

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research and discussion it can be concluded that character education has been integrated in learning English at SMPN 1 Godean. The integration of character education in English lesson at SMPN 1 Godean is carried out through planning, implementation, and assessment. The activities of English teachers at SMPN 1 Godean in planning are adding character values to be achieved in the syllabus and lesson plans for each basic competency. At the planning stage the teacher chooses character values by adjusting the material, methods, strategies, media, and learning situations.

English lesson includes four competencies, namely competence in listening, speaking, reading and writing. Character values that are stated in the lesson plans of listening are the values of curiosity, enthusiastic, wholehearted, hardworking, caring, and independent. In speaking lesson plan, character values that are stated, namely the value of wholehearted, enthusiastic, independent, respectful, cooperative, tolerant, hardworking.

The character values chosen in the reading competency lesson plan are the values love reading. In writing lesson plan, teachers choose the values of disciplined, confident, responsible, curious, cooperative, independent, appreciative, and creative. to be integrated.

In the integration of teaching and learning process, English teachers SMPN 1 Godean have also integrated character values. The integration of character education in English lesson at SMPN 1 Godean was based on lesson plan that has been made and adapted to the conditions of the teaching and learning activity. In the teaching and learning activities of reading, teacher A integrates disciplined, religious, appreciative, cooperative, humble, tolerant, courageous, caring, and respectful. In the teaching and learning process of writing, teacher A integrates religious, caring, appreciative, respectful, cooperative, critical thinking, and responsible.

In the teaching and learning of speaking, teacher B integrates the value of religion, care, self-confidence, respect, appreciation, critical thinking, tolerance, courage, enthusiast, and religion. In the teaching and learning listening, teacher B inserts the value of being appreciative, religious, critical thinking, honest, hardworking, responsible, polite, disciplined, independent, respectful, and cooperative.

In the teaching and learning of listening, teacher C integrates the value of appreciation, religion, care, discipline, responsibility, respect, gratitude, hardworking, curious, enthusiast, creativity, self-confidence, critical thinking, and care. In the teaching and learning of reading, teacher C integrates the value of care, respect, appreciation, fairness, discipline, responsibility, tolerance, and critical thinking.

Assessment of learning not only covers the cognitive domain, but there are affective assessments in order to assess the character that has been possessed by students. Assessment of the achievement of character education in English lesson at often uses observations of student behavior in teaching and learning process and outside of it. Character education assessment is also carried out through questions which as a whole or in part are used to assess the achievement of character education. The English teachers at SMPN 1 Godean also stated that they used the classical discussion method in assessing the achievement of character education implementation.

B. Suggestions

Suggestions that can be given regarding the integration of character education in English lesson at SMPN 1 Godean are as follows.

1. For Teachers

Suggestions that can be given to English teachers especially in SMPN 1 Godean to continue to improve the quality of English teaching and learning. It can be started from preparing learning attentively especially in the selection of strategies, methods, and learning media. They have to always learn in teaching activities, so that teachers can become skilled, creative, and professional teachers. Exemplary giving to students is also very necessitous. Besides being a facilitator, the teacher is also a role model and is expected to be creative to create conducive learning conditions. Conditionally conducive learning can

support students to easily understand learning and be able to practice character values.

2. For Subject Teacher Consultations (MGMP)

This research can be used as a useful input for teachers in implementing character education in English lesson. The results of this study are expected to be a guideline and delivered to other teachers, as a consideration in the implementation of character education.

3. Advanced Research

This research can be developed into survey research, so that the researcher gets a comparison of the results obtained. It can provide useful input. If doing such research, researcher should not communicate first with the teacher to get real picture of the habits of teachers and students in teaching and learning activities.