mangkubumi that defended about his army. Ok. But what is the famous story? Ss : Nyai Roro Kidul. T : <i>Ya</i>. That's alright. It's about Nyai Roro Kidul. It it a kind of myth or legend? Ss : Myth. T : Myth. Because it is e.... It's hard to believe. <i>Sulit dipercaya ya</i>. It's related to faith or to religion, or belief of the villagers around Yogyakarta. It belongs to myth. Next, can you tell me <i>mbak</i> Andara? S6 : T : No no no... it's still traditional custom. It took so long for the student to respond the teacher's request that the teacher guided the class with some questions. T : Have you ever visit... have you ever visited Prambanan temple? Ss : Yes</p>			

b) Whilst Teaching

The teacher gave questions related to the listening text to the students orally. The students had to listen carefully. The teacher repeated the questions and read one letter by one letter if the words were not familiar for the students. It led the students to listen carefully to catch what the teacher said to understand the text. The way the teacher taught the students integrated the value of responsibility, respect, and discipline.

Table 106: **The character integrated in the teaching and learning process: whilst activity phase-listening-1C-2**

Utterances	character	phase	mode
<p>T : Now, I would like to tell you a story and would you listen up. But, you must write the questions. Please, write the questions that you can answer about my story. Now, here number 1. What is the title of the story? What is the title of the story. Next. Number 2. What did the lion do when the rat was passing bye. What did the lion do when the rat was passing bye. When the rat was passing bye. Passing... passing... Number 3.</p> <p>Some students did not get the spelling of the word “bye”</p> <p>S : Passing apa..?</p> <p>T : Bye.. bye.. bye... (the teacher waving her hand)</p> <p>Number 3. What did the rat do when the lion caught him? What did the rat do when the lion caught him? When the lion caught him? How to spell “caught”?</p> <p>Ss : C A U G H T</p> <p>T : C A U G H T That’s correct. What did the rat do when the lion caught him? Him. Caught him. Number 3. Why did the lion Why did the lion the lion the rat go? Why did the lion let the rat go?</p> <p>S : Why did the lion let...</p> <p>T : The rat go. Now next number... number five. What happened... What happened to the lion one day? What happened to the lion one day. One day.</p> <p>Now we go to number six. Did the rat hear... Did the rat hear the lion’s roar for help.</p> <p>S : Did the rat...</p> <p>T : Did the lion... I’m sorry. Did the rat... Did the rat hear the lion’s roar. R O A R.. roar for help. Roar for</p>	Respect, disciplined	whilst teaching	explicit

Utterances	character	phase	mode
<p>help. Roar.. R O A R. Roar for help. Number seven. Did the.. Did the rat.. E.. sorry sorry... What did the rat do after that? What did the rat do after that? Number seven, what did the rat do after that? After listening to the roar... the lion's roar. Ok? Number eight. How did the rat help... How did the rat help the lion.</p> <p>S : How did... How did..</p> <p>T : How did the rat help the lion?</p> <p>Alright then, we would like to learn or study about narrative text.</p>			

The teacher read the story. The students had to listen carefully in order that they could answer the questions correctly. The teacher asked the students to pay attention to the questions and no students wrote.

Table 107: **The character integrated in the teaching and learning process: whilst activity phase-listening-2C-2**

Utterances	character	phase	mode
<p>T : What did the rat do? Do you know? What did the rat do?</p> <p>Ss : help</p> <p>T : Yes. He bits the net. Then it made a hole through the net. Firstly, it's only a small hole. Then it became a big hole. So the lion set free. Then he jumped out of the hole. He was free from the net and when the lion wanted to go the rat said, " Wait wait Mr. Lion." "Oh, what's up. Do you want me to repay you?" "Oh, no no no no. But please remember. Although I am small and little I can help you. You are the strongest animal in this forest. Don't ever underestimate me". "Alright alright Mr. Rat, I remember that. Thank you then. Good bye Mr. Rat. Thank you for your kindness and I never forget that". "Bye Mr. Lion. Don't forget me. Don't forget my kindness". "Alright, see you then." "See you."</p> <p>Ss : See you...</p> <p>T : Thank you. That's my story. Now can you take notes a little?</p>	appreciation, respect	whilst teaching	explicit

The teacher led the discussion. The discussion began when the teacher asked the students the purpose of narrative text was, the social function, the generic structure of the narrative text, and the moral value of the story. The students enthusiastically answered the teacher's questions and this activity led the students think critically. The students tried to answer and all wanted to be the best by answering the question correctly.

Table 108: **The character integrated in the teaching and learning process: whilst activity phase-listening-3C-2**

Utterances	character	phase	mode
<p>T : Narrative text is the text that contain stories... Contain stories. There are many kinds of story belongs to that we have been mentioned like legend, myth, folktale and folklore. And also it's about the imaginative story ya... or fiction story. What is the purpose of the narrative text? Can you tell me?</p> <p>S4 : To entertain person.</p> <p>T : The social function, social function or the communicative purpose of narrative text is that to.. to.. what is that Miss Gabby?</p> <p>S : Entertain the readers or the audience.</p> <p>T : <i>Ya..</i> to entertain the reader .. or I'm sorry, it doesn't work.</p> <p>The marker runs out</p> <p>T : To entertain the reader or else.. I'm sorry.. (the teacher cannot write because of the marker) or to amuse the reader. And then, while we are learning about the moral value, what is the purpose of narrative text? To.. To... If we draw a lesson or learning about the moral value, what kind you learn? To... To educate reader by learning about moral value. Moral value. And then, can you mention about the generic structure? Miss.. Miss.. Miss.. Beta.. Beta... Can you mention about, I'm sorry, the generic structure? Here, the generic structure of narrative text?</p> <p>S7 : Orientation, complication, resolution.</p> <p>The teacher wrote the student's answer on the whiteboard.</p>	critical thinking	Whilst teaching	Explicit

Utterances	character	phase	mode
<p>T : Orientation, and then.. what is that? Complication. In orientation what.. what are stated in orientation? What are stated in orientation? “When” “where” and “who”. “When” means asking for circumstances of time. While “when” asking for circumstances of place. While “who” here asking for the characters or participants. Characters or participants. <i>Ya</i>. Alright, then. While complication contains the conflicts that come up. The conflict that comes up and resulted about... after the conflicts come up there must be a resolution. Here, it is stated how to overcome or how to manage the problems. After we know the resolution you must study about the moral value that something you can learn in your life. The goodness that must we learn would be moral value. The goodness that we can take from the story. Goodness or good character. So, it means that a narrative text can educate reader by learning the moral value. You can write some and I’m waiting for you for few minutes, only.. <i>ya</i> I give you three minutes. Three minutes to finish them. And we also, dear, that it’s written in simple past tense <i>ya</i>. It is written in simple past tense. So, what verb do you use in narration, in telling the story? What verb?</p> <p>Ss : Verb two T : Verb two. That’s correct.</p>			

The teacher facilitated and led the students to answer and discussed the questions. The teacher asked a student to answer the question, and then she confirmed the student’s answer to his/her friend. Finally, she asked the class whether or not the answer of their friends was correct. All students had to pay attention. If they did not pay attention, they did not catch their friends’ answers.

During the discussion, the teacher shows her care to the students.

The following conversation is one of the examples.

T : Yes. We go to the last question. Mbak Siti. Welcome. I didn't see you for many days. What happened to you? Are you alright? Sudah sembuh sakitnya?

S : Yes.

T : Thank you. Can you read the last question, please, mbak Siti? A student told the teacher the correct name of the student she talk to.

S : Aisyah not Siti

T : Siti Aisyah? Oh.. without Siti. I'm sorry. Only mbak Aisyah. Alright mbak Aisyah. What is the last question?

Table 109: The character integrated in the teaching and learning process: whilst activity phase-listening-4C-2

Utterances	character	phase	mode
T : Yes. Now, can you answer the first question? Can you answer the first question? Please The teacher invites the students to answer the question.	critical thinking, respect	whilst teaching	explicit
T : What is the first question I give to you?			
Ss : What is the title?			
T : Ya... What is the title of the text, Widi?			
S8 : A Proud Lion.			
T : Is that true, Miss Dina?			
S : Yes.			
T : Yes. So, what is the title of the story, Miss Gabby?			
S4 : A Proud Lion			
T : A Proud Lion. Is it alright?			
Ss : Yes.			
T : Yes. That's correct. Now question number two. A student reads the second question			
T : <i>Ya</i> , can you read, Lardo? Can you read?			
S9 : What did the lion do when the rat was passing bye?			
T : <i>Ya..</i> When the rat was passing bye, what did the lion do?			
S : The lion woke up.			
T : So, when the rat passed, what the lion do?			
S : The lion woke up and caught him.			
T : Before he woke up? Before he woke up? Can you answer Mr. Yoga?			
S5 : The lion woke up and caught him			
T : <i>Ya..</i> before he caught the rat. Before he woke up.			

Utterances	character	phase	mode
Ss : The lion was sleeping.			
T : Ya..Alright. Can you repeat, Mas Fajar?			
S10 : The lion is sleeping.			
T : The lion is sleeping. Not is but			
Ss : was			
T : Was. Ya.. The lion was sleeping. Then he woke up and caught the rat. Is it alright? Yes or No?			
Ss : Yes.			
T : Yes. The lion was sleeping when the rat was passing bye. Ok. Now the next question. What is that? Miss Hesti, can you read the third question?			
S : What did the rat /rIt/ do...			
T : The rat /ræt/ (The teacher corrected the student's pronunciation.)			
S : What did the rat do when the lion caught him?			
T : What did the rat do when the lion caught him?			

The teacher wrote on the blackboard to make list of verbs mentioned in the story she told to the students. She asked the students to mention the verbs in the listening text and then she wrote them on the blackboard. Unexpectedly, the board marker did not work. Two students went o to the teacher. They offered help to fill the board marker in the administration office.

S4 : Mum, may I fill the board marker?

T : Alright, please. Thank you for your kindness. Thank you. You are very helpful.

Table 110: The character integrated in the teaching and learning process: whilst activity phase-listening-5C-2

Utterances	character	phase	mode
<p>T : Verb two. Based on the text. Based on the story I told you.</p> <p>S : Heard.</p> <p>T : Hear. The second verb heard. Next, Imam. You mention one verb, the second verb. What is that?</p> <p>S19 : happen</p> <p>T : Ya. Happen. Happened. Happened. You can read happened. What else?</p> <p>Ss : Fell</p> <p>T : Fall fell fallen. Alrigh. Next. Mbak? What's your name, please?</p> <p>S : Alfi Hafidza</p> <p>T : Alfi Hafidza</p> <p>S : Trapped.</p> <p>T : Trapped. Ya. <i>Terperangkap</i>. Was trapped. Ya. Next? It is beginning with was, it must be verb three. Next, <i>mbak</i> Yuli.</p> <p>S20 : begged</p> <p>T : Beg. Begged.</p> <p>The boardmarker did not work.</p> <p>T : It doesn't work. The boardmarker doesn't work. Next, <i>mbak</i> Angela. What happened when the rat was passing bye? The lion...</p> <p>S21 : Caught</p> <p>T : Caught. C A U G H T (The T spelled the word.) Caught. Alright then. Now, what noun phrase that you can catch? What noun phrase that you can catch? <i>Noun phrase apa yang anda dapat?</i> "A Proud Lion". Ya. That is the first noun phrase: "A Proud Lion". And then...</p> <p>S4 : Mum, may I fill the boardmarker?</p> <p>T : Alright, please. Thank you for your kindness. Thank you. You are very helpful. "A Proud Lion". Next, is there any other noun phrase? <i>Opo mbak Hanum?</i> If you don't catch the noun phrase, you can catch the adjective you learned. What are they? Adjectives. Adjective means <i>kata</i></p> <p>Ss : <i>Sifat</i>.</p> <p>T : Kata sifat apa saja? Yo...</p> <p>S : kindness</p> <p>T : kindness</p> <p>S : afraid</p> <p>T : Afraid. What else, Heru? Kindness, afraid.</p> <p>S : Beg</p>	<p>Critical thinking, caring, appreciation</p>	<p>whilst teaching</p>	<p>explicit</p>

The teacher led the students to discuss the moral value of the story. She asked the students to mention the moral value in the story they had listened. The moral values based on the story were helping each other, not underestimate, and self-confidence.

Table 111: The character integrated in the teaching and learning process: whilst activity phase-listening-6C-2

Utterances	character	phase	mode
<p>T :What moral value can you learn from the story? What moral value can you learn from the story?</p> <p>S : help</p> <p>T : We must help each other. We must help other person. Ya. Alright. We must be helpful to others. Ya.. <i>Kita harus saling me..</i></p> <p>S : Menolong..</p> <p>T : <i>Ada lagi?</i> Is there.. the word “underestimate”. Don’t underestimate others. Ya, whatever he is. Whatever it is. What ever.. <i>ya.. jangan meremehkan orang lain.</i> The lion didn’t believe that the small thing can help the big and strong animal. We must help each other. Kita harus saling tolong menolong. So, there will be a good relationship ya. Ada hubungan yang baik among the .. what is that? Community. So, you must help your friend to get goodness. If you are good, kind to others, God will give you pahala. Right? And returns. Ya... So, you must be a good boys, good girls. But don’t cooperate to do the test.</p> <p>The student laughed to hear the statement of the teacher.</p> <p>T : It’s not good. It’s not good cooperation in doing test. So, you must be self-confident to do by your..</p> <p>Ss : self</p> <p>T : Yourself. You must study and make good preparation for facing the test. Is it clear enough for you? Yes or no?</p> <p>There was no response from the students.</p> <p>T : Hello..</p> <p>S : Hi..</p> <p>T : Is it clear enough for you? Yes or no?</p> <p>Ss : Yes.</p> <p>T : Yes. What must you do in our relationship between friends? Help each other when</p>	<p>caring, appreciation, confidence</p>	<p>whilst teaching</p>	<p>explicit</p>

Utterances	character	phase	mode
somebody is in trouble. But, don't do that in.. What? In what case? S : test T : In doing test. Alright. Please, be self-confident. Like Billy ya.. Billy is one of the person that has good self-confident. <i>Percaya diri, ya...</i> Alright. Now, we close by having song. One song? What song do you want to sing?			

The teacher invited the students to sing together. Before the class sang together, the teacher wanted the student to make review of the topic they just learned. to integrate the value of critical thinking in the lesson.

T : Narrative text. What is the purpose of the text?

Ss : To amuse, to entertain, or to educate reader

T : Yes. To amuse, to entertain, or to educate reader. What the generic structure?

Ss : Orientation, complication, resolution.

T : In orientation, what are stated there?

S : When, where, who.

T : Where, asking for..

Ss : Place.

T : When?

S : Time.

T : Who?

Ss : Characters or participants.

*T : Characters or participants to mention about the tokoh in the story.
And then, in complication, what contains in complication?*

Ss : conflict

Table 112: The character integrated in the teaching and learning process: whilst activity phase-listening-7C-2

utterances	character	phase	mode
<p>T : Alright, then. Before we have the song I would like to ask you something. What kind of text did we just learn?</p> <p>Ss : Narrative.</p> <p>T : Narrative text. What is the purpose of the text?</p> <p>Ss : To amuse, to entertain, or to educate reader</p> <p>T : Yes. To amuse, to entertain, or to educate reader. What the generic structure?</p> <p>Ss : Orientation, complication, resolution.</p> <p>T : In orientation, what are stated there?</p> <p>S : When, where, who.</p> <p>T : Where, asking for..</p> <p>Ss : Place.</p> <p>T : When ?</p> <p>S : Time.</p> <p>T : Who?</p> <p>Ss : Characters or participants.</p> <p>T : Characters or participants to mention about the <i>tokoh</i> in the story. And then, in complication, what contains in complication?</p> <p>Ss : conflict</p> <p>T : The conflicts that come up. Ya, you face the conflict. Then, after the conflicts come up, there must be a</p> <p>Ss : resolution</p> <p>T : Resolution. What contains? What does resolution contain? How to</p> <p>S : manage</p> <p>T : Manage the problem. And generic structure, I'm sorry. Grammatical feature that you learn?</p> <p>Ss : Simple past tense.</p> <p>T : Simple past tense. You must study about..</p> <p>Ss : Verb two.</p> <p>T : Verb two or preterit. Ya. And then, noun phrase that contains adjective and noun/. Tank you. Thank you. Now let sing a song. What song do you want to sing? Do you still remember Cocobura? No no no no no. Now let's sing...</p>	critical thinking	whilst teaching	explicit

To instill the value of disciplined implicitly, the teacher let the students made notes. After three minutes, she checked whether the students had finished taking the notes.

Table 113: The character integrated in the teaching and learning process: whilst activity phase-listening-8C-2

Utterances	character	phase	mode
T : Finish Mr. Yoga? S3 : Yes. T : Yes. Thank you. The teacher confirms whether or not the other English teacher has explained about the narrative text. T : I think you have written many times. Not yet? Ss : No T : No? What about when you were with Bu Nir? I think she has explained about this. Yes? Ss : Not yet T : Not yet? Not yet? Why? Ya.. Almost finished? There is no answer from the students. The teacher continues checking. T : Ya.. Almost finished? Gabby, what about you? Gabby did not answer the teacher's question. She responded by showing her notes to the teacher. T : Ya The teacher moved around the class to check the students one by one. T : Finished?	Appreciation	whilst teaching	implicit

c) Post Teaching

The teacher ended the class. Before she ended, she appreciated the students for being good during the lesson. She also asked the students to check the LKS whether there were some lost pages. If there were some pages lost, the students could change the books.

Table 114: The character integrated in the teaching and learning process: post activity phase-listening-1C-2

utterances	character	phase	mode
T : I hope you will get success Ss : Aamiin.. T : Now you can check the LKS you have. If there is still lost page you can change. Well, I would like to say thank you very much for being good. Ya..	appreciation	Post teaching	explicit

3) Reading Activity

a) Pre-Teaching

The teacher put a garbage and put it into a garbage bin. She gave a model to the students how to care the environment and to keep it clean.

Table 115: The character integrated in the teaching and learning process: pre activity phase-reading 1C

action	character	phase	mode
The teacher puts a garbage and put it into a garbage bin.	Caring, cleanliness	Pre-Teaching	implicit

The teacher greeted the students and asked them what the weather was like. The teacher appreciated the students because they were enthusiastically responded her questions.

Table 116: The character integrated in the teaching and learning process: pre activity phase-reading 2C

utterances	character	phase	mode
T : Well. Well. Well. Good morning. Ss : Good morning. T : How are you doing? Ss : I am doing fine. Thank you. And you? T : I am alright. Thank you. Then. What day is it today? Ss : It is twenty third of February. T : And what is the day, Widi? S1 : Twenty third T : Twenty third of S1 : February T : February S1 : Two thousand and ==thirteen T : ==thirteen. Thank you. And how is the weather today? How is the weather today? Ss : sunny	Care, appreciation	pre-Teaching	implicit

The teacher led the students to sing. The title of the song was My Sunshine. The class sang together. The lyric of the song contained moral value, love.

Table 117: **The character integrated in the teaching and learning process: pre activity phase-reading3C**

Lyric of the song	character	phase	mode
<p>You are My Sunshine</p> <p>You are my sunshine My only sunshine You make me happy When the skies are grey You never known dear How much I love you Please, don't take my sunshine away.</p>	love, respect	pre-teaching	implicit

The teacher asked some questions to remind the students of the previous lesson. She called the students one by one to check their understanding. She always gave appreciation to the students who could answer the question correctly.

Table 118: **The character integrated in the teaching and learning process: pre activity phase-reading-4C**

utterances	character	phase	mode
<p>T : Now, last meeting we talked about what text? Ss : descriptive T : What text? <i>Ya, mas</i> Widi? S1 : Descriptive text. T : Descriptive text. That's great. What is the social function of descriptive text? Ss : To describe a particular phenomenon T : Ya. Can you say it again, Mr Surya? S6 : To describe a particular phenomenon T : Particular phenomenon. To describe a</p>	respect, care, fairness	pre-teaching	explicit

utterances	character	phase	mode
<p>particular phenomenon. What is that in Indonesian? Particular phenomenon means? Mbak Betty... Betta?</p> <p>S7 : <i>Fenomena khusus.</i></p> <p>T : <i>Mendeskripsikan, menguraikan atau menggambarkan sesuatu secara khusus , could be human, could be living things, plants, animals, buildings, and so on. Thank you. Particularly means specifically. Alright, then. So, what generic structure do you know? Vicki?</i></p> <p>There is a student who answers the teacher's question, but the teacher wants Vicki to answer the question.</p> <p>T : <i>Vicki Vicki Vicki. Yes. Before you show generic structure, you must, you must put the... the title. Right?</i></p> <p>Ss : <i>Right.</i></p> <p>T : <i>Ya. And then, what else? After you put the title,</i></p> <p>S8 : <i>Describe</i></p> <p>T : <i>To describe what?</i></p> <p>Vicki does not speak clearly. He is hesitated to answer.</p> <p>T : <i>Pardon me? Anybody can help Vicki? That's mean you are not following me. Ya. What else? What generic structure do you know?</i></p>			

b) Whilst Teaching

The teacher demonstrates how to pronounce phoneme 'v' correctly. She appreciated the students' effort.

T : Thank you very much. Come on.

Ss : Thank you very much.

T : Ya. That is great.

Table 119: **The character integrated in the teaching and learning process: whilst activity phase-reading-1C**

utterances	character	phase	mode
T : nervous Ss : nervous The teacher gives another word which contains consonant 'v'. T : Thank you very much. Come on. Ss : Thank you very much. T : <i>Ya</i> . That is great. The teacher is back to her desk and continues to pronounce the remaining words.	discipline, respect	whilst teaching	explicit

The teacher apologized for making a mistake. When she asked the student, she does not use the pattern of question sentence. She showed the students how to be responsible and humble for asking apologize when making mistakes.

T : khawatir. The meaning of the word 'worried' khawatir, cemas. What does the meaning of the word 'sad'?

Ss : sedih

T : I mean, what is the meaning, ya. Not what does. What does the word 'worried' mean? I am sorry that I made a mistake. Now, go ahead. What is the meaning of the word 'scared'?

Table 120: **The character integrated in the teaching and learning process: whilst activity phase-reading-2C**

utterances	character	phase	mode
T : Alright. OK. What' does the meaning of the word 'worried', Gabby? S4 : <i>khawatir</i> T : <i>khawatir</i> . The meaning of the word 'worried' <i>khawatir, cemas</i> . What does the meaning of the word 'sad'? Ss : <i>sedih</i> T : I mean, what is the meaning, <i>ya</i> . Not what does. What does the word 'worried' mean? I am sorry that I made a mistake. Now, go ahead. What is the meaning of the word 'scared'?	respect, responsibility, humble	whilst teaching	implicit

Okti read the wrong sentence. He read the sentence number 8. The sentence that he should have read was number 7. The students laughed at him and mocked him. The teacher reminded them to watch their manner.

Ss : Weee.... Dudu kuwi. Huuu....

T : Okti, now we come to number 7. Please, watch your manner. Jaga sikapnya, ya. Yo. Please, Okti.

Table 121: **The character integrated in the teaching and learning process: whilst activity phase-reading 3C**

utterances	character	phase	mode
Okti reads the wrong sentence. He reads the sentence number 8. The sentence that he should read is number 7. The students laugh at him and mock him <i>Ss : Weee.... Dudu kuwi. Huuu....</i> <i>T : Okti, now we come to number 7. Please, watch your manner. Jaga sikapnya, ya. Yo. Please, Okti.</i>	respect	whilst teaching	implicit

The teacher lets a student to speak Indonesian to make it easy for the student to answer the question.

T : In Bahasa Indonesia perhaps? In description of manner, what should you describe?

Table 122: **The character integrated in the teaching and learning process: whilst activity phase-reading 4C**

utterances	character	phase	mode
<i>T : What about in description of manner? Can you tell me Widi? In description of manner, what should you describe?</i> It takes Widi a while to answer. The teacher offers him to speak Indonesian if he finds difficult to say it in English and repeat the question once more.	tolerance, care	whilst teaching	implicit

The teacher gave an example to help the students understand the meaning of a sentence. She described a student with a good character.

T : He is handsome. He is helpful. He is friendly to others. Is it alright? Yes or no?

Ss : No.

T : Why? But he is a nice boy, isn't he? What about you, ladies, do you agree with me?

Ss : yes

Table 123: **The character integrated in the teaching and learning process: whilst activity phase-reading 5C**

utterances	character	phase	mode
S12 : Describe behaviour of phenomenon T : <i>Ya. Can you tell in good Bahasa Indonesia?</i> S12 : <i>Mendiskripsikan sifat fenomena yang dideskripsikan.</i> T : <i>Mendiskripsikan tentang sifat-sifat dari fenomena yang dideskripsikan. Like what? For example. Ya, Danis. Danis is a cute boy.</i> The students laugh. T : <i>He is handsome. He is helpful. He is friendly to others. Is it alright? Yes or no?</i> Ss : <i>No.</i> T : <i>Why? But he is a nice boy, isn't he? What about you, ladies, do you agree with me?</i> Ss : <i>yes</i> T : <i>Who is 'no' that means you are agree with me. That you say just... keep silent it means you are... I mean you agree with me, not you are agree with me. You agree with me. Is it correct?</i> Ss : <i>No</i> T : <i>I believe so. Your eyes tell me. So, what is the behavior or manner of Danis? What I mentioned before.</i>	respect	whilst teaching	explicit

The teacher asked the students one by one to give examples of noun phrase based on her explanation to prove that they were really understand what they had learned.

T : Can you give me examples, please, mbak Dena?

Table 124: **The character integrated in the teaching and learning process: whilst activity phase-reading 6C**

utterances	character	phase	mode
<p>T : Here, it (sincerely) belongs to adverb (writing 'adverb' under the word 'sincerely').. <i>Ya. Kemarin kita sudah membahas tentang adjective dan adverb. In descriptive text you must learn about noun phrase that the arrangement using adjective and adverb. Sorry. Adjective and noun. Yeas. Adjective and noun. The arrangement of adjective and noun is called noun phrase. Can you design noun phrase like we have studied previously? OK. Okti, can you design a noun phrase? Please. Anything.</i></p> <p>Okti cannot give examples. The teacher points another student to do so.</p> <p>T : Can you give me examples, please, mbak Dena?</p> <p>The teacher makes error in calling the name of the student. The students correct her.</p> <p>Ss : Fina</p> <p>T : Ya. Fina, please. Give one.</p> <p>S13 : Expensive car.</p> <p>T : An expensive car. So, you must put an article here. So, it makes clear.</p>	critical thinking	whilst teaching	explicit

The teacher gave appreciation for the students who willingly answer the question.

T : Anybody who goes to the next? Please, raise your hand, ladies.

Now, what number do we come? Ladies, please. One of you.

Nobody?

Nurul raises her hand.

T : Ya. Thank you, mbak Nurul.

The teacher led the discussion on the exercise that the students had done. She gave comment and correction. She confirmed a student's answer to the other students to check the students' attention and she asked

the students to pay attention when there was a student answering the question.

T : Hello. Please, pay attention.

The teacher asked the students whether their friend's answer was correct or not to check their understanding. Before asking the students, the teacher gave an illustration of what happen to make it clearer for the students.

Table 125: The character integrated in the teaching and learning process: whilst activity phase-reading 7C

utterances	character	phase	mode
<p>T : Anybody who goes to the next? Please, raise your hand, ladies. Now, what number do we come? Ladies, please. One of you. Nobody? Nurul raises her hand. T : <i>Ya. Thank you, mbak Nurul. Can you?</i> S23 : Kamu pergi T : You read in English first. S23 : You go to school wearing different colours of socks. One is black and the other is white. While Nurul is reading, some Students have chat. The teacher tells them to pay attention. T : Hello. Please, pay attention. S23 : <i>Kamu ke sekolah memakai kaos kaki yang berbeda. Satu berwarna hitam dan satu berwarna putih</i> T : <i>Ya. Satu berwarna hitam dan satu berwarna putih</i> Ss : <i>putih</i> T : So, how do you feel? S23 : /æm'bi r.əst/ T : /im'bær.əst/. Did it ever happen to us? Did it ever happen to us? Ss : Yes T : Yes. You know, when you are in a hurry perhaps you wear different shoes. Perhaps there are many many shoes on your shelf and you just put randomly. It makes you embarrassed. Alright. Is it alright? Yes? What do you think, correct or incorrect the answer of <i>mbak Hanun</i>? Ss : correct T : Correct. Now, next. Who else? Hello. Forty students.. oh Thirty six students.</p>	<p>Care, critical thinking, appreciation</p>	<p>whilst teaching</p>	<p>explicit</p>

The teacher reprimanded a student to pay attention. She reminded him that she had warned him twice. Previously the teacher had reprimanded him to pay attention to the lesson.

The teacher sees Vicki is busy with his own business. The teacher warns him.

T: What else, Vicki? You don't pay attention. Twice. Come on.

It was the second time for the teacher to reprimand Vicki not to be busy with his own business. The teacher wanted him to be respectful.

Table 126: **The character integrated in the teaching and learning process: whilst activity phase-reading 8C**

utterances	character	phase	mode
<p>The teacher reprimands a student to pay attention. She reminds him that she has warned him twice. The teacher tells him not to copy his friend's phrase.</p> <p>T : Come on. Come on. Come on. Feti... Feta. S14 : Oval fruit T : Oval fruit. <i>Ya</i>. An oval fruit. What else? The teacher sees Vicki is busy with his own business. The teacher warns him. T : What else, Vicki? You don't pay attention. Twice. Come on. S8 : An oval fruit T : Pardon me. S8 : An oval fruit T : Another. Another. Find your own. You can take a look outside. Or show your imaginary. Come on <i>mbak</i> Desi.</p>	discipline, responsible, respect	whilst teaching	implicit

The teacher guided the student to pronounce the words correctly. She taught the students how to pronounce the words correctly by showing and demonstrating the correct way to produce the words. By doing so, the

teacher taught the students the value of disciplines, attentiveness, perseverance, and patient.

Table 127: **The character integrated in the teaching and learning process: whilst activity phase-reading 9C**

utterances	character	phase	mode
The teacher tells the students the correct way to pronounce words patiently.	Discipline, attentiveness, perseverance, patient	whilst teaching	explicit
T : Your tongue behind upper teeth. sad			
Ss : sad			
T : <i>Ya.</i> glad			
Ss : Glad. <i>Ya.</i> Your tongue behind your upper teeth.			
T : Now, go ahead. scared			
Ss : scared			
T : sad. again			
Ss : sad			
T : scared			
Ss : scared			
T : glad			
Ss : glad			
T : embarrassed			
Ss : embarrassed			
T : embarrassed			
Ss : embarrassed			
T : angry			
Ss : angry			
T : annoyed			
Ss : annoyed			
T : bored			
Ss : bored			
T : So, your tongue is behind the teeth. Behind the upper teeth. <i>Ya.</i> Now put your tongue behind your upper teeth. Again. happy			
Ss : happy			
T : jealous			
T : nervous			
Ss : nervous			
T : Your tongue touch your lower lip.			

The teacher wanted the students to raise their hands before they answer the questions.

T : Anybody? Raise your hand. Raise your hand. Why why why you just... Ya. Raise your hand. Come on. Come on. Come on. Come on. Hey. No body?

It was the way how the teacher instilled the value of discipline.

Table 128: The character integrated in the teaching and learning process: whilst activity phase-reading-10C

utterances	character	phase	mode
<p>The teacher wants the students to raise their hands before answering questions.</p> <p>T : What is the meaning of the word ‘scared’? Ss : takut The teacher wants the students to raise their hands before they answer the question. T : Anybody? Raise your hand. Raise your hand. Why why why you just... Ya. Raise your hand. Come on. Come on. Come on. Come on. Hey. No body? Widi raises his hand. T : Ya. Widi, please.</p>	discipline	whilst teaching	Implicit

The teacher gave the students a time limit to do the exercise. It is the way the teacher instill the value of discipline for the students.

T : Now, we study about the adjectives to show your feeling. And now, you open your book on page 58. I give you 10 minutes. I give you ten minutes to do it. Please, write it. Ya. Ten minutes. Ayo Gabby, you pay attention, please. Ten minutes.

Table 129: **The character integrated in the teaching and learning process: whilst activity phase-reading-11C**

utterances	character	phase	mode
<p>The teacher gives the students ten minute to do the exercise. T : Now, we study about the adjectives to show your feeling. And now, you open your book on page 58. I give you 10 minutes. I give you ten minutes to do it. Please, write it. <i>Ya</i>. Ten minutes. Ayo Gabby, you pay attention, please. Ten minutes.</p>	discipline	whilst teaching	explicit

The teacher gave motivation to the students to be active in the class and did what they had to do.

T: Next, the last. Number ten. Come on. Come on. Come on. Hello. It seems that you are sleepy.

The teacher also showed her appreciation for the student who was active to answer the question.

Beta raises her hand.

T : Thank you, mbak Beta.

Table 130: **The character integrated in the teaching and learning process: whilst activity phase-reading-12C**

utterances	character	phase	mode
<p>T : Next, the last. Number ten. Come on. Come on. Come on. Hello. It seems that you are sleepy. Some students say yes and some students say no. T : No. Thank you. Who said no? Come on. Number ten. Hello. Hello. Hello. Why? Why do you write all the time? <i>Ayo mbak-mbak</i>. It's not time to write. It's time for you to do the exercise. <i>Yo</i>, next. Everybody, please raise your hand. Nobody? Nobody? Beta raises her hand. T : Thank you, <i>mbak Beta</i>.</p>	care, disciplined, appreciation	whilst teaching	implicit

c) Post-teaching

In the phase of post teaching the teacher instilled the value of appreciation. She appreciated the students for being good.

T : So, your homework is to design the sentences that use sentence pattern subject followed by relating verb and followed by adjective.

Thank you very much. I appreciate you for being good. Saya menghargai Anda telah menjadi siswa yang baik. Thank you and see you around.

Table 131: **The character integrated in the teaching and learning process: post st activity phase-reading-1C**

Utterances	character	phase	mode
<p>The teacher gives appreciation to the students before she ends the lesson.</p> <p>T : So, your homework is to design the sentences that use sentence pattern subject followed by relating verb and followed by adjective. Thank you very much. I appreciate you for being good. Saya menghargai Anda telah menjadi siswa yang baik. Thank you and see you around.</p> <p>Ss : See you.</p> <p>T : Have a nice day.</p> <p>Ss : Thank you.</p> <p>T : Thank you.</p>	appreciation	Post teaching	implicit

3. Assessment

a. Teacher A

The assessment administered by teacher A is an authentic assessment and a multiple-choice test. The teacher used storytelling, discussion, and reports to measure their understanding of the subject material.

To assess the students' ability to speak and write, the teacher let the students to perform their ability to do story telling in front of their friends. Before the students performed the story telling, they had time to write the story. The story they had written were consulted to the teacher to know the content of the story and whether the grammar was correct or incorrect.

The next step was the students perform the story telling. The students had to be ready because the teacher did not tell the students who had to perform in each meeting. It took three meetings to conduct the assessment. Every meeting for ninety minutes ten up to twelve students had to perform.

The teacher gave comment every time the students finished the story telling. The teacher asked the students the moral values of the story, corrected the pronunciation and the performance. When correcting the pronunciation, the teacher asked the students to repeat her.

To know the understanding the students' grammar ability, the teacher conducted a traditional way of assessment. They were limited to choosing and crossing the letter of the correct answer on test papers to demonstrate what they knew.

When administering the multiple-choice assessment, the teacher divided the class into two group. Each group of students had to do the test for thirty-five minutes. When group 1 was doing the test in the classroom, another group had to be outside the classroom. The teacher did not determine who belong to the first or second group. The students themselves chose the group. The reason of the

teacher to administer this kind of assessment was to limit the students' opportunities to cheat during the test.

When a student was questioned about the teacher's way to conduct the test by splitting the class into two groups, he said that it did not matter for him. He stated that he preferred to be in the first group because he could finish the test earlier.

b. Teacher B

The teacher employed authentic assessment rather than the traditional one. She used conversation, presentation, and performance to measure their understanding of the subject material. A traditional way of assessment was conducted to measure the students' listening ability.

Students' listening ability was tested with a multiple-choice test. The students listened to a story about R.A. Kartini. They had to understand the story to be able to answer the questions. There was a requirement for the students to answer the questions. They had to show the evidence from the text why they chose the answer. If they did not write the evidence, the answer was regarded as incorrect.

After the test finished, the teacher let the students keep their own work. Then, the teacher let the students discuss the test to know the result, and checked it by themselves. During the discussion, the teacher always reminded the students that the correct answers had to be completed with the reasons. The students had to give marks on their own work, and then submitted it to the

teacher to be checked. In the next meeting the teacher brought the students' work back and asked the students to report the mark to her. When the students reported their marks, the teacher always motivated them whether the marks were good or bad.

The authentic assessment was administered by the teacher in the ability of speaking, reading, and writing. In reading ability, the students in their group (9A) presented narrative texts. In group of six they presented a narrative text completed with pre-reading activity and some questions. They led the class to discuss the reading text and the questions.

In other classes, class 7A and 9A, the presentation of descriptive text and report one was conducted. The students had to present pre-reading and whilst-reading activity. The teacher assessed the students' capability of reading, writing, and speaking. They presented the material as well as possible. Some group bring some properties to support their presentation.

In class (7B), the teacher assessed the students' ability to speak. The students described one person and the class had to guess who he/she was. The person had to be known by all the students. They were the school staffs, teachers, and the students. Each student had their own turn.

In speaking ability, the teacher assessed the ability of the students to describe their idol. The procedure was the students work in pairs. They made a dialogue. The content of the dialogue was how to describe someone. They had to begin the dialogue lively by adding the conversation with greeting and showing pictures.

c. Teacher C

The teacher used authentic assessment to measure the students' ability to speak, to listen, to read, and to write. To assess the listening ability the teacher told the story of A Proud Lion. The students had to listen to the story and the questions. They had to write the answer on the paper. The teacher led the discussion of answering the questions. Every time she asked a student to answer the question, she always asked other students to give respond to let the students think.

- T : What is the first question I give to you?*
Ss : What is the title?
T : Ya... What is the title of the text, Widi?
S8 : A Proud Lion.
T : Is that true, Miss Dina?
S : Yes.
T : Yes. So, what is the title of the story, Miss Gabby?
S4 : A Proud Lion

The teacher also gave respect and appreciation to the students by saying thank you and sorry.

- S11 : The rat..*
T : The rat... opo mau? What is that? The rat begged.. begged what? Begged who? Begged the lion to.. what?
S11 : Let him go.
T : That's correct. Repeat. Repeat again.
S11 : The rat begged to the lion to let him go.
T : Let him go. To let him go. That's correct. Is it alright mbak Isa Hanum? Can you read once again?
S12 : The rat bigged to the lion to let him go.
T : begged
S : The rat begged to the lion to let him go.
T : Ya. Thank you then. Now, the forth question.

The teacher led the discussion on the exercise the students have done. She gave comment and correction. She confirmed a student's answer to the other students to check the students' attention.

T : Anybody who goes to the next ? Please, raise your hand, ladies. Now, what number do we come? Ladies, please. One of you. Nobody?

Nurul raises her hand.

T : Ya. Thank you, mbak Nurul. Can you?

S23 : Kamu pergi

T : You read in English first.

S23 : You go to school wearing different colours of socks. One is black and the other is white.

D. Discussion

1. The Lesson Plans

From the lesson plan written by the teacher it can be found that teachers in making the implementation plan of learning always take into account the character education. It is in line with the statement in Pendidikan Karakter Terintegrasi dalam Pembelajaran Sekolah Menengah Pertama: Panduan Guru Bahasa Inggris which states that integrating character values can be done in several ways, namely (1) adding a special column with subtitles "Character" in the syllabus; (2) *by adding the character value to be implemented on the "indicator", and (3) on the "lesson activities" in the*

Lesson Plan (lesson plan) or (4) adapting the BSE completely or partially before the learning takes place or during the lesson.

Example:

Standar Kompetensi	Kompetensi Dasar	Indikator
<i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dalam lingkungan sekitar</i>	Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar, teks berbentuk “ <i>permission letter</i> ”	<ul style="list-style-type: none"> - Menumbuhkan siswa untuk disiplin dengan membuat surat izin jika tidak masuk sekolah - Menumbuhkan sikap percaya diri bahwa mereka bisa membuat surat izin dengan menggunakan Bahasa kedua yang sedang mereka pelajari - Menumbuhkan sikap tanggung jawab

In the above examples the integration of character values lies in the basic competence which says “...*mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar, teks berbentuk “permission letter”*. The integrated character values are disciplined, responsibility, and self-confidence.

The character values in the above examples are taught in an integrative manner in the substance of matter. In addition to the value contained in teaching materials, there is another value taught through a series of learning activities.

Based on the lesson plans provided, the value of cooperation is most frequently stated. Least frequently stated are the values of careful, tolerant, appreciative, creative, and love reading. The activity and skill mostly implementing character education is writing.

2. Teaching Activity

From the description of the learning process, it can be found that not all the values recommended by government were instilled with the same intensity on each subject. Therefore, it is necessary to select a number of key values as a starting point for the instilling of other values. As what is stated in the “Pelaksanaan Ahlak Mulia dan Kepribadian di SMP Negeri 1 Godean” written by Tri Rukmini, the headmistress of SMP Negeri 1 Godean that the 18 values of the national culture and character education are crystalized into two parts, namely nobility and personality. The components of nobility are worship, honesty, forbearance, caring, and humble. The components of personality are discipline, tolerance, hard work, responsibility, and democratic (Rukmini, 2011).

Each of the three English teachers in SMP Negeri 1 Godean had different choice of values to instill. Teacher A has the least values or character to integrated in her teaching. The values are discipline, religious, care, appreciation, cooperation, critical thinking, respect, tolerance and

responsibility. The values that mostly appeared during the teaching and learning process are respect, care, and religious.

Teacher B integrated more values in her teaching. There were 14 values integrated in the teaching and learning process. They are discipline, religion, care, appreciation, respect, tolerance, responsibility, self-confidence, hard working, peace loving, honesty, independence, communicative, and love on reading. Most of them were taught implicitly and not found in the lesson plan. It is in line with Sugirin's (2011) statement there are two modes of character education in the teaching learning process. They are explicit and implicit mode. In the implicit mode, a lecturer 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.

Teacher C mostly integrated the value of appreciation and discipline during the teaching and learning process implicitly. She appreciated the students more than 30 times. Every time the students answer the questions, do what she wanted they did she always praised and said thank you. She also was the only teacher who inserted the value of love the environment. Before she began to teach, she always paid attention to the class environment. The students had to clean the class before the lesson began. They put the garbage in to the garbage bin, make the desk in order, and clean the blackboard. She not only asked the students but also did it by herself.

To begin the lesson the teacher often led the students to sing together and asked the students to say the class yell. The song usually containing moral values. After sang the song, the leacher continued to give advice and admonition to the students based on the lyric and content of the song.

3. Assessment

This assessment becomes important when character values are consciously and planned to be developed and integrated in the learning process. Events to evaluate the extent to which the "mulai terlihat", "mulai berkembang" and "membudaya" characters can be performed during the process and /or after several learning sessions.

Because the internalization of value is potential, the teacher is required to actualize the internalization using the right instrument. For reason, teachers must first adapt and choose what instrument will be used and then arrange the appropriate rubric.

Assessment of performance can be explicit or implicit, students are likely to receive teacher assessment in terms of praise and blame. One of teachers' roles is to encourage students by praising for work that is well done. Praise is avital component in a student's motivation and progress. Harmer (2012: 139) "... a combination of appropriate praise together with helpful suggestion about how to improve in the future will have much greater chance of contributing to student improvement."

Based on the observation and the interview with the teachers, it can be found that the English teachers applied a standardized test, like multiple choice, essay, fill-in blank, etc. and authentic assessment to assess the students' achievement. Teacher A who uses standardized test in her teaching. It is a multiple-choice test. The purpose of the test is to measure the ability to understand reading texts, including vocabularies, jumbled-sentence, and word-references. Richards (2001:230) stated the advantages and disadvantages of test. Advantages: Tests can provide a direct measure of achievement, particularly if they are based on student performances. Disadvantages: It is not always easy to be sure that changes in learning as measured by tests are a direct result of teaching.

The students were divided into two groups in order that there was a limited access for the students to cheat. The rule made by the teacher did not give effect to the students. Based on the interview with some students they stated that they did not know why the teacher had to divide the class into two groups. A student said that the teacher divided the class into two because the test would take the students less than two hours to finish.. They did not realize that the teacher's objective was to restrict the students not to cheat. (the interview was done in 8th March 2013)

Teacher A also applied authentic assessment. This type of test is more likely to motivate students than other types of tests, because authentic assessment in practice involves students directly in using the language

according to the situation. Contextual Language Teaching will be meaningless for students if the learning achievement (SK/KD) is measured by standardized test models such as multiple choice, essay, fill-in blank.

Character assessment is performed by educators 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.

E. Limitations of the Research

Research limitations are the description of some of the obstacles or obstacles encountered during the research period. These obstacles or constraints are technical in nature, such as the disruption of the classroom observation schedule with the existence of UN and UAS and the presence of supervisors from the Education Office. The teachers also sometimes did not want to be observed because they would give a repeat examination of students who have not completed the UAS. Another obstacle was when the research finished, one of the English teachers did not immediately submit the syllabus and lesson plan to the researcher.