CHARACTER EDUCATION PRACTICES IN EFL INSTRUCTION:

A CASE STUDY IN A VOCATIONAL HIGH SCHOOL

A THESIS

By:

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ABSTRACT

MUSTIKANING AYU SHALEHA: Character Education Practices in EFL Instruction: a Case Study in Vocational High School. **Thesis. Yogyakarta: Graduate School of Yogyakarta State University, 2018.**

This study aimed (1) to describe the ways character education is practiced in English teaching and learning process by the teachers in the Vocational High School, (2) to find out the challenges of the teachers in the Vocational High School in the implementation of character education in English teaching and learning process, and (3) to identify the way the English teachers cope with the challenges.

This study was qualitative case study which employed several data collecting techniques which were semi-structured interview, focus group interview, and classroom observation. The data gathered in one of Vocational High School and involved two English teachers and four classes from different skill programs.

The result of the study indicated that the practices of character education in this Vocational High School were supported by all of the school elements. The school principal and teachers were aware that character education was important for the students' future. The practices of character education in EFL instruction have been done in various ways. The practice of character education in this school especially in the EFL instruction seemed to be a good practice but it did not mean that the teachers do not face any challenges. Several ways was done to cope with the challenge such as improving the teachers' knowledge of character education by joining seminar and workshop. They also prepared more than one classroom activities to accommodate the different characteristics of their class.

Key words: *character education; EFL; Vocational High School; English teacher*

ABSTRAK

MUSTIKANING AYU SHALEHA: Penerapan Pendidikan Karakter pada Mata pelajaran Bahasa Inggris: Studi Kasus di SMK. **Tesis. Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2018.**

Penelitian ini bertujuan (1) untuk mendiskripsikan penerapan pendidikan karakter pada proses pembelajaran Bahasa Inggris, (2) untuk menemukan tantangan yang dihadapi guru bahasa Inggris saat menerapkan pendidikan karakter salam proses pengajaran Bahasa Inggris, (3) untuk mengidentifikasi cara guru Bahasa Inggris menghadapi tantangan tersebut.

Penelitian ini merupakan penelitian kualitatif studi kasus yang menerapkan beberapa teknik pengumpulan data yaitu wawancara semi terstruktur, wawancara kelompok terarah, dan observasi di dalam kelas. Data dari penelitian ini dikumpulkan dari sebuah SMK dengan melibatkan dua orang guru Bahasa Inggris dan empat kelas yang berasal dari program keahlian yang berbeda.

Hasil dari penelitian ini mengindikasikan bahwa semua elemen sekolah baik kepala sekolah maupun guru mendukung penerapan pendidikan karakter. Mereka sadar akan pentingnya pendidikan karakter. Beberapa cara sudah diterapkan untuk menerapkan pendidikan karakter. Penerapan pendidikan karakter yang dilakukan sekolah ini khususnya dalam pembelajaran Bahasa Inggris terlihat sudah cukup baik namun bukan berarti tidak ada tantangan yang dihadapi guru. Sesuai dengan data yang ditemukan, guru Bahasa Inggris mengalami kesulitan dalam desain materi pembelajaran. Selain itu mereka juga dibebani oleh keberagaman karakteristik siswa SMK. Beberapa cara sudah dilakukan untuk menyelesaikan kesulitan tersebut yaitu dengan memperkaya pengetahuan guru mengenai pendidikan karakter dengan cara mengikuti workshop dan seminar. Selain itu guru juga sudah berusaha mengakomodir keberagaman siswa dengan mempersiapkan kegiatan pembelajaran yang berbeda untuk setiap kelas.

Kata kunci: *pendidikan karakter, Pembelajaran Bahasa Inggris, SMK, guru Bahasa Inggris*

PERNYATAAN KEASLIAN KARYA

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Dengan ini menyatakan bahwa tesis ini adalah hasil karya saya sendiri dan belum pernah diajukan untuk memperoleh gelar magister di suatu perguruan tinggi, dan sepanjang pengetahuan saya dalam tesis ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Yogyakarta, 19 – 01 – 2019
Yang membuat pernyataan

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INTRODUCTION

A. Background to the Study

Education is not merely about developing intellectuality but developing character as well. As mentioned in the Law Number 20 Year 2003 Article 3 about National Education System, the function of national education are developing capability and shaping character and prestigious citizenship in order to educate the nation which aims to develop students' character to make them be faithful, knowledgeable, creative, independent, democratic and responsible citizen. Therefore, as the heart of education, the curriculum has to give concern in culture and national character (Central Bureau of Research and Curriculum Development, 2010). It means that the curriculum which is taught in the school should be contained full of values. In this case, the role of character education becomes crucial.

The implementation of the values of character in the school curriculum can build students character (Lickona, 1991). Schools can be a place where good character is promoted (Glen, 1999). These mean that the values of character should be inserted into part of school activities inside and outside the classroom. However, the practice of character education is not easy. The success of character education in the school needs support from all of the school elements including teachers, school staffs, and the school environment as well. Therefore, it is a kind

of great achievement if a school can be successfully practicing character education.

On December 2017, I tried to observe three teenagers. My observation was conducted in two weeks during their holiday seasons. Referring to the observation, these three teenagers were tenth grade students in one of Vocational High School in Magetan. They exhibited noble behavior. They were different from other students in their age who study in different school. Specifically, they regularly show the act of religious practices and good attitude. This fact raises my curios about the Vocational High School of the three students. The noble behaviors of those three students perhaps were because their school instills the values of character to shape their good personalities. Therefore, I tried to find information about the school from my colleague who teaches in Vocational High School.

According to the information from my colleague, this Vocational High School concerns in character building. Even this school has specific programs which are emphasized character education called *taruna*. It is a kind of orientation program for the tenth grade in order to build the students character since the early level. Because of the good achievement of this school and good quality of the students' character, this school has believed to cooperate with several big companies both government and private companies related to the recruitment of the employees.

This Vocational High School achievement also has been proved by the Indonesian government since this school is categorized as *SMK Rujukan*.

According to the Regulation of Ministry of Education and Culture Number 22 year 2015, *SMK Rujukan* is one of strategic planning to revitalize the function of Vocational High School in Indonesia. A Vocational High School which is categorized as *SMK Rujukan* becomes a model for other Vocational High School.

SMK Rujukan is selected based on nine criteria. One of the criteria is good quality of students' character. Therefore, it can be inferred that although this Vocational High School is located far from the city, the school can be categorized as *SMK Rujukan* whereas there are many other schools in Magetan which are located in the more strategic places. This school presumably has a special thing which makes it not only has good academic achievement but also has a good system in the character education practices.

The information made me curious to collect more information about this school by conducting preliminary research in January 2018. This Vocational High School is located in one of subdistricts in Magetan which is far from the city. In the first day of preliminary research, I was amazed by the students' behavior. All of them were responsible to keep the school clean and neat. They also put high respect to the teachers, staffs, and school cleaning service as well. Some of them spent their break time to go to the mosque for praying *duha*, reading Qur'an, and discussing the religious issue.

Then, there was a big billboard which shows the school mottos related to character values. The mottos are 5 *Nilai (*values) which consist of *disiplin, jujur, tanggung jawab, peduli, kerja sama* and 5R which is abbreviation from *Ringkas, Resik, Rapi, Rawat, Rajin.* Based on the information from the school principal,

those mottos aim to make the students realize that as the young generation, they have to be honest, responsible, discipline, and aware to the environment and society.

The school principal explained that this school wants to change the bad reputation of Vocational High School in the society by emphasizing character building in the school. Moreover, Vocational High School students will go to work after graduating. They need both hard skill and soft skill. They should have a good quality of character. Therefore, character education becomes concern in this school. The principal added that this school tries to create a good atmosphere in building students character. It is supported by the teachers, staffs, students' parent, school environment, and also school programs.

Besides the school principal, my information was completed by the teachers related to character education practices in this school. The teachers confirm that this school realizes the importance of character and puts concern on it. They said that the principal always emphasizes character education. He reminds that teachers and staffs should be a role model for the students. Furthermore, the teachers also added that the principal is very professional. He got an award as one of the best school principal in East Java 2017.

Those facts about this Vocational High school related to character education which found during preliminarly research makes me wondering about the practices of character education in the classroom. I want to conduct a case study related to character education practices in this school. This study focuses on

character education practices in the teaching and learning process. My investigation focuses the instruction of one specific subject which is English.

English is a subject which can support character education. As Madya (2013) states, the English learning process contains many important values of life such as the democratic value in order to listen to other's opinions. English also has texts which richly contain values of life. The values can support the students' character building. Furthermore, Saputra, Nitiasih, & Putra (2013) state, the integration of character values on the English subject makes the students aware of their identity. The English subject also influences students' behavior. Therefore, a deep investigation of character education practices in EFL instruction is worthwhile to be conducted.

This study explores how the English teachers practice character education because previously the information said that this school puts concern in character education. I expect that the result of this study provide a meaningful explanation since character education at Vocational High School is crucial. Moreover, this kind of study is also relevant to the actual issue in Indonesia. As known that revitalizing the educational system in Vocational High School become one of the focus of Ministry of Education and Culture program since the President of Republic of Indonesia has released the President Instruction number 9 year 2016 about the preparation of Indonesian golden generation 2045. Therefore, this study might give contribution to the government program.

B. Identification of the Problems

1. The aim of national education in Indonesia is developing students' character in order to make them be a good citizen. Therefore, the curriculum which is taught in the school should be contained full of values.

2. The insertion of character education in the school curriculum is not easy. All of the school components should support and involve to create successful character education practices.

3. One of the Vocational High Schools in Magetan, East Java is categorized as *SMK Rujukan*. It means that this school does not only have good academic achievement but also has a good system in the character education practices.

4. Every subject taught at school has to contain character values. Those subjects include English. In addition, English might become one of the subjects which give a contribution to building students' character. English also makes students aware of their identity.

5. Character education is crucial for Vocational High School students. The students should have a good quality of character to find a job. It means that the Vocational High School not merely should prepare the students with academic knowledge but teach about character as well.

6. The education system of Vocational High School becomes one of the focuses of the Ministry of Education and Culture program.

C. Focus and Formulation of the Problems

Based on the identification of the problems which have explained above, it is worth to conduct a study under the issue of character education. However, this study cannot cover all of the problems because of the limitation of time and knowledge. Therefore, the focus of this study is character education practices in EFL instruction in one of Vocational High School in Magetan, East Java. From the focus, the problems of this study formulates as follows:

1. How is the character education practiced by Vocational High School teachers in EFL instruction?

2. What are the challenges of Vocational High School teachers in the character education practices in EFL instruction?

3. What do the EFL teachers do to cope with the challenges in the character education practices?

D. Objectives of the Study

Based on the formulation of the problems above, the objectives of the study are:

1. To describe and understand the ways character education is practiced in English teaching and learning process by the teachers in the Vocational High School.

2. To find out the challenges of the teachers in the Vocational High School in the implementation of character education in English teaching and learning process.

3. To identify the way EFL teachers in the Vocational High School cope with the challenges of character education practices.

E. Significances of the Study

1. For EFL Teacher

The result of this study is expected to give beneficial information for teachers about what they have done for character education practices in English teaching and learning process. It is also expected to give broader knowledge for the EFL teacher about the character education practices during teaching and learning process.

2. For School

The result of this study is expected to give comprehensive data about the character education practices which are done by the English teacher. It also can be a role model for other schools.

3. For Government

The result of this study is expected to give comprehensive data as the evidence for the government about character education practices in teaching and learning process. Hopefully, the result can give contribution

in the government program related to revitalizing the education system of Vocational High school in Indonesia.

4. For Future Researcher

The result of this study can be a reference for future researchers who want to conduct a study in the same field since there are many interesting things to be investigated about Vocational High School and character education.

CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical review from some experts which underlie this study. Furthermore, it discusses several reviews of previous research which are related to this study. This chapter is closed by conceptual framework

A. Theoretical Framework

1. The Notion of Character

a. Definition of Character

Character has strong relation with moral, value, and ethic in the society. Character is a foundation of people's life to reach good persona quality. Sugirin (2011) argues that the word character points at a good character which has to be fulfilled by anyone in order to have a good life. In line with Sugirin (2011), Saidek, Islami, & Abdoludin (2016) explain that character as a moral excellence and virtues based on the prevailing values in the nation. The character is a result of the internalization process from various virtues as a foundation to think, act, and behave.

Furthermore, Lickona (1991) states that character has three parts which interrelated each other namely moral knowing, moral feeling, and moral behavior. The first is moral knowing. Moral knowing consists of moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self knowledge. The second is moral feeling. Moral feeling covers conscience, self-esteem, empathy, loving the

good, self-control, and humility. The last is moral action which consists of competence, will, and habit.

From those definitions, it can be inferred that character is related to moral and personality as the foundation for people to think and act. People with good character are not only knowing the good but also doing the good. Everyone should have good character in order to have a good quality of life.

b. Character Education

The notion of character education has been promoted since character becomes a concern of educational practitioners. Character education is an educational program which tries to integrate it in the school curriculum. The purpose of this program is educating the new generation to have a good character as their foundation to face the future.

According to Berkowitz & Bier (2005), character education is educational practices which develop good characters on the students. Similarly, Character Organization (2014) explains that character education is developing young people core ethical and values. It can be included in many activities such as positive school culture, moral education, communities, caring school communities, social-emotional learning, positive youth development, civic education, and service learning.

Furthermore, this organization explains that school is a place which has high contribution in shaping young people character. It is true because

the youth spend their time longer in the school rather than at home. Therefore, character education practice in the school is an effective way to make ethical and academic issue developed together.

Further, Character education can be applied implicitly during the learning activities. Lickona (1991) states that developing character can be done with implementing character values in the school curriculum. Teacher can integrate character values through classroom activities and teaching material. The teacher constructs the lesson plan and designs the materials which include character values can be one of the effective ways to build the students' character. Lickona (2012) proposes ten good character values which are good to be taught in the school. The values are wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. Those are explained in the list below:

Table 1. Ten Good Character Values (Lickona, 2012)

No	Good Character Values	Explanation
1)	Wisdom	It is about having good judgment. People know when to act, how to act and how to solve a conflict
2)	Justice	Respect to others, become tolerant, honest, and responsible
3)	Fortitude	Enable to choose the right way even in facing difficulties. It relates to courage, resilience, patience, perseverance, endurance, and a healthy self-confidence
4)	Self-control	It is the ability to lead ourselves. It is about controlling our temper.
5)	Love	It relates to empathy, compassion, kindness, generosity, service, loyalty, Patriotism.
6)	Positive attitude	Having characters of hope, enthusiasm, flexibility, and a sense of humor is kind

		of positive attitude.
7)	Hard work	It includes having initiative, diligence, goal-setting, and resourcefulness.
8)	Integrity	It is about the consistency of what we say and what we do. It includes adhering to moral principle, being faithful to moral conscience, keeping our word, and standing up for what we believe.
9)	Gratitude	It is about being thankful and counting everyday blessing.
10)	Humility	It is about how people are aware to the imperfection.

In Indonesia, curriculum has changed from time to time. The changes are due to adjusting the education to the current condition. Because curriculum is the heart of education, Indonesian education practitioners state that curriculum has to give a concern in culture and national character (Central Bureau of Research and Curriculum Development, 2010). The insertion of culture and national character into curriculum is expected to increase the quality of Indonesian citizen character.

According to the Central Bureau of Research and Curriculum Development (2010), the Ministry of National Education proposes eighteen values. The values are: religiousity, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness, love of peace, reading interest, environmental awareness, social awareness, responsibility. The detail explanation of every value is listed below:

Table 2. Character Values proposed by Indonesian Ministry of National Education

No	Character values	Explanation
1)	Religiousity	The behavior in carrying out the teachings of their religion, tolerant, and live in harmony with other religions.
2)	Honesty	The behavior based on an attempt to make himself or herself as person who can always be trusted in words and action.
3)	Tolerance	The attitudes and actions that respect to others with different religion, race, ethnicity, opinions, attitudes, and actions.
4)	Discipline	The action which indicate that he or she obedient with the rules.
5)	Perseverance	The action which indicate an effort in doing and completing assignment as well as possible.
6)	Creativity	Thinking and doing something to launch new thing.
7)	Independence	The attitude which is not depending to others in completing the task.
8)	Democracy	The behavior which assesses everyone has same right and obligation.
9)	Curiosity	The action which always try to learn deeper and wonder about the material of the lesson.
10)	Nationalism	The behavior which puts the interests of the nation above self-interest and group
11)	Patriotism	The behavior which give high appreciation of the language, environmental, socio cultural and many components of the nation.
12)	Appreciation	The action which encourages him or her to give something useful and respect of other people achievement.
13)	Communicativeness	The behavior which shows pleasure in communicating with others.
14)	Love of peace	Attitudes, words, and actions that make

		other people feel happy and safe over the presence of him.
15)	Reading Interest	The habit of reading something beneficial.
16)	Environmental awareness	The action which prevent damage to the surrounding natural environment and develop efforts to repair the environment.
17)	Social awareness	The habit of helping other people which are in difficulties.
18)	Responsibility	The habit of a person to carry out the duties and obligations about what he she should do.

The ten values proposed by Lickona (2012) and eighteen values from Ministry of National Education contain good values which have to be fulfilled by people in order to have a good quality of life. There is no significant difference between them. Several values look like similar. For example, the value of hard work from Lickona (2012) is in line with perseverance value from Indonesian Ministry of National Education. Those proposed values can complete each other. Therefore, it depends on the institution to select which one becomes the reference.

c. The Importance of Character Education

Character education plays important role in social life. It helps to develop young generation good character. Davidson, Lickona & Khmelk in Nuci & Narvez (2008) explain eight strengths of character as a crucial outcome of schooling. Character makes students become lifelong learner and critical thinker, diligent and capable performer, socially and emotionally skilled person, ethical thinker, respectful and responsible moral agent, self-

disciplined person who pursues a healthy lifestyle, contributing community member and democratic citizen, and spiritual person engaged in crafting a life of noble purpose (Davidson, Lickona & Khmelk in Nuci & Narvez, 2008)

Furthermore, Pala (2011) explains that character education is a concept of school with positive culture of moral education, caring community, social emotional education and the like. Therefore, it is crucial to improve the intellectual, social, emotional, and ethical for young people. Those explanations above show relevant theories of the importance of character education. It means that practicing character education in the school curriculum is important. It gives benefit for the future of the young generation.

d. Principles of Character Education

In practicing character education, school components need some principles to guide them to practice an effective character education. In Indonesia context, Central Bureau of Research and Curriculum Development (2010) explain that there are four principles in developing culture and character education. The first is continuity. It means that developing students' character is a process. Therefore, it has to be implemented start from elementary level, junior secondary until senior high school level. The next principle is the character education has to be implemented in all subjects, intra and extracurricular activities, and school

culture. It means that all of school components have to implement character education. The third principle is character values improved from core competence of every subject. It means that the teachers do not need to change the core competence or add another material beyond the core competence in the lesson but they can improve the core competence with variety of materials which are integrated into character education. The last is the process conducted in interesting ways. It means that the implementation of character should be interesting and full of pleasure.

In another hand, one of the organizations from USA which concern in the character education namely Character Organization purposes eleven principle of effective character education. Those are: (1) Define, implement, and embed core values into school culture, (2) defines "character" comprehensively to include thinking, feeling, and doing, (3) use a comprehensive, intentional, and proactive approach to develop character,(4) creates a caring community, (5) provide students with opportunities for moral action, (6) offer a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed, (7)foster students' self-motivation, (8) share the responsibility for developing, implementing, and modeling ethical character, (9) foster shared leadership and long-range support for continuous improvement, (10) engage families and community as partners in the character initiative, (11) assess its implementation of character education, its culture and climate, and the

character growth of students on a regular basis (Character Organization, 2018).

The eleven principles of effective character education from Character Organization are explained in detail. These are also flexible and easy to follow in many contexts. Therefore, the eleven principles of character education from Character Organization might become additional reference to complement the existed principles in Indonesia.

e. The Teachers' Belief about Character Education

Teachers' belief becomes an important thing to be investigated since teachers are the subject of teaching process. As Lickona in Demiret, Ozmat & Elgun (2016) states, teachers should understand the meaning of character and their responsibility in character education. It means that the success of the character education practices in the classroom more or less is influenced by the teachers understand about character. If the teachers do not put a concern in the character education, the practices of character education cannot be reached. Moreover, Character Organization highlights that the school with high-quality character is the place for parents, teacher, and students want to be (2014; 2018). It means that the aims of character education can be reached if it is supported by all of the stake holder, school environment, and curriculum. All of the school's components particularly the teachers have to have the same belief to support character education.

Besides that, the first principle of character education (Character Organization, 2018) explains that the values should be defined, implemented, and embedded into school culture. Character organization (2018) adds that character can be practiced effectively if all of the school components agree toward character. These statements can be inferred that before implement or practice character education, all of the school components including should define the character. It is about what, how, and why. Therefore, the teachers' belief about the importance of character is important. Teachers' should agree that character is important and understand their role as an educator.

According to Lickona in Demiret, Ozmat & Elgun (2016), teachers should be a role model for students in the practicing values especially in obeying the rules. Teachers also should create a democratic atmosphere in the classroom, make a cooperative learning, and teach the way of problem-solving. Furthermore, the principles of effective character education number eight states that school staff (teachers) should share the responsibility for developing, implementing, and modeling ethical character. Based on those two statements, it can be inferred that there are two roles of teachers in the character education practices. First, teacher is a role model for the students. The teachers should show good behavior so the students might imitate them. Second, the teacher is a designer of learning materials and classroom activities. Teachers should make sure that their instruction contained the values of character.

f. The Implementation of Character Education Practice

According to Pusparini & Madya (2016), character should be emphasized by providing the activity and materials which are full of character value. It means that in issuing character education, the values of character have to be given to the students through all activities in school including teaching process. The character values have to be emphasized in the learning materials of all subjects.

The implementation of character education practices in teaching and learning process relates to the strategy or technique which is applied by the teacher in practicing character values in their teaching. According to Harney (2014), many sources promote the importance of character education into curriculum but the source does not give specific practical technique. Furthermore, Hanley adds that the literature about character education only reviewing some ways which are success to practicing character. However, every school has their own characteristic and situation. Therefore, there is no specific strategy, technique or ways to integrate character education but the teacher has to be flexible with the school situation. It means that the technique or strategy in implementing character education in curriculum depends on the teachers. It is because the teacher is the subject which knows well about the condition of the students.

Although the implementation of character education is flexible based on the school situation and depends on the teacher, it does not mean that

there is no specific explanation about the techniques or the ways to implement it. Moreover, the implementation of character education in teaching process requires the teachers to be creative and innovative. Therefore, the teachers need specific explanation about it. The explanation might be used as reference for the teacher to design their materials. Further, the teacher might adopt or adapt the techniques or the ways which are suitable for their school condition.

As explained previously that Character Organization (2018) proposes eleven principles of character education. There are a number of the key indicators which explain how the principles implemented inside and outside classroom. The key indicators to practice are explained in the table below:

Table 3. Key indicators of character education practices (Character Organization, 2018)

No.	Principles	Key Indicators
1.	Define, implement, and embed core values into school culture	All of the elements in the school community select or agree to core values.
		Make sure that core values guide every aspect of school life.
		State and remind the core values throughout the school community.
2.	Define "character" comprehensively to include thinking, feeling, and doing.	Provide opportunities for students to understand core values, ethical decision-making, and applications to life situations.
		Give experiences and time for students to reflect on and internalize the core values.
		Provide opportunities for students to practice the core values so they become habitual patterns of behavior.
3.	Use comprehensive, intentional, and	Address social, emotional, and character development intensively.
		Integrate the character education into all

	proactive approach to develop character.	aspect of teaching and learning.	
		Insert the character education in all aspects of the school day including classes, procedures, meetings, and extra-curricular activities.	
4.	Create a caring community	Foster caring attachments between students and staff.	
		Help students form caring attachments to each other.	
		Put a high priority to foster caring attachments among staffs within the school community.	
		Create an activity to prevent peer cruelty and violence and deals with it effectively when it occurs.	
5.	Provide students with opportunities for moral action	Engage the students in service, both community service and service learning, and prepares them to be competent to do so.	
		Provide all students with opportunities for service and service learning within the school and time to reflect about them.	
		Provide all students with repeated opportunities for service and service learning outside the school and time to reflect about them.	
6.	Offer a meaningful and challenging academic Curriculum that respects all learners, develops their character, and helps them succeed	Provide meaningful and appropriate challenges for all students.	
		Understand and accommodate the students' diversity of interests, cultures, and learning needs.	
		Promote the development of performance character traits that support students' intellectual growth, academic performance, and capacity for both self-direction and teamwork.	
7.	Foster students' self-motivation	Celebrate the positive, natural benefits of acts of character rather than rewarding students with recognition or material rewards.	
		Use the students' mistakes and behavior as opportunities to teach and reinforce character development.	

		Organize the class well as evidence of character education.
8.	Share the responsibility for developing, implementing, and modeling ethical character	Make a commitment of all staffs hold each other accountable for modeling ethical character.
		Involve all of the staffs in planning, designing, and implementing the school-wide character initiative.
		Ask the staff to learn about, plan, and reflect on the teaching of character in their roles.
9.	Foster shared leadership and long-range support for continuous improvement	Make sure that school principal lead and contribute in character initiative..
		Create a team which includes all of the school community to give contribution.
		Involve the students directly in the character initiative to give their contribution.
10.	Engage families and community as partners in the character initiative,	Involve the family in the character initiative.
		Receive the input from the parents about character initiative.
		Involve the wider community such as social or religion community to improve students' character.
11.	Assess its implementation of character education, its culture and climate, and the character growth of students on a regular basis.	Revise the content of the character regularly as needed.
		Create qualitative and quantitative evaluation of the school culture, climate, and character initiative.
		Give time to the staffs to reflect and discuss character implementation.
		Make an assessment to know how the impact of character education to the students.

In Indonesia, Ministry of National Education (2010) explains some techniques to implement characters in teaching and learning process. Those techniques are existing the characters in the learning materials, integrating characters as part of the learning materials, using imagery and comparisons

of the characters to the similar events in the students' lives, changing negative aspects into positive aspects, expressing characters through discussion and brainstorming activities, using stories to teach the characters, telling stories of the great men, using songs and music , using drama to illustrate the characters, and using various activities to bring characters into humanity.

The explanation about the implementation of character education in the classroom from character organization seems to be clearer because it is completed with exemplary practice. However, the techniques of the implementation of character education from Ministry of National Education and Culture might be more appropriate for Indonesian school context. Therefore, in practice, both of them might be completed each other. All of them can be used as reference for the teachers.

g. **Character Education Practices in EFL Instruction**

Many people probably claim that character building comes from religious lesson, Civics, and non academic activities outside classroom in such as students' religious community. They do not realize that students' character can be built by other subjects including English. As Berkowitz & Bier (2005) explain that the common subjects which integrate character education into the core academic curriculum are language arts and social sciences. Furthermore, Putra, Nitiasih & Budasi (2014) explain that language learning has crucial role in developing students intellectual, social,

and emotional. Learning language raises students' awareness about their culture and other culture. The explanation above can be inferred that language as a subject has important role in character education.

In addition, English, as one of language subject which has to be taught in the school in Indonesia gives contribution in the character education practices in school curriculum. Saputra, Nitiasih, & Putra (2013) state that the integration of character values on the English subject makes the students aware to their identity. It also can influence the students' behavior. English lesson develops the students' skills in communication and builds their character.

Madya (2013) states that character values in English lesson can be taken from the values of English text, English learning process, and the behavior in using English. Madya (2013) explains that both structure and content of English text has big potential value of life. Besides that, the process of learning English involves many values of life such as democratic value in order to listen to other opinion. People who use English should be communicative, respectful, and wise in order to reach the purpose of communication. Therefore the process of learning English has crucial role in developing students' character. The values of character should be integrated in the English learning materials and classroom activities.

Moreover, Madya (2013) gives examples of the ways of character education practices particularly to integrate the values in the English lesson. Madya (2013) explains the activities in detail for some values which are

required by Ministry of National Education. Actually, those are only the example of classroom activities. The teacher can be more creative and can develop their classroom activities.

Table 4. the Example of English Teaching Activities in the Implementation of Character Education (Madya, 2013)

No	Character values	Activity
1	Religiousity	Teach text or drama which contains with the majesty of God
2	Tolerance	Ask students to practice communication with different characteristic of people and condition
3	Discipline	Ask students to always practice the language and learn English based on the schedule
4	Perseverance	Give feedback to the students work and ask them to revise based on the criteria
5	Creativity	Ask students to make story or drama about social phenomenon based on their interest related to the topic of the lesson.
6	Democracy	Give chance for the students to share their opinion and idea and ask them to listen to others opinion
7	Curiosity	Stimulate students to find information about one of interesting topic
8	Nationalism	Discuss a topic about national wealth such culture and ecosystem
9	Patriotism	Teach text about a national issue and open discussion about it
10	Appreciation	Give appreciation for students who have reached achievement
11	Communicativeness	Make discussion activity with other class or make a role play to stimulate communicative skill
12	Love of peace	Discuss a text about a problem which is caused by conflict
13	Reading Interest	Give students assignment to read materials based on their interest
14	Environmental awareness	Use video to discuss together with the students about the environment and some disaster
15	Social awareness	Use video to discuss together with the

		students about the problem in society such as free sex, students brawl, corruption etc
16	Responsibility	Ask students to work in a group and let them discuss the job of every member

2. Vocational High School

a. Vocational High School in Indonesia

Vocational High School has the same level with Senior High School but different curriculum. Senior High School prepares the students to continue their study to university while Vocational High School prepares the students to be ready to go to industry or work even though it is possible for Vocational High School Students to go to university. As Jendela (2016) explains, Vocational High School is the schools which organize vocational programs. The students in this kind of school have an opportunity to choose one of many skill programs based on their interest and ability.

Recently, in Indonesia, improving Vocational High School becomes one of the programs from President Joko Widodo in the educational field. As President Instruction (Inpres) number 9 year 2016 explains, Ministry of National Education and Culture has to prepare the Indonesian golden generation. One of the ways to prepare it is revitalizing Vocational High School in order to improve the Indonesian generation capacity.

One of the programs of Ministry of National Education and Culture to improve the capacity of Vocational High School is selecting one or more Vocational High School in one city as *SMK Rujukan. SMK Rujukan* is a

government program which is organized base on the Regulation of Ministry of National Education and Culture Number 22 year 2015 about strategic planning of the Ministry of National Education and Culture 2015- 2019 (Jendela, 2016). Jendela (2016) adds that *SMK Rujukan* is a school which is selected as a model for others vocational high school around it. There are nine categories of *SMK Rujukan* as follows:

a. The school has more than 1000 students.

b. The school has around 75 productive teachers.

c. The school has school area more than 5000 m$^{2.}$

d. The school has cooperation with more than 100 industries.

e. The school has good facilities.

f. The school facilities for every program are suitable for examination competency.

g. The school is located in strategic region.

h. The school shows good performances in finding job and National Examination.

i. The students of the school have good characters.

b. Teaching English as Foreign Language in Vocational High School in Indonesia

In this globalization era, learning English is important in order to prepare the demands of globalization era. As expanding English speaking country, English stands as a foreign language in Indonesia. It means that

English is taught at school but it does not use nationally in social life (Broughton, Brumfit, Flavell, Hill & Pincas, 2003).

In the Indonesian education system, English becomes a core subject in Junior and Senior High School level. English subject is in the same level of Mathematics and Bahasa Indonesia subject which is assessed in National Examination. According to the Regulation of Ministry of National Education Number 70 year 2013, English is an obligatory subject for Vocational High School grade tenth until twelfth for all expertise programs.

Furthermore, related to the implementation of character education in English lesson for Vocational High School, Ministry of National Education divides the character values based on the subject and the students' level. There are nine values which are required for Senior and Vocational High School level grade tenth until twelfth. Those are discipline, perseverance, independence, democracy, curiosity, communicative, love of peace, reading interest, and social awareness (Central Bureau of Research and Curriculum Development, 2010). Although only nine values which are required by the Ministry of National Education, the teacher might insert other values in English teaching and learning process.

c. The Needs of Character Education Practices in Vocational High School

ASEAN Economic Community era started at the end of 2015. It opens a wider chance to find the job is but the competition between jobseeker is

harder. As Jendela (2016) explains ASEAN Economic Community era demands the education system to prepare professional and skillful worker candidate because the competition in finding a job is harder.

In fact, finding a job not only needs high GPA, good skills, and fair competence but also the good quality of character. Walker, Sims, and Kettlewell (2017) explain, that CBI education and skills survey report, and Pearson found that the attitude to work, demonstrated through skills such as resilience, good teamwork and leadership are the key of success in the British workforce and becomes factor for recruiting employees.

Furthermore, Bialik, Bogan, Fadel & Horvathova (2015) state that based on research students need more than academic knowledge and skills achievement because character qualities are more useful in workforce rather than only academic achievement. In this case character qualities mean a lot. It covers attitude, values, social skill such as leadership, and good team management, and other virtues. In relation to this, the students should pose good character education instead of only emphasizing academic knowledge and skill education.

Therefore, bringing character education into the classroom is highly recommended particularly for Vocational High School. As known that Vocational High School is a formal school which prepares the students to work after graduated. It means that the students have to prepare their selves with academic achievement, skill, and good quality of character to face their future in finding job.

In Indonesia, character education becomes part of the curriculum for all levels of school including Vocational High School. Moreover, Indonesia is preparing Golden Generation to face 2045 when Indonesia celebrates the 1st century of Independence Day. As the speech of Ministry of National Education and Culture in Jendela (2016) states, Ministry of Education and Culture (*Kemendikbud*) has to prepare Golden Generation in order to face 2045. In 2045, Indonesia will celebrate the 1st century of Independence Day and it is the most productive year of Indonesian youth. Indonesia will reach the highest number of productive youth in that year.

Therefore, one of the programs to prepare Indonesian Golden Generation is revitalizing Vocational High School. The target of this program is to produce good quality of students who are ready to work. Jendela (2016) explains Vocational High School students are expected not only professional and skillful but also has good character. It means that character education becomes one of the important points to be emphasized in Vocational High School. Further, the urgency of the character education practices in Vocational High School curriculum cannot be declined since Indonesia needs to prepare Golden Generation who has good academic knowledge, good skill, and good character.

B. Review of Related Studies

The issue of character education becomes a popular topic of research. There are several previous studies which are relevant to this study. The first

comes from Anugrahwati & Agustien (2015) entitled the Integration of Second Core Competence (KI 2) of Curriculum 2013 in English Classes. This study investigated how the teacher integrates KI 2 in English lesson. KI 2 is the affective aspect of lesson in curriculum 2013. It was conducted in one of Islamic Junior High School and Islamic Senior High School in Central Java.

The other research was conducted by Qoyyimah (2016). She conducted a study which is entitled Inculcating Character Education through EFL Teaching in Indonesian State Schools. This study investigated how character education was inserted by state school EFL teachers in their classrooms. It focused on identifying the values which were commonly used by the English teachers and the way the teachers insert the values in the teaching process, implicitly or explicitly. This study gathered the data from observation and teachers interview. It involved four teachers which come from different state schools.

The next is from Harney (2014). He wrote a thesis for his Master Degree in teaching and learning entitled Character Education Integration in Secondary School English Curriculum. This study aims to investigate the way character education integrated in Secondary School English curriculum. It divided the explanation of finding in five parts. Those are the definition of character education, teaching character through modeling, teaching character through literature and current events, encouraging student reflection, and the importance of supportive communities.

Those previous studies become my consideration to conduct the study under a similar issue. Investigating the character education practices in the

school is needed in order to know the real condition in the field. Moreover, English is one of subjects which have contribution in supporting students' character development. Therefore, analyzing the practices in EFL instruction is worth.

However, the present study should have novelty. Different from those previous studies, the present study is conducted in Vocational High School. It only focuses on the character education practices in EFL instruction in a Vocational High School which has been classified as *Sekolah Rujukan*. The analysis of the character education practices is expected deeper than the previous study. Therefore, this study might give a contribution to the success of character education program.

C. Conceptual Framework

Character education becomes a focus in Indonesia referring to the purpose of Indonesia National Education System in Law number 20 years 2003. Therefore, the values of character should be practiced well by the school inside and outside classroom.

One of Vocational High Schools in Magetan, East Java has been selected as the only one *SMK Rujukan* in Magetan. There are some criteria of the Vocational High School which is selected as *SMK Rujukan.* One of the criteria is the students of the school have good characters. The students' good characters can be attained if the school is successfully practicing character education.

Therefore, it presumably that this specific Vocational High School has been practiced character education practices well.

Consider to the specific reason, it is worthwhile to investigate the character education practices in that school. Moreover, the urgency of character education practices in Vocational High School cannot be ignored. It is because Vocational High School needs to prepare their students to have both academic achievement and quality of characters to face the workforce after graduating. The investigation might give evidence that a particular school has practiced character education well. Further, the investigation also identifies the ways teacher character is practiced in their instruction.

The study focuses on the character education practices in the teaching and learning process of a specific subject which is English. It is because English is one of the subjects which has a crucial role in character education. The conceptual framework of this study can be shown in the figure as follows:
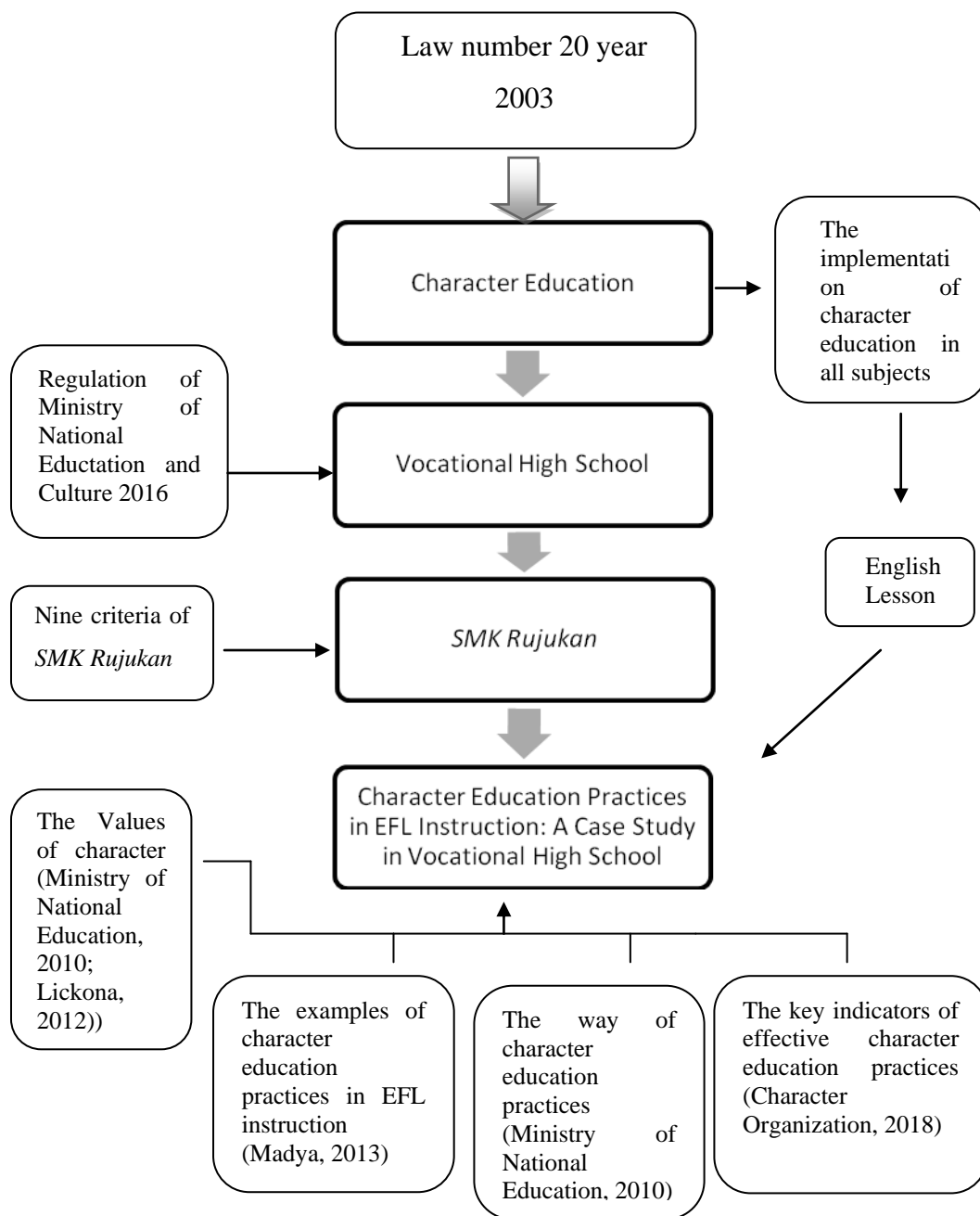
Figure 1. Conceptual Framework

D. Research Questions

1. How is the character education practiced by Vocational High School teachers in EFL instruction?

2. What are the challenges of Vocational High School teachers in the character education practices in EFL instruction?

3. What the EFL teachers do to deal with the challenges in the character education practices?

CHAPTER III

RESEARCH METHOD

This chapter attempts to discuss the process of the research. It covers type of research, subject of research, source of data, techniques and instruments of data collection, validity and reliability, and data analysis technique.

A. Type of Research

This study is categorized as case study. According to Yin (2014), case study is an empirical study which investigates a phenomenon deeply based on the context. Lodico, Spaulding & Voegtle (2010) define that case study is kind of qualitative research which discover meaning, investigate the process, and reach depth understanding of a person, a group, or a situation. These definitions can be inferred that case study is one of qualitative research which aims to investigate person, group, or phenomenon in order to get deep and meaningful information.

Lodico, Spaulding & Voegtle (2010) classify case study in three types: (1) intrinsic case study, (2) instrumental case study, and (3) collective case study. This study deals with intrinsic case study because it investigated one specific school which is State Vocational High School in Magetan. As Lodico, Spaulding & Voegtle (2010), intrinsic case study investigates a specific case such as person, school program, teaching activity and the like since the case has special things and unusual nature.

The investigated Vocational High School has special things related to character education practices. It is a school which located far from the city but it has a lot of achievement. Besides the achievement, the most important point is this school has been selected as SMK *Rujukan.* It means that this school not only concern in academic achievement but also the character education. Therefore, this study wanted to explore deeply about the practice of character education in this school which took a focus on investigating how the character education practices in EFL instruction.

B. Research Setting

1. Time of the Research

The following is the timeline of the research:

Table 5. The Timeline of the Research

No	Activity	Month											
		1	2	3	4	5	6	7	8	9	10	11	12
1.	Preliminary Research	■											
2.	Writing research proposal	■	■	■	■								
3.	Creating instrument			■	■								
4.	Collecting data				■	■							
5.	Analyzing data					■	■	■					

No.	Activity										
6.	Writing final report						■	■	■	■	■
7.	Research defense										■

2. Place of the Research

This research was conducted in one of State Vocational High School in Magetan, East Java. It is located in the subdistrict which is far from Magetan City. This school was selected as the specific place for case study because the students in this school show good attitude and behavior. Then, this school also has many achievements even though the location of the school is in the subdistrict which far from the city.

The first achievement is five from eight skill programs of this Vocational High School have cooperated with several companies both government and private companies. Second, According to the document from the annual report of the school, this school had achieved more than 150 cups and medals in academic and non-academic competition. Moreover, the achievement was not only reached by the students but also by the school principal. Third, it is classified Adi Wiyata School. It means that this school aware of the environment. Last but not least, this school is *SMK Rujukan*. It is the main reason for this study since a school which has been selected as *SMK Rujukan* presumably has not only concern with academic knowledge but also character education

C. Sources of Data

The source of data in this study was gathered based in the case which was character education practices of a *SMK Rujukan* which claims that the school puts a concern in character education. Therefore, the data of this study was collected from two English teachers of the State Vocational High School as the school component who directly interact with the students in the instruction.

The two English teachers were selected by the school principal. The teachers are the secretary of MGMPS of English subject in the school and the member of disciplinary team of the school so both of them are professional teacher. Then, every teacher was asked to choose two classes which they taught. Those classes became the observation place of this study. Beside teachers, the students in the observed classes were taken as the data source as well. This study involved two communicative students for every class.

D. Techniques and Instrument of Data Collection

1. Data Collecting Techniques

According to Yin (2011), the data in the qualitative study is collected through several ways. Those are interviewing, observing, collecting and examining, and feeling. Furthermore, Lodico, Spaulding & Voegtle (2010) explain that data collection in qualitative study includes observation,

interviews, and document analysis. This present study applied two techniques to collect data. Those are explained as follows:

a. Interview

Interview is one of data collecting techniques in the qualitative study. According to Yin (2011), interview is one of data collection technique which the data come from people's explanation of behavior or action. This study applied two kinds of interview as follows:

1) Qualitative Interview

This study conducted interview for both English teachers and the students in order to know the information about character education practices in EFL instruction. It used qualitative interview in interviewing the teachers. Qualitative interview or as known as semi-structured interview is conducted based on the interviewer mental frame work not based on the script. The interviewer can improve the question based on the situation (Yin, 2011).

Because this study did not want to make a very formal interview, qualitative interview was chosen. Although qualitative interview does not use question script, the researcher still used interview guideline in order to make sure that the interview in line with the topic.

Teacher interview aims to know the teachers' explanation about the character education practices. It included the teachers' knowledge about teachers' responsibility and role in character education practices.

It also wanted to know what they have done about it. Furthermore, it investigated the challenge of the teachers in the character education practices and how the teachers deal with it.

The interview was conducted on the first day of field research for Teacher 1 and second day for Teacher 2. Some important point of the teachers' explanation and also the situation were written in a note during the interview. The process of the interview was recorded by using a voice recorder in order to keep the data and help the researcher during analysis.

2) Focus Group Interview

Besides interviewing the teacher, the data of this study were also gathered from the students in focus group interview Yin (2011) explains that focus group interview means gathering a group of people who might have the same experience. This study involved the students in order to know their taught about the practice of character education especially in English lesson.

Two students from every class which was observed were involved into focus group interview so there were eight students participated in the focus group interview. The participated students were communicative students. It is because this study wanted to get a lot of data from the students' explanation.

The focus group interview was conducted outside the classroom in an informal situation. The process of focus group interview was recorded by using a voice recorder.

b. Observation

Another data collecting technique in this study was observation. Observation is a data collecting technique which the data are taken from people gestures, social interaction, action, and physical environment (Yin, 2010). In this study, the observation was conducted in the classroom. The observation was conducted to get data of character education practices during teaching and learning process in English lesson.

In this observation, my position was non-participant in the situation being observed. In other words, my role was as complete observer. Ary, Jacobs & Sorensen (2010) explain that complete observer means the qualitative researcher simply observing and recording events as they occur. I did not attempt to change any situation in the observation. Therefore, the activities in the classroom was recorded by using camera and observed the natural behavior of students and teacher in the classroom regarding the character education practices.

The character education practices were analyzed based on the observation sheet and took note of some important things. The observation was held in twenty five meetings so the observation was done five until

seven times for every class. The observation was finished after I got data saturation.

2. Data Collecting Instruments

a. The Researcher

In qualitative study, the main instrument is the researcher. As Stake (2010) explains, human (researcher) needs to be included as the main instrument of the research because in qualitative the researcher has to do a lot of things starting from planning, observing, interviewing, examining, and reporting. Therefore, the main instrument of this study was me as the researcher.

Indeed, this study used observation sheet and interview guidelines, but those were used to help my research. I am as researcher needs to be ready to late emerging issue and might not depend on the structured sheet which has been prepared (Stake in Denzin & Lincoln, 2005). It is because the structured planning might be improved during the field research based on the situation.

b. Interview Guidelines

Interview guidelines were applied during interviewing the teacher and students. The guideline was used as my reference in order to make the interview more focus. The guidelines might be improved during the field

research. The organization of the interview guidelines is explained in the table below:

Table 6. The Organization of Interview Guidelines

No.	Aspect	Purpose	References
1.	Teachers' taught about character education	To know the teachers' explanation about the importance of character education and the implementation in the school	Character Organization (2018)
2.	The practice of character education in EFL instruction	To know what the teachers' have done to practice character education in EFL classroom	
		To know teachers' opinion about the way to practice character values such as democracy, responsibility, nationality etc.	
3.	Teacher training	To know about the training agenda related to character education.	

Table 7. The Organization of Focus Group Interview Guidelines

No.	Aspect	Purpose	References
1.	Students' opinion about character education	To know what the students know about character education and the importance of character education for them.	Character Organization (2018)
2.	The practice of character education in EFL instruction	To know what the teachers' have done to practice character education in EFL classroom	
		To know the students'	

		opinion about how the teachers practice character values in the teaching process.	

c. Observation Sheet

Observation sheet was used during the classroom observation. The observation sheet was designed in form of a table. After the observation had done, the rough data were sorted from the observation sheet and identified the data which are relevant to the study. The final data of the observation was written in form of observation result.

E. Data Trustworthiness

A qualitative study can be categorized as a good study, if it has some criteria. Lodico, Spaulding & Voegtle (2010) propose four criteria of good qualitative research. The criteria are credibility, dependability, transferability, and catalytic authenticity. Credibility refers to the accuracy of the report. The condition in observation and interview has to be presented accurately. Dependability is the consistency of data. It is like reliability in the quantitative study.

Furthermore, transferability relates to the richness of description and detail information in the study. The description and information might be used for other studies which have a similar context and situation. The last is catalytic authenticity. It refers to the benefit of the study. The information which has

been found can stimulate the participant to change into better and ideal condition.

According to Cresswell (2012), in the qualitative study the accuracy or credibility of the findings is important. The researcher has to make sure that the finding and interpretation are accurate. Cresswell (2012) adds that qualitative study avoids the word bias in the research, but the researcher self-reflective about the position and role in the study. Thus, to enhance trustworthiness, this study used triangulation and peer debriefing.

1. Triangulation

Triangulation is corroborating the findings and interpretation in qualitative study by giving evidence from different individuals, types of data, or method of data collection (Cresswell, 2012). Stake in Denzin and Lincoln (2005) suggests that multiple perceptions are used to give clarity and verification of interpretation. It means that in order to verify the data, qualitative study might use multiple types of data collection, data collection, and perception.

This study applied three data collecting techniques in order to confirm the data trustworthiness, which were qualitative/ semi-structured interview, focus group interview and observation. Consequently, from those data collecting technique, this study had multiple data sources which are in form of interview transcript from teachers' interview and students' focus group interview, and observation sheet.

The data from interview which was collecting in order to know the explanation of the English teachers about character education practices and the way they practice character education. The result of interview was supported by the result of focus group interview. Further the data confirmed by the result of observation which showed what the teachers have done in the real context of the classroom. The data were completed by the explanation in the field notes which reported important event that happened during the classroom activities. Therefore, the multiple data sources ware related. Those were verified each other.

2. Peer Debriefing

Another technique used in order to enhance data trustworthiness was peer debriefing. According to Schwandt (2007), peer debriefing is sharing idea with other persons about the field research, describing data and analyzing data in order to get advice, recheck dependability, and achieve valid analysis of data. In simple words, peer debriefing is asking someone to read the result of analysis in qualitative study in order to make sure that the result is accurate, consistent and not bias.

In peer debriefing, this study involved two persons who are knowledgeable and trusted to be my peers. The first peer was my senior when I was in undergraduate. Now, she has been graduated from one of State University in Indonesia. She is interested in character education study

as well. The second peer is Dr. Widyastuti Purbani, M.A who is the supervisor for this master thesis.

Both of the peers reviewed the result of the data analysis. They gave suggestion related to the way data displayed. They also criticized the analysis to make sure that the result was accurate and trusted.

F. Data Analysis Techniques

According to Miles, Huberman, & Saldana (2014), qualitative data analysis consists of three broad tasks. Those are data condensation, data displays, and drawing and verifying conclusions. Data condensation is the process of simplifiying the data become smaller unit. The data identified based on the needs of the study. Next, data display is organizing and showing the data in the form of table, graphic, chart, etc. This step describes as well as explains the data finding. The last is drawing and verifying conclusions. It refers to create the final report of the research and verified the analysis. In this present study, the analysis was designed into the steps as follows:

1. Data Condensation

   This is the first step in analyzing data. In this step, I identified which data are needed. Regarding the data from teacher interview and students' focus group interview, I made transcript of the result of recording. The researcher highlighted which statements are relevant to the needs of the study. Meanwhile, for the data from the classroom observation, I sorted the relevant data.

2. Data Displays

This step was showed the final data of the field research. The final data from the teacher interview and students' focus group interview is showed in form of transcripts which has been highlighted. Meanwhile, the final data of classroom observation is displayed in form of a table which showed the situation of the classroom, transcript, and the value which had been practiced. It was also added the explanation in the table in order to tell the reason of the researcher in classifying the values.

3. Drawing and Verifying Conclusions

In this last step, I drew the analysis of the data based on the theory. After that, I wrote the discussion to relate the analysis and the theory. Lastly, The conclusion of the study was written as the final remark.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on the explanation of the research findings, the discussion of the findings, and the limitations of the study.

A. Research Findings

This section focuses on the description of the data which have been collected during the field research. The description of the data in this section not only shows the data but also relates the data to the relevant theory. It is categorized in three parts regarding the research questions, namely, the character education practices in EFL instruction, the challenge of character education practices in English instruction, and the way EFL teachers in the Vocational High School cope with the challenges of character education practices.

1. Character Education Practices in EFL Instruction

This part explains the data which have been found related to character education practices in EFL instruction. It attempts to identify the values of character which was taught and describe the ways of it been practiced in the EFL instruction. Before explaining the teaching and learning process, the researcher would like to describe the situation or context of the school which was observed related to character education practices. In the morning, after the bell has been ringed, the school principal always goes around to check the school condition.

He made sure that the teachers and the students came into the classroom on time. This activity showed that this school wanted to build students discipline by habituating them to come on time. Moreover, the role of the school principal as the leader is important in character education. The principal should lead and contribute to character initiative (Character Organization, 2018).

Besides that, this rule is also occurred for the teachers so the teachers can give good example for the students to be discipline. It was proven by the teachers' statements in the interview.

Teacher 1 said:

> *"Disini itu baru masuk sudah dikasih pendidikan kayak taruna itu.* ***Kepala sekolah juga menegaskan kalau anak-anak harus disiplin.*** *Guru juga harus mendukung. Mau di kelas, mau pas ekstra. Nek gurune nggak mendukung ya percuma.* <u>*Nyuruh anak disiplin gurune telat terus ya nggak pas*</u>*."(Appendix 4)*

Regarding the interview transcript above, the sentence highlighted in bold explains that the school principal instructed the teachers to support character education practices inside and outside the classroom. Furthermore, Teacher 1 also emphasized in the underlined sentence that if the teacher does not support character education, its practices will be useless. Teachers' support here means teachers' everyday behavior. They should be disciplined if they want the students become disciplined.

In line with Teacher 1, Teacher 2 also explained how teachers are role models for their students, as shown below.

> *"Ya guru masuk kelas tepat waktu aja udah jadi contoh to mbak. Kan anak-anak jadi ikut disiplin masuk kelasnya. Ada kan sekolah yang gurunya itu udah bel masih ngobrol di kantor terus pas sudah di kelas belum waktunya selesai sudah di akhiri. Itu nglatih anak nggak disiplin."(Appendix 5)*

The sentences talk about the teacher's exemplary behavior in teaching discipline. Teacher 2 explained that beginning the class on time is an example of the practices of character. It stimulates students' discipline. If the teacher comes to the class late, it is a bad example for the students.

Besides habituate the students to be on time, this Vocational High School also has morning activities which build students character. First, the students have to shake their teachers' hand. Then, before starting the lesson, the teachers and the students sang three stanzas of Indonesia Raya together. The morning activities were continued by reading several *surah* of Al Qur'an from *jizyah* 30. Those three positive morning activities presumably build students values unconsciously. There were at least three kinds of values which were taught. Those were social-awareness, nationality, and religiosity.

The data about the situation of the school in the morning before the process of instruction showed that the school tried to build students character since the beginning of the activities. The school wanted to habituate the students by providing several activities full of values. It appropriates with the key indicator of practicing character education from Character Organization (2018). One of the indicators explains that to teach character, the school might provide opportunities for students to practice the core values so they become habitual patterns of behavior (Character Organization, 2018).

Furthermore, the finding of character education practices in the instruction got from classroom observation. The data are described based on the

values which were taught by the teachers. The values refer to the values which are proposed by the Ministry of National Education. However, this study did not close the possibilities to find others values beyond the eighteen values. It perhaps added the values from Lickona (2012) if it was necessary.

a. Discipline

Descipline became the first value which was found during the observation. Besides starting the class on time in the morning, the teachers also came to the class on time in every lesson. Therefore, although the principal did not control the situation every time, the teachers still tried to give example for the students to be discipline.

This fact was confirmed by the students in the focus group interview (Appendix 6).

> R   : *"Kalau masuk kelas, harus tepat waktu nggak?"*
> S   : *"Ya."*
> R   : *"Kalau gurunya?"*
> S3   : ***"Tepat waktu."***
> S5   : *"Iitu biasanya suka keliling kepala sekolahnya. Ngecek yang telat siapa."*
> R   : *"Ok. Terus kalau pas pelajaran nih. Khususnya pelajaran Bahasa Inggris. Itu selesai pelajarannya nunggu bel atau gurunya suka korupsi waktu? Misalnya masih sepuluh menit udah keluar gitu."*
> S2   : ***"Nunggu bel."***
> S1   : *"Iya nunggu bel."*
> S6   : *"Selalu tepat waktu."*

The statements highlighted in bold show that the students explained that the teacher began the class on time. The students also confirmed that the teachers also ended the class only if the bell had already rung. Then, they

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gave an additional explanation that the school principal usually went around checking the teachers and the students who came late (the underlined sentence).

According to the data, it may be inferred that the English teachers and other teachers in this Vocational High School already understand that the character education practices cannot be successful if the teachers do not support it. Support here means not only teaching the value of character but also showing exemplary behavior. Moreover, as explained previously, all of the school staff including the teachers promote good ethical modeling (Character Organization, 2018).

Besides giving example to come on time, the practice of discipline was done by applying submission deadline. In the observation, it was found that the teachers used Edmodo platform for e-learning. This platform is one kind of media for teachers and students to conduct online learning. The teachers can make a study group and then attach the tasks. Afterwards, the students submit their work there. Referring to the data, the use of this platform to control the submission deadline in EFL instruction appeared in the observation meeting 1 for teacher 1 and meeting 2 for teacher 2.

Table. 8. Observation results related to the discipline value

Code	Situation	Transcript
T1W1	The teacher asked students to submit their work before the deadline.	Teacher: "Submit*di edmodo ya. Dilihat itu terakhir jam berapa.*"

T2M3	The teacher gave the deadline for the students and designed it so that the assignment would be locked automatically after the deadline.	Teacher: "The assignment collected time eleven forty-five. *Dikumpulkan jam 11.45. Ingat, sudah saya set kalau ngumpulkan terlambat tugas akan di lock otomatis.*"

According to the data above, both of the English teachers reminded the students about the deadline. Moreover, they used Edmodo as a media to lock the task automatically after the deadline. It seems to force the students to follow the schedule which has been designed by the teachers.

Designing a schedule and asking the students to obey it might become a good idea to stimulate their discipline. Providing opportunities for students to practice the core values in order to shape habitual patterns is one of the key indicators of character education (Character Organization, 2018). The submission deadline might become an opportunity for students to practice their discipline and create habitual patterns of behavior.

The practices of discipline by using edmodo platform as explained above were not only practiced by Englis teachers. The use of edmodo platform is a recommendation from the school in order to increase the quality of teaching and learning process and control the students' work. This platform also became the solution for grade eleven to get information about the lesson and submit their work during *Prakerin (Praktek Kerja*

Industri). It is some kind like doing an internship as special program for grade eleven of Vocational High School.

b. Appreciation

In the question about the way to motivate the students to study English, the teachers explained that they tried to motivate the students by giving appreciation.

> Teacher 1*: "Paling nilai. **Di iming-imingi nanti dapat nilai kalau mau maju kedepan atau jawab.**"* (Appendix 4)
>
> Teacher 2 *: "Anak-anak bagus sih motivasinya. Alhamdulillah saya ngajar anak listrik sama multimedia itu kan sehari-hari alat-alat mereka kan pakai Bahasa Inggris. Kalau nggak bisa Bahasa Inggris mereka tau akibatnya. Terus jumlah siswanya agak seimbanglah putra-putri jadi nggak terlalu susah dikondisikan. **Paling kadang kasih reward ya rewardnya nilai ya.Selalu saya catet anak-anak yang aktif siapa. Oiya, kalau maju biasanya tak kasih tepuk tangan biar semangat.**"*(Appendix 5)

As seen in the transcript above, Teacher 1 said that additional scores become the way to motivate the students. It is similar with Teacher 2 who explained that additional scoresarea reward for the students' achievement, but Teacher 2 explained another way to appreciate the students which is giving applause to the students (sentence highlighted in bold).

The teachers' explanation in the interview is in line with the fact which was found during the observation. Appreciation value was found in almost every meeting (see Appendix 3). The teachers tried to appreciate the students' work by giving applause and additional scores. For example,

in Class O, Teacher 1 gave applause and additional scores for the group which had presented their work. He said, *"Diberi* applause *yabuat yang maju pertama! Ini karena maju pertama nilainya seratus."*(T1O1, Appendix 3). Meanwhile, Teacher 2 gave applause to one of the students in Class M after he answered a question about BJ. Habibie (T2M2, Appendix 3).

The results from the observation indicate that the teachers have tried to stimulate the students' motivation and also teach the students to appreciate others' work. Appreciating students' achievement is a good idea to teach the value of appreciation. In the example of how to integrate character in the English classroom, Madya (2013) explains that an example of teaching appreciation is by giving appreciation for students who have reached an achievement. Besides that, appreciation might increase the students' motivation. Fostering students' self-motivation is one of the principles of character education (Character Organization, 2018).

Moreover, the students in the focus group interview explained that applause and additional scores increased their motivation since, at first, the students said that they did not like English lessons. One of them said,*"Iya diberi apresiasi dikasih tepuk tangan. Jadi kita semangat."* (Appendix 6). Thus, it can be inferred that the English teachers in this Vocational School seem to have been able to practice the value of appreciation and motivate the students successfully.

Besides giving appreciation for the students' achievement, the English teachers taught appreciation value by using relevnt learning material. The teachers used tect of inspiring people with of achievement which was B.J. Habibie. As Madya (2013) suggests, teachers might use the way of practicing appreciative value by using text about national achievement (Madya, 2013). This way might stimulate the students' appreciative feeling.

c. Communicativeness

The value of communicativeness is also one of the most practiced values. It had also been mentioned by the teachers in the interview, especially by Teacher 2. She stated:

> *"Kalau saya ini menurut saya anak-anak itu harus dibiasakan diajak komunikasi. **Jadi sharing gitu mereka tau tentang apa mengenai materi ini.** Biasanya sih saya pesen sebelum akhir pelajaran itu saya kasih PR buat baca materi selanjutnya. Biar ada bayangan pas dijelaskan besok. Ora meneng tok tapi ora mudheng. Jadi anak-anak itu harus dilibatkan."* (Appendix 5)

According to the transcript above, Teacher 2 explained that she usually asks students to be communicative (underlined statement). As seen in the sentence highlighted in bold, she added that communicative here means sharing the idea or knowledge about the materials.

The statement above is in line with the data from the observation results. Both of the English teachers practiced communicativeness by conducting discussions. The discussions were held in the question and

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answer session, presentation activity, and group work. This way, Teacher 2 practiced communicative values in almost every meeting for Class M and E. Meanwhile, Teacher 1 conducted it more rarely than her. The table below shows some activities of practicing communicativeness in an EFL classroom by Teacher 1 and Teacher 2:

Table. 9. Observation results related to the communicativeness value by conducting question and answer

Code	Situation	Transcript
T1W6	The teacher asked the students about the material in the previous meeting. He stimulated the students to share their understanding.	Teacher: *"Ya silahkan dicoba ini. Perubahannya ada* subject, tenses, *sama keterangan waktu. Kalau ini* yesterday *menjadi apa*?" (The students were silent.) Teacher: *"Ayo apa*?" Students: "That day." Teacher: *"Mosok* that day. That day *itu kalo* today. *Kalau* yesterday *itu* the day before." Students: *"Iya,Pak*."
T2M4	The teacher and the students discuss the idea of the story and answer the question about the story together.	Teacher: *"Jadi bagaimana akhir ceritanya?"* Students: "Happy ending." Teacher: "Ok, *sekarang kita jawab disitu ada pertanyaan.* Who? *Siapa berarti, siapa saja tokohnya?"* Students: *"Issumboshi,* Princess" Teacher: *"Siapa lagi? Raja mungkin."* Students: *"Iya,* the king, *ada setan, dan bee lebah."* Teacher: *"Kemudian,* when? *Kapan terjadi?"* Students: *"Pada zaman dahulu."* Teacher: *"Ok... Kemudian* where?" Students: *"Di kerajaan."* Teacher: *"Sebelum kerajaan tadi dimana?"* Students: *"Hutan desa,* forest near village.

The table above shows the way the two English teachers tried to practice the communicative value. T1W6 and T2M4 are the examples of the teachers practicing their communicativeness during the discussion in the question and answer session. They tried to ask their students to discuss the material together. Teacher 1 tried to stimulate his students to speak up and respond to his question about the changes of direct and indirect speech. Meanwhile, Teacher 2 tried to discuss the content of a text in the textbook by giving questions to the students. This activity was done by the teachers not only during the activity, but also in the warming up or brainstorming activity. There is several data from the observation which shows that Teacher 2 tried to stimulate the students to share their basic knowledge in the beginning of the lesson.

Besides the question and answer activity, the English teachers also conducted presentations. The teachers tried to stimulate their students to share the results of their work and discuss it with their friends in the classroom so it might make them communicative. The data below shows the situation in which the two English teachers asked the students to do a presentation:

Table. 10. Observation results related to the communicativeness value by conducting question and answer

Code	Situation	Transcript
T2E2	The teacher and the students discussed about the students' knowledge of	Teacher: "Hello class." Students: "Hi, ma'am." Teacher: *"Kita hari ini mempelajari tentang recount text dalam bentuk biografi seseorang.*

	recount texts in the beginning of the lesson.	*Kira-kira apa ciri-ciri* recount text?" Students: *"Menceritakan sesuatu."* Teacher: *"Iyaa, dalam bentuk apa kalimatnya?"* Students: "Past tense." Teacher: *"Apa pattern nya? Coba dilihat catatannya diawal kemaren."* Students: "Subject + Verb2" Teacher: *"Apa itu Verb2?* (Students were silent.) Teacher: "Kata kerja bentuk…" Students: *"Bentuk lampau."*

The table above shows how Teacher 1 tried to stimulate the students to share their knowledge about the material which would be learned. In the T2E1, the teacher tried to stimulate her students to share their knowledge about recount texts before going to the main material. Then, the students responded by answering the teacher's question. It means that they communicated with each other to discuss the materials.

Table. 11. Observation results related to the communicativeness value by conducting a presentation activity

Code	Situation	Transcript
T1W2	The teacher asked the students to present the results of their group discussion.	Teacher: *"Ayo silahkan yang sudah selesai boleh maju nanti saya nilai. Halo-halo kelompok pojok sudah."* (The teacher pointed a group which sat in the corner.) Teacher: *"Yang lain dengarkan! Setelah ini gentian."*
T2M2	The teacher asked the students to present the results of their homework about	Teacher: *"Ok, sekarang silahkan PR nya dipresentasikan. Masing-masing silahkan maju mempresentasikan about yourself ya. Siapa yang mau maju*

	autobiographies. The teacher also stimulated the students to ask questions to the presenter and discuss them together.	*pertama?"* (A student raised her hand.) Teacher: *"Iya, Luis silahkan maju! Yang lain, halo jangan ramaihalo…."* Students: *"Hai."* Teacher: *"Didengarkan presentasi temannya, nanti silahkan bertanya."*

The table above shows the way Teacher 1 and Teacher 2 led the students to present their work. Unfortunately, based on the table above, only Teacher 2 opened the discussion section after the presentation. Meanwhile, Teacher 1 did not let his students to discuss the results of their work after the presentation. Therefore, the presentation activity which was conducted by Teacher 2 was presumably more effective.

The last is discussion in the group work. In several meetings, Teacher 1 and Teacher 2 asked the students to work in groups. The table below shows how the teachers tried to lead the students to work in groups.

Table. 12. Observation results related to the communicativeness value by group work activities

Code	Situation	Transcript
T1W2	The teacher asked the students to make a group and discuss the questions related to the text.	Teacher: *"Dilihat pertanyaan halam baliknya itu. Ada pertanyan tentang nama* wife, son, *pengalaman kerja. Silahkan dijawab dicari di bacaan. Diskusi berempat sepuluh menit nanti dibacakan hasilnya."* Students: *"Kelompok Pak?* Teacher: *"Iya. Ini madep belakang.* (The teacher pointed to the

		students.) *Ini sama depannya gitu aja nggak usah pindah-pindah.*
T2E2	The teacher asked the students to answer questions about the biography in groups.	Teacher: *"Ok. Sekarang halaman selanjutnya dijawab pertanyaan tentang biography of BJ. Habibie tadi berkelompok. Empat empat saja sama depan belakang."*

Group work is an effective way to stimulate the students to be communicative because they will communicate with each other to share their idea with the group members.

Discussion is one of the techniques to integrate character as proposed by the Ministry of National Education (2010). One of the techniques states that character can be expressed through discussion and brainstorming activities. It means that discussion seems to be a good idea to stimulate the students' character, especially communicative value. Indeed, based on the results of the observation, Teacher 1 and Teacher 2 presumably had tried to practice the value of communicativeness in an appropriate way by using discussions.

d. Responsibility

The value of responsibility was quite often practiced although it was not in every meeting. Based on the observation results, there were two ways in which the teachers taught responsibility. Both of the ways of

practicing relate the value of responsibility to other values unconsciously. First, they checked the classroom condition and asked the students to keep the classroom clean since the school is Adi Wiyata School. It not only taught responsibility to the students by keeping the classroom clean, but also made them improve their environmental awareness.

It was found in the several meetings that Teacher 2 gave instructions to the students to check the classroom condition. She said, *"Ok, please kelas nya di cek! Sudah sesuai dengan 5R apa belum. Lokernya dilihat! Yang di belakang ayo dilihat ada sampah apa tidak."*(T2E4, Appendix 3). It means that Teacher 2 tried to relate the school motto which is 5R (*ringkas, rapi, resik, rawat, rajin)* to the reality in the classroom. Both of the instructions are from Teacher 2. Actually, Teacher 1 also talked about 5R. However, he only asked students to yell out that motto. Yelling out the motto might increase the students' spirit, but it would be better if it is followed by an action.

Asking students to be responsible for their classroom condition might become a way to promote the value of responsibility. Promoting the responsibility of the students as a social habit seems to be good for students. It is one of the key indicators of character education to give the students an experience to reflect on and internalize the values (Character Organization, 2018). The students' experience of responsibility for their classroom condition might reflect the sense of responsibility.

In addition, the method of teaching responsibility which was practiced by the teachers was giving instructions to the students to work in groups. Teacher 1 asked the students to make a group in Class W, meeting 2 and Class O, meeting 1 and 2.Meanwhile, Teacher 2 asked the students to make a group in Class E, meeting 4. As explained previously, discussion in group work is one of the ways to stimulate the students' communicativeness value. In other words, working in a group is a kind of variety in teaching which stimulates students to not only be communicative, but also be responsible. Working in groups demands the students to be responsible for their job in the group. All of the group members also have to be responsible for the results of their work. It is in line with the example of character education practices in English lesson proposed by Madya (2013) which explained that responsibility can be promoted by asking students to work in a group and let them discuss their job.

e. Perseverance

This value emerged in Class M and E which were taught by Teacher 2. The table below shows the example of observation results related to perseverance.

Table. 13. Observation results related to the perseverance value.

Code	Situation	Transcript
T2M5	The teacher asked students to write the answer to questions about	Teacher: *"Nomer dua, coba ganti kalian yang ngerjakan. Coba kamu! Ayo sinta!"* Student: *"Tulis dipapan,Bu?"*

	the changes between direct speech and reported speech on the whiteboard. Then the teacher corrected the answer together with other students. The students, who answered the question, were asked to revise their work based on the correction.	Teacher: *"Iya. Nanti selanjutnya yang lain."* (Sinta came forward and wrote the answer.) Teacher: "Please, correct the answer by Sinta." Teacher: ***"Ayo dibetulkan yang salah."*** (Sinta comes forward to revise.) Teacher: ***"<u>Ayo mana lagi yang belum bener.</u>** Coba dilihat pekerjaan temannya. Ayo Sinta, dicek lagi, masih ada yang keliru itu."*

As shown in the table above, Teacher 2 tried to stimulate the students to answer the question by writing the answers on the whiteboard. After that, the teacher let the other students discuss and correct the answers. Finally, the teacher asked the students who wrote the wrong answers to revise his/ her answer. The sentences in bold are the teacher's statements when she asked her students to revise their answers.

In this practice, Teacher 2 might want to promote thinking habit. She tried to trigger the students to do best. Asking students to revise their work based on criteria is one of the ways to stimulate the students to be perseverant. It is in line with the example of the practice of character value in EFL classroom purposed by Madya (2013). The example states that perseverance value might be practiced by give feedback to the students and ask them to revise based on the criteria (Madya, 2013). Therefore, it can be inferred that Teacher 1 practiced the value of perseverance

appropriately. She have been integrated the value in EFL material by asking the students to revise their work based on the criteria of correct grammar.

Moreover, for other students who correct their friends' answers, it can stimulate their critical thinking skills. Furthermore, according to the underlined statements, this situation was not merely about teaching students to be perseverant. The statements show that the teacher tried to discuss the correct answers with the students to give the impression that she involves the students to share their ideas related to their friends' work.

f. Reading Interest

During the observation, both Teacher 1 and Teacher 2 stimulated the students reading interest by asking them to read the text or story in the textbook based on the material learnt. Teacher 1 asked students from Class W to read the biography of an inspiring person in the textbook. Meanwhile, Teacher 2 more often asked students to read. She asked Class M to read the biography of the inspiring person in meeting 1 and narrative text in meeting 4. She also did the same activity in the Class E. She asked students to read the biography of the inspiring person in meeting 1 and 2 and narrative text in meeting 3. The results of the observation related to stimulating the students reading interest is shown in the table as follows:

Table. 14. Observation results related to the reading interest value

Code	Situation	Transcript
T1W2	The teacher asked students to read the	Teacher: "Open your book biography BJ. Habibie. *Silahkan dibaca*

	biography of BJ. Habibie.	*sebentar."* Student: *"Baca, Pak?"* Teacher: *"Iya dibaca dulu."*
T2M4	The teacher asked students to read the story in the textbook. The teacher mentioned one name and asked him/her to read. After reading one paragraph, the teacher mentioned another name to continue reading.	Teacher: *"Silahkan dibuka bukunya, teks Issumboshi. Itu adalah contoh dari apa? Ada yang tau teks apa?* (The teacher paused, waiting for the student's answer.)*Teks naratif atau* narrative text *ya." (*The teacher paused and opens another page.) "**<u>Iya, coba Agus dibaca yang keras</u>** *ceritanya paragraph pertama."* (Agus reads the first paragraph.) Teacher: *"Lanjut Nabila. Ingat setelah saya stop yang lain siap-siap. Jadi harus menyimak"*
T2E1	The teacher used the biography of Cut Nyak Dien as material. The students were asked to read the text. The teacher mentioned one name and asked him/her to read. After a paragraph, the teacher mentioned another name to continue.	Teacher: *"Paham ya* recount text *sama rumus* past tense-*nya?"* Students: *"Paham."* Teacher: "**Please, reading the text. Baca biography Cut Nyak Dien, <u>Nila please!"</u>** (Nila reads a paragraph.) Teacher: *"Stop! Lanjut Narendra."*

The statements highlighted in bold are the instructions from the two English teachers to their students. They asked them to read the text in the textbook. This way, the teachers might want to stimulate the students' reading interest. However, Teacher 1 and Teacher 2 had a different way to ask the students to read. Teacher 1 asked the students to open the textbook

and read the text in the textbook as usual. Meanwhile, Teacher 2 applied a different way. She mentioned a student's name and asked the student to read. Then, she suddenly asked him/her to stop and mentioned another name to continue. As shown in the table, in the underlined sentence, Teacher 1 mentioned Agus' name. Then she suddenly stopped Agus and asked Nabila and so on. When the teacher mentioned one name to read and mentioned another name to continue, it seems that the teacher tried to engage all of the students. She wanted all of the students to love reading and pay attention to the lesson.

A story is one type of learning material that can integrate character (Ministry of National Education, 2010). Giving an assignment to the students to read might become an example of the way to stimulate their reading interest (Madya, 2013). Besides stimulating the students' reading interest, bringing a story or text in the learning material makes the students learn the message of the story. The benefit of reading stories was explained by the students in the focus group interview. The students said that they are sometimes inspired by the texts that have been read. In other words, the practice of reading interest value has been integrated into EFL instruction. It is because the teachers used text as learning materials and reading as the activities in the EFL instruction. The practice was not separated from the instruction.

g. Democracy

Actually, the value of democracy is a following value when a teacher's concern is to stimulate the students to be communicative by conducting a discussion in the classroom. For example, in the question and answer session, Teacher 2 asked the students about an idea of a text. She said, *"Jadi bagaimana akhir ceritanya?"* Then a student answered it. Automatically, other students listened to the answer. They might agree or add the answer. This activity seems to train the students to listen to their friends' opinion so they learn to be a democratic person who always respects others' opinion.

As Madya (2013) explains, giving a chance to the students to share ideas and listen to others' ideas is an example of teaching the democratic value. Thus, the students are accustomed to listening and respecting others' opinions in real life. It is a simple and good way to develop their democratic value.

h. Curiosity

In the interview, Teacher 2 explained that she usually gives students homework in order to make the students at least read the next material before going to the classroom so the students can share their ideas during the lesson. This statement is in line with the data from the observation. The data shows that in Class M, meeting 2 and 4, Teacher 2

asked students to read or find information about the next material before closing the lesson.

In meeting 2, for example, Teacher 2 said, "**One minutes again,***ya*, homework *eeem* for Monday. Reported speech. *Jadi kalian cari kalimat reported speech 2 kalimat dengan perubahannya. Yang satu dari* present *ke* past, *dan yang satu dari* future *ke* past future*. Dicari ya. Coba dulu".* The sentence highlighted in bold means that the teacher gave the instructions to the students at the end of the lesson. The teacher asked the students to find several examples of reported and direct speech. It indicates that Teacher 2 might expect that the students have had information or knowledge before learning the materials in the classroom. This way, the students can share their knowledge about the materials in the next meeting.

Asking the students to find information about the materials by themselves might stimulate the students' curiosity especially if the materials are interesting. Presumably, the students will be curious to get the information and would want to know more. As the example of character education practice in EFL instruction from Madya (2013) explains, teacher can practice curiosity value by asking them to find information about an interesting topic. In other words, the way of practicing curiosity value has been integrated into EFL material.

Furthermore, when the teacher asks students to learn about a certain topic first by themselves, it might stimulate the students to be

independent learners. Therefore, it seems to be a good idea to give students the task to learn the next materials by themselves before going to the classroom. It is presumably appropriate to the principle of character education number six since one of the exemplary practices of character education to offer meaningful curriculum is providing a meaningful and appropriate challenge in the instruction as the way to increase students' competence and autonomy (Character Organization, 2018).

i. Creativity

Based on the interview with the teachers, both of the teachers said that they have asked the students to make a dialogue and text. It was confirmed by the students as well. The students explained in the focus group interview that they sometimes were asked to make a text and dialogue. Furthermore, during the observation, Teacher 1 asked students to make a text once in Class W. Meanwhile, Teacher 2 asked the students to make a text twice in Class M and once in Class E.

As explained in Chapter II, it is important to provide a meaningful curriculum that respects all learners, develops their character, and helps them to be successful (Character Organization, 2018). One of the exemplary practices is providing learning activities which stimulate the students to be creative. The way to stimulate students' creativity is asking

the students to make a text, story or drama. This way is also explained in the example of character education practices by Madya (2013).

Indeed, the English teachers seem to have stimulated the students' creativity, but it might need to be improved. It is because the text who asked to be created by the students was too simple. Moreover, the teacher might ask the students to put their work on the wall magazine or classroom wall and decorate together. This way might trigger the students to work harder in creating a story. It presumably makes the practice of creativity value more effective.

j. Honesty

People have to be honest in order to become a trusted person. The Central Bureau of Research and Curriculum Development (2010) states that honesty is related to behavior based on an attempt to make him or herself trusted in words and action. Unfortunately, there were found only a few practices of honesty. The practice of honesty during the observation in the English instruction is related to plagiarism. Both Teacher 1 and Teacher 2 reminded the students to do their work independently without cheating or copying others' work.

Table. 15. Observation results related to the honesty value

Code	Situation	Transcript
T1W1	The teacher told the students not to cheat.	Teacher: "*Nggak contekan ya, nggak boleh sama. Kan kalian namanya beda, alamatnya beda masak mau sama.*"
T2M3	The teacher told students not to	Teacher: "*Ayo, jangan copy paste dari google. Kalian harus buat*

	copy others' work.	*sendiri. Kalau copy paste nanti kelihatan."*

The statement of the teachers reminded the students to avoid plagiarism. In data T1W1, Teacher 1 reminded the students that cheating is not allowed. Meanwhile, in data T2M3, Teacher 2 warned the students about copy-pasting from google since all of them had internet access.

Defining character to include thinking, feeling, and doing is one of the principles of character education. This principle can be practiced by providing an experience for students to reflect on the values in real-life situations (Character Organization, 2018). Asking the students to avoid plagiarism such as what Teacher 1 and Teacher 2 have done presumably becomes a simple way to habituate the students to be honest based on their experience.

k. Religiosity

Religiosity is the behavior in carrying out the teaching of their religion, being tolerant, and living in harmony with other religions (Central Bureau of Research and Curriculum Development, 2010). The practice of religiosity in the classroom was done by Teacher 1:

Table. 16. Observation results related to the religiosity value

Code	Situation	Transcript
T1W2	The teacher asked students to pray together before beginning the lesson.	Teacher: "Stand up please. *Ayo kita berdoa!I* stand up, *ya.Berdiri!* ***Kita berdoa biar berkah.*** (The chief comes forward.) Chief: "Let's pray together. *Heh*

		meneng cah! Pray start! (The students were silent and prayed.) Finish!
T1O2	The teacher and the students ended the class by praying together.	Teacher: *"Habis ya waktunya. Kita tutup dengan berdoa."*

Data T1W2 shows that Teacher 1 lead the students to pray before studying. Meanwhile, data T1O2 shows that the teacher also asked the students to end the class by praying. It seems that the teacher might want the students to always remember God and be grateful to Him. Furthermore, sometimes he also reminded the students about the power of praying to God. As shown in the sentence highlighted in bold, the teacher said that starting the lesson by praying makes the lesson blessed. It is a good idea to habituate the students to begin and end their activities by praying. It presumably increases their religiosity.

Besides those values which have explained above, other values which were love and humility were also found during the observation. Those values are proposed by Lickona (2012). Love and humility value appeared when the Teacher 2 was teaching narrative text. Text is one of effective way to teach character. The use of stories in the learning process is also recommended by Ministry of National Education (2010).

In this case, the teacher used a fairy tale entitled *Issumboshi*. The fairy tale told about a dwarf which was bullied by people around because of his height.

Table. 17. Observation results related to the love and humility value by using text

Code	Situation	Transcript
T2M4	The teacher and the students discuss the idea of the story and answer the question about the story together.	Teacher: *"Menurut kalian itu ceritanya bagaimana? Ada pelajaran yang bisa kalian ambil?"* Students: (silent) Teacher: *"Kalau kalian jadi Issumboshi, perasaan kalian gimana?"* Students: *"Sedih. Di bully itu nggak enak"*

From the data above, it can be seen that Teacher 2 presumably tried to explore the hidden message of the text. She asked about the students opinion about what happened in the story. She perhaps wanted to stimulate the students' empathy, love, and humanism.

2. The Challenges of Character Education Practices in EFL Instruction

This Vocational High School is categorized as *SMK Rujukan*. It also has many achievements. However, it does not mean that this school does not face any challenges in character education practices. Therefore, during field research, this study tried to analyze several challenges which perhaps were faced by the English teachers.

Firstly, related to the difficulties of character education practices, both of English teachers explained that they did not face any difficulties. They said:

Teacher 1*: "**Nggak ada sih mbak.** Wong kita ngajar itu sebenernya ya mendidik ya berarti ngajarin karakter juga. Guru yo mulang yo ndidik bocah ben ndue dugo."*

Teacher 2   *: "**Alhamdulillah lancar aja mbak.** Sekolah sini kan juga menerapkan itu jadi guru tinggal mengikuti aja."*

The sentence in bold from Teacher 1 explains that he did not face any difficulties. Teacher 1 gave a reason that it was because, in the classroom, the teacher does not merely teach the materials, but the teacher also educates the students with the value of life and leads them to be a well-mannered person so the implementation of characters happens unconsciously.

Meanwhile, Teacher 2 expressed gratitude by saying *Alhamdulillah* (the bold sentence). It indicates that she was so grateful because she did not face any difficulties in character education practices. Teacher 2 explained that the school really supports character education. The school even has many programs to build students' character. Therefore, the teacher can practice character values in their instruction without any difficulties.

However, the early statements from the teachers did not equal with the fact in the observation and the teachers' following condition. After conducting observation, there were at least two challenges of character education practices in this Vocational High School

First, the English teachers always used textbook from the Ministry of National Education and Culture. They did not try to use other references or develop their own material. Then, this fact was in line with the interview

transcript when the researcher asked about material development. Teacher 1 said:

> *"Saya ngajar sesuai buku aja sih mbak. Materi ya dari buku. <u>Susah bikin materi sendiri</u>. Pakai buku yang dari pemerintah itu aja enak."* (Appendix 4)

In the transcript above, Teacher 1 explained that he taught based on the book. He added that designing material was difficult and complicated. Therefore, he used the textbook from the Ministry of National Education and Culture.

Similar to Teacher 1, Teacher 2 explained that she never designed materials and made sure that the learning material contained character values because she did not have time. She said:

> *"**Nggak mbak**. Saya nggak ada waktu juga, repot dan pasti <u>susah</u>. Lagian pakai buku dari pemerintah itu mestinya sudah disesuaikan dengan kebutuhan termasuk karakter."* (Appendix 5)

The bold sentence shows that Teacher 2 directly answered that she did not design her materials. Then, she added that she did not have time to design materials. In the last sentence, she said that she only used the textbook for teaching. She also believed that the government had checked the content of the textbook so it presumably already contained character values.

As the underlined sentences in both of the transcript above, indicate that both of English teachers faced difficulty in developing materials so they preferred to use textbook from the Ministry of National Education and Culture. Indeed, the English textbook from Ministry of National Education and Culture

might already contain character values, but the teachers have responsibility to develop materials which contain full of character values.

As known that there are two responsibilities of teachers in the character education practices which are showing good behavior so the students might imitate them and designing material to make sure that their instruction contained the values of character (Lickona in Demiret, Ozmat & Elgun, 2016; Character Organization, 2018). Therefore, improving learning materials become important to be done. Based on this fact, it can be inferred that material design was a challenge which need to be solved by the English teachers and the school.

The second challenge came from the diversity of the students. As known that students have different characteristics. They perhaps have different level of proficiency and learning needs. Moreover, in Vocational High School, students are divided into several skill program based on their talent and interest. Therefore, the situation of every classroom and every skill program are different. It demands the teacher to teach them in different ways. It is not easy.

During the field research, the observation was held in four classes from four different skill programs. Those were Multimedia, Electricity Installation, Automotive, and Welding. Multimedia consisted of silent and serious students and all of them easy to control. Electricity Installation was a smart class. The students were active and responsive but sometimes they were difficult to control. Then, Automotive was a noisy class but they were responsive to the lesson. Meanwhile, Welding class was very crowded and difficult to control. It was probably because Welding class consist of boys students. Those differences

became challenge for the teacher to teach and integrate the values of character in their teaching process.

3. **The Way EFL Teachers in The Vocational High School Cope with the Challenges of Character Education Practices.**

Regarding the two challenges which were explained previously, this school has tried to cope with the challenge. In general, the challenges were related to the teachers' knowledge so the solution was asking the teacher to learn and improve their knowledge. Since the preliminary research, the school principal has explained that this Vocational High School supported character education so the school always supported the teacher to improve their knowledge about character education. This school has sent the teachers including English teachers to join a seminar and workshop.

This statement was confirmed by Teacher 2 in the interview.

Researcher	: "Kalau diklat, seminar atau pelatihan terkait karakter gitu pernah ada?"
Teacher 2	: "Ada mbak. Ini minggu depan kalau nggak salah ya ada pelatihan gitu. Tapi saya kebetulan nggak dapet surat tugas untuk ikut itu."
Researcher	: "Tentang apa bu pelatihannya? Boleh tau?"
Teacher 2	: "Wah apa ya? Denger-denger sih penerapan pendidikan karakter."
Researcher	: "Itu untuk guru semua mata pelajaran atau khusus Bahasa Inggris?"
Teacher 2	: "Semua mapel sih mbak. Jadi perwakilan tiap guru mapel."

(Appendix 5)

Moreover, another teacher of another subject explained that this school has already conducted an independent workshop for all of the teachers in the

school about character education. These findings mean that the teacher of this school has tried to cope with the challenge of character education practices. They joined workshop and seminar to improve their knowledge so they could solve the challenge related to material design and other challenges that might be faced in the future.

Furthermore, related to the challenge of the students' diversity, the English teachers have tried to differentiate the way of teaching. It appeared in the result of observation. The two English teachers applied different classroom activities for different class in several meetings.

B. Discussion of the Findings

A Vocational High School in one of sub district in Magetan has lot of achievement even though this school is located far from the city. One of the achievements of this school is selected as *SMK Rujukan*. *SMK Rujukan* is one of strategic planning to revitalize the function of Vocational High School in Indonesia based on the Regulation of Ministry of Education and Culture Number 22 year 2015. *SMK Rujukan* is selected based on nine criteria. One of the criteria is good quality of students' character. Therefore, it can be inferred that this school presumably has a special thing which makes it not only has good academic achievement but also has a good system in the character education practices.

This fact makes I wondering about the practice of character education in this school particularly the practices in the teaching and learning process.

Therefore, this study investigated the process of learning in the classroom. It took focus in the EFL instruction since English is a subject which can support character education. As Madya (2013) states, the English learning process contains many important values of life such as the democratic value in order to listen to other's opinions. English also has texts which richly contain values of life. The values can support the students' character building. Furthermore, Saputra, Nitiasih, & Putra (2013) state, the integration of character values on the English subject makes the students aware of their identity.

In order to reach the expectation of this study, the investigation covered character education practices in EFL instruction, the challenge of character education practices which was faced by the English teacher, and the way the English teachers cope the challenge. The finding ofcharacter education practices in EFL instruction was identified based on the values which have been practiced and the way of practices.

According to the Central Bureau of Research and Curriculum Development (2010), the Ministry of National Education proposes eighteen values. The values are: religiosity, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, communicativeness, love of peace, reading interest, environmental awareness, social awareness, and responsibility. From the values which were expected, it was found fifteen values during the observation. The values appeared in the activities before the teaching process and also the main teaching process. Besides the fifteen values proposed by the Ministry of National

Education, it was also found the practice of love and humility value. The two values are from Lickona (2012).

All of the values which have been found were practiced in various ways. First, the most common way which applied by English teachers is giving a chance for students to habituate to doing the good. For example, habituating the students to come on time to stimulate their discipline, asking the students to revise their incorrect answer to make them persevering, and praying before and after study to make them remember that everything happens because of the Almighty of the God. This way is in line with one of the key indicators of the principle of effective character education practices from Character Organization. The indicator explains that the school staff should provide opportunities for students to practice the core values so they become habitual patterns of behavior (Character Organization, 2018).

The next way was discussion, brainstorming, and group work activities. As the Ministry of National Education (2010) explains, one of the ways to practice character is expressing characters through discussion and brainstorming activities. This way was applied to stimulate the students' communicativeness. It also makes them be responsible and democratic. As Madya (2013) states, responsibility can be promoted by asking students to work in a group and let them discuss their job. Meanwhile, giving a chance to the students to share ideas and listen to others' ideas is an example of teaching democratic value (Madya, 2013).

Then, the English teachers also used a relevant learning material to practice character education which was text. Madya (2013) explains English has texts which richly contain values of life. Therefore, text is one of potential learning material of English subject to teach character. When teaching a text, the English teacher tried to stimulate the student to read the text in order to increase their reading interest and also lead them to understand the hidden message of the text. Therefore, the students can learn from the idea of the text.

The ways which were applied by the English teachers were good ideas of character education practices. However, English teachers might need to improve their knowledge of character education practices so they can practice in more various ways. They might use relevant media such as video, poster, and newspaper which contain values of character so the values would be really integrated into English instruction.

This Vocational High School presumably has been practiced character education well but it did not mean that the teachers did not face any challenges during the practices. According to the data which has been found, there were two challenges of character education practices which were faced by the English teachers. First was related to learning materials. As known that there are two responsibilities of teachers in the character education practices which are showing good behavior so the students might imitate them and designing material to make sure that their instruction contained the values of character (Lickona in Demiret, Ozmat & Elgun, 2016; Character Organization, 2018).

Therefore, improving learning materials become important to be done. While, designing learning materials was not easy. It was challenging for the teachers.

The next challenge was the different characteristics of the class. This challenge was a complex problem in Vocational High School because Vocational High School consists of students who are divided into different skill program based on their talent and interest. It means that one class and another might be completely different.

Those two challenges have been tried to be solved. This school supported the teachers to improve their knowledge of character education by asking them to join seminar and workshop. Therefore, the teacher could find the solution to the difficulties in the practice of character education. It is a good idea since giving chance to the teachers to learn and understand about character and reflect their teaching is one of the indicators of effective character education practices (Character Organization, 2018).

Furthermore, related to the diversity of the class, the teacher tried to solve this challenge by preparing different classroom activities if it is needed. This solution perhaps took longer time of the teachers in preparing their teaching but it might be the effective way. Moreover, the school which concerns in character education should be able to accommodate the students' diversity and learning needs (Character Organization, 2018).

Based on the discussion, it can be inferred that this *SMK Rujukan* put concern in character education. The practice of character education in this school especially in the EFL instruction seemed to be a good practice. Indeed, the

practice has not been perfect yet but the way of this school support character education should be appreciated.

C. Limitations of the Study

The limitations of this study come from two matters. The first is related to the participants of the study. As mentioned before, this study was conducted in the Vocational High School, and the participants of the classroom observation were expected to come from grade ten until twelve. However, in fact, the field research of this study only could observe grade ten. It was because grade twelve had done their National Examination so they did not have any classes left. Meanwhile, for grade eleven, almost all of the students in this grade conducted *Prakerin*. It is a kind internship ata factory. Therefore, they were not present at school. The teaching and learning process of grade eleven was done by e-learning using the *Edmodo* platform.

The second limitation comes from the theory on character education practices. There is not much exact theory on character education practices in EFL instruction, especially in the Indonesian context. The existing theory is too general. It does not discuss the exact way to teach every value in the classroom. Consequently, the theory shoudn be inferred by myself and relate it to every value. She also used the theory which does not come from Indonesia and relate it into Indonesian context. It might not truly represent the Indonesian context since the concerned value might be different.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions of the study, the implications of the findings, and the suggestions to the relevant people or institutions.

A. Conclusions

Based on the analysis of the research findings and the discussion, this study is concluded as follows:

1. The practices of character education in this Vocational High School are supported by all of the school elements. The school principal and teachers were aware that character education is important for the students' future. They also know that teaching character education is not merely advising the students to have good behavior and attitude but it should be done by giving a good role model for the students

2. The practices of character education in EFL instruction have been done in various ways. The teachers applied discussion activity, group work, and relevant learning materials which contains character values. The teacher also tried to habituate the students to do the good so the values become a habitual pattern of students' behavior.

3. There are two challenges of character education practices in EFL instruction in this Vocational High School. The first came from the learning materials. The teachers were confused to design the learning materials so they

preferred to use textbook only. Another challenge was the diversity of the class which makes every class of different skill program might have different learning needs.

4. The teachers have been tried to cope their difficulty of character education practices by joining workshop. They also prepared more than one classroom activities to accommodate the different characteristics of their class.

B. Implications

Regarding the findings and discussion, the implications of the study is elaborated as follows:

1. Implication on Theory

There are many existing theories regarding character education.Those theories have same concern which is building good character of the students. However, several of them might need to reconsider to implement in Indonesia. It is because of the different context and different concern of character values. In spite of the difference, the theories are still possible to be adapted by Indonesian school. For example the elevent principles of effective character education (Character Organization, 2018), it is kind of a good idea if Indonesian school can adapt and implement those principles and key indicators.

2. Implication on Practice

Practicing character education needs support from every element of the school. The commitment of the school principal and the teachers to build

students character is important. It is because teaching character is not merely advising students to have good attitude but showing a good example for them. Besides that, character values should be implemented and integrated into all of activities in the school inside and outside classroom.

3. Implication on Policy

The standard of character education practices for every subject including English is needed. The teacher might more understand about the ways to integrate the character values into the instruction if the government has specific criteria of good character education practices. Therefore, the relevant institution in Indonesia probably needs to create several criteria and make standardization. The criteria might use as evaluation form as well in the future to monitor the character education practices in every subject in the school.

C. Suggestions

Based on the research findings and the implications as discussed above, some recommendations as follows:

1. To the English teachers and the school

The English teachers in this school should improve their knowledge about character education especially related to the practice in the classroom. The English teachers should know their roles in the character education practices and the ways to teach character values in their instruction. Therefore, the school might support the teachers to improve

their knowledge of character education by inviting an expert of character education or giving more chances to the teachers to join some relevant seminars related to the integration of character education and the instruction.

2. To the government

The relevant institution in Indonesia probably needs to create several criteria and make standardization. The criteria might use as evaluation form as well in the future to monitor the character education practices in every subject in the school. Besides that, the government should provide more chance for the teachers to improve their knowledge about character education by conducting national workshop or seminar.

3. To future researchers

a. Since this study observes a limited number of participants, the future researcher might conduct a similar study by extending the participants. He or she might conduct it in Junior or Senior Secondary school as well.

b. The future researcher might cover a wider scope of study since this study only covers the practice of character education. He or she might explore a research which covers others subjects or school level.

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Appendix 1

TEACHERS' INTERVIEW GUIDELINES

The following questions are used as guidelines for the researcher in interviewing the teacher. The researcher might improve the question based on the situation and context of interview.

1. Bagaimana pendapat ibu tentang penerapan pendidikan karakter dalam materi dan kegiatan pembelajaran Bahasa Inggris?

2. Menurut ibu, mengapa karakter itu perlu diterapkan di semua aspek di sekolah termasuk dalam kegiatan pembelajaran?

3. Menurut ibu, apakah penggunaan bahasa dalam berkomunikasi antar guru dan siswa dapat mempengaruhi pembentukan karakter dari siswa?

4. Pendidikan karakter seperti apa yang sudah ibu terapkan dalam materi dan kegiatan pembelajaran Bahasa Inggris?

5. Nilai karakter apa saja yang sering ibu ajarkan kepada para siswa?

6. Apakah selama ini ibu mendesain secara sengaja dan tertulis materi yang mengandung pembelajaran pendidikan karakter, atau mengajarkan karakter secara spontan dalam kelas?

7. Apakah selama ini ibu sudah menerapkan nilai demokrasi dengan memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan mereka dalam pembelajaran Bahasa Inggris?

8. Bagaimana cara ibu memotivasi siswa untuk terus bersemangat dalam belajar?

9. Bagaiman pendapat ibu tentang konsep praise, punishment, dan reward?

10. Bagaimana cara ibu menanamkan karakter pada siswa agar mereka saling menghargai satu sama lain?

11. Bagaimana ibu mengajarkan toleransi pada siswa?

12. Bagaimana ibu menanamkan rasa tanggung jawab dan disiplin pada siswa?

13. Apakah ibu pernah menggunakan teks yang dapat menumbuhkan rasa nasionalisme dan patriotisme siswa dalam materi pembelajaran?

14. Apakah ibu pernah membahas materi mengenai cinta lingkungan pada siswa?

15. Sejauh ini, kesulitan apa saja yang ibu hadapi ketika mengintegrasikan nilai karakter dalam pelajaran Bahasa Inggris?

16. Bagaimana cara ibu menghadapi kesulitan tersebut? Apakah ibu sudah menemukan solusi?

17. Apakah selama ini ada kegiatan dari sekolah atau pemerintah yang berkaitan dengan diklat atau pelatihan tentang penerapan pendidikan karakter dalam kelas?

Appendix 2

<div align="center">

FOCUS GROUP INTERVIEW GUIDELINES

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The following questions are used as guidelines for the researcher in conducting focus group interview to the students. The researcher might improve the question based on the situation and context of interview.

1. Apa yang adik-adik ketahui tentang pendidikan karakter?

2. Apakah menurut kalian pendidikan karakter itu penting?

3. Apakah adik-adik dibiasakan masuk kelas tepat waktu?

4. Apakah adik-adik selalu diminta untuk mengumpulkan tugas tepat waktu?

5. Apakah kalian bersemangat pada saat pelajaran Bahasa Inggris? Mengapa?

6. Apakah guru bahasa inggris memberikan apresiasi pada prestasi kalian di kelas?

7. Apakah guru Bahasa Inggris sering membahas issue sosial dan lingkungan yang terjadi di masyarakat?

8. Apakah guru Bahasa Inggris sering mengajar menggunakan teks? Apa tema teks yang pernah diajarkan?

9. Apakah guru Bahasa Inggris menerapkan kegiatan prmbelajaran yang bervariasi Misalnya tidak hanya mengerjakan tugas secara individu tapi juga berpasangan atau berkelompok.

10. Apakah guru Bahasa Inggris pernah meminta kalian berdialog atau bermain peran?

11. Apakah guru memberikan kesempatan pada kalian untuk berpendapat dan mengungkapkan kesulitan dalam belajar bahasa inggris?

12. Apakah guru bahasa inggris meminta kalian untuk menghargai setiap pendapat teman?

13. Apa yang adik-adik lakukan jika mengalami kesulitan atau belum paham tentang materi yang diajarkan guru?

14. Apakah materi yang diberikan guru sejauh ini menginspirasi adik-adik? Misalnya memotivasi adik-adik menjadi lebih baik, lebih rajin belajar dan sebagainya.

Appendix 3

Observation Sheet

This observation sheet is used to take notes and to identify the existence of character education during the lesson

Name of the teacher (initial):

Class　　　　　　　　　:

Meeting　　　　　　　　:

No.	Situation	Transcript	Note

Appendix 4

TEACHER'S INTERVIEW TRANSCRIPT 1

Teacher's name (initial): Teacher 1

Researcher : *"Maaf Pak, bisa ngobrol sebentar?"*

Teacher 1 : *"Oh, iya"*

Researcher : *"Jadi begini Pak, sekarang kan pemerintah sedang gencar mengkampanyekan pendidikan berbasis karakter. Njenengan sebagai guru setuju nggak sih?"*

Teacher 1 : *"Ya setuju, kan bagus itu."*

Researcher : *"Menurut njenengan, apa sih pentingnya?"*

Teacher 1 : *"Kalau pendidikan karakter itu bagus ya mbak, setuju saja saya. Anak-anak sekarang itu kalau nggak ditegasin soal unggah-ungguh sama disiplin itu makin semaunya sendiri. Lagian nanti kalau anak STM kan terus kerja. Kalau di tempat kerjanya nggak bagus kelakuannya, kita juga yang malu."*

Researcher : *"Kalau disini penerapan karakter seperti apa sih Pak? Yang saya lihat sejauh ini kok anak-anaknya tertib."*

Teacher 1 : *"Disini itu baru masuk sudah dikasih pendidikan kayak taruna itu. Kepala sekolah juga menegaskan kalau anak-anak harus disiplin. Guru juga harus mendukung. Mau di kelas, mau pas ekstra."*

Researcher : *"Berarti penerapan pendidikan karakter harus diterapkan semua guru ya Pak?"*

Teacher 1 : *"Iyalah. Nek gurune nggak mendukung ya percumah. Nyuruh anak disiplin gurune telat terus ya nggak pas."*

Researcher : *"Kalau waktu pelajaran di kelas seperti apa Pak? Njenengan kan ngajarnya Bahasa Inggris, nah penerapan karakter sama anak-anak bagaimana?"*

Teacher 1	: *"Yang sederhana ya diawali dengan doa, ditutup dengan doa. Itu udah karakter."*
Researcher	: *"Itu berarti karakternya religious ya pak. Kalau yang lain pripun Pak?"*
Teacher 1	: *"Ya disiplin. Jadi masuk kelas harus tepat waktu, terus seragamnya harus rapi, kelas harus bersih. Anak-anak juga harus dibiasakan jujur. Oiya, sama menghargai teman. Anak-anak itu suka ramai kalau temennya maju misalnya presentasi apa praktek dialog gitu. Padahal mereka harus menghargai temannya yang di depan."*
Researcher	: *"Kalau di RPP, nilai karakter itu dicantumkan apa tidak Pak?"*
Teacher 1	: *"Ada. Kan kalau yang K13 itu KD 1 sama 2 itu kan karakter. Ada juga biasanya guru itu ditulis. Paling dua atau tiga karakter gitu satu RPP."*
Researcher	: *"Ditulis nama nilai karakternya gitu ya Pak? Kalau penerapannya di rincian kegiatan pembelajaran sama materi pembelajaran?"*
Teacher 1	: *"Ya ditulis yang opening sama closing itu mesti ada yang guru dan siswa membuka pelajaran dengan doa. Oiya sama kalimat yang ini, guru memberikan apresiasi nilai atau tepuk tangan pada siswa yang dapat menjawab. Itu karakter juga to mbak."*
Researcher	: *"Kalau materinya pripun? Mungkin Njenengan sengaja mendesain satu materi yang sengaja buat ngajar pelajaran sama karakter."*
Teacher 1	: *"Saya ngajar sesuai buku aja sih mbak. Materi ya dari buku. Susah bikin materi sendiri. Pakai buku yang dari pemerintah itu aja enak."*
Researcher	: *"Kalau memotivasi siswa untuk terus bersemangat dalam belajar Bahasa Inggris bagaimana Pak? Kan kadang anak-anak males karena susah pelajarannya."*

Teacher 1	: *"Paling nilai. Diiming-imingi nanti dapat nilai kalau mau maju kedepan atau jawab."*
Researcher	: *"Jadi dikasih reward ya Pak?"*
Teacher 1	: *"Iya"*
Researcher	: *"Kalau anak-anak biasanya di kelas bisa komunikatif atau tidak?"*
Teacher 1	: *"Agak susah ya. Anak-anak cowok. Saya ngajarnya juga jurusan Las sama TKR itu isinya cowok semua mayoritas. Jadi susah dikontrol. Tapi lumayanlah kalau greeting aja masih mau nyaut."*
Researcher	: *"Apa siswa pernah diminta mencari informasi secara mandiri sesuai dengan topik dalam materi pelajaran Bahasa Inggris?"*
Teacher 1	: *"Paling tak suruh baca materi selanjutnya di rumah tapi ya anak-anak cowok mbak, paling ya nggak dibaca.*
Researcher	: *"Kalau di kelas apa pernah membahas isu yang terjadi di masyarakat? misal kayak sekarang banyak kasus apa gitu terus Njenengan bahas di kelas dan mengaitkannya dengan materi pembelajaran Bahasa Inggris."*
Teacher 1	: *"Nggak sih mbak. Paling kalau ada anak sini yang bikin onar apa gitu terus di kasih hukuman sama sekolah. Nah itu saya nasehatin mereka. Nek kayak gitu jangan dicontoh."*
Researcher	: *"Kalau mengajarkan toleransi di pelajaran Bahasa Inggris biasanya seperti apa Pak?"*
Teacher 1	: *"Piye yo mbak? Toleransi ki kok kayak agama ya."*

Researcher : *"Kalau menanamkan rasa tanggung jawab dan disiplin pada siswa dalam proses pembelajaran Bahasa Inggris?"*

Teacher 1 : *"Ya tadi yang saya bilang. Masuk kelas nggak telat, kelas bersih, mereka seragamnya rapi. Sesuai sama motto sekolah yang 5R sama yang satunya itu apa ya saya lupa namanya. Jujur disiplin kerjasama terus apa gitu."*

Researcher : *"Kelas harus bersih berarti penanaman cinta lingkungan juga ya Pak?"*

Teacher 1 : *"Iya, sekolah ini kan adiwiyata jadi harus selalu bersih."*

Researcher : *"Kan kalau Bahasa Inggris ada materi teks gitu Pak. Biasanya, apa Njenengan mendiskusikan isi teks tesebut secara mendalam? Misalnya membahas karakter tokoh dalam teks dan nilai-nilai yang ada dalam teks."*

Teacher 1 : *"Iya, kalau pas materi tokoh siapa gitu ya saya bahas sedikit. Ini tokohnya seperti apa terus kalian harus contoh dan sebagainya."*

Researcher : *"Njenengan pernah menggunakan teks berbahasa Inggris yang dapat menumbuhkan rasa nasionalisme dan patriotisme siswa di materi pembelajaran?"*

Teacher 1 : *"Ya kalau materi dibuku ada yang bermuatan itu ya dipakai."*

Researcher : *"Apakah siswa pernah diminta membuat teks, dialog, atau drama dalam Bahasa Inggris?"*

Teacher 1 : *"Iya kalau pas materi dialog gitu biasanya tak suruh buat percakapan terus maju. Kalau teks paling yang gampang aja."*

Researcher : *"Sejauh ini, kesulitan apa yang dihadapi ketika mengintegrasikan nilai karakter dalam pelajaran Bahasa Inggris?"*

Teacher 1 : *"Nggak ada sih mbak. Wong kita ngajar itu sebenernya ya mendidik ya berarti ngajarin karakter juga. guru yo mulang yo ndidik bocah ben ndue dugo."*

Researcher : *"Apakah selama ini ada kegiatan dari sekolah atau pemerintah yang berkaitan dengan diklat atau pelatihan tentang penerapan pendidikan karakter dalam mata pelajaran Bahasa Inggris?"*

Teacher 1 : *"Nggak ngerti. Saya orang nya kurang aktif kalau seminar-seminar gitu. Saya sibuk sudahan jadi wali kelas dan tugas yang lain. Tapi pernah ada seminar penanaman karakter pada siswa atau apa gitu saya lupa. Isinya ya pentingnya karakter gitu-gitu. Kalau penerapannya di Bahasa Inggris belum pernah denger aku."*

Appendix 5

TEACHER'S INTERVIEW TRANSCRIPT 2

Teacher's name (initial): Teacher 2

Researcher : *"Maaf Bu, apa saya boleh tanya-tanya?"*

Teacher 2 : *"Monggo lho mbak. Tanya apa?"*

Researcher : *"Ya sebelum masuk kelas mengobservasi, saya pengen tau disini bagaimana"*

Teacher 2 : *"Bagaimana apanya? Penelitianmu tentang pendidikan karakter to?"*

Researcher : *"Iya Bu. Sebelumnya tentang pendapak njenengan sendiri ini tentang pendidikan karakter itu bagaimana? Njenengan setuju atau tidak?"*

Teacher 2 : *"Ya setuju mbak. Itu kan demi kebaikan semuanya. Nyatanya ya baik juga dampaknya sejauh ini disini ketat sekali kalau urusan sikap, kedisiplinan gitu. Tapi ya asal administrasinya nggak ribet saja. Saya itu pusing kalau ngajar udah snjenengank terus tambah admistrasi banyak."*

Researcher : *"Kalau menurut njenengan, apa sih pentingnya pendidikan karakter untuk siswa?"*

Teacher 2 : *"Ya penting. Mau di sekolah, mau di rumah, mau nanti di tempat kerja, semua harus sikapnya baik, disiplin, sopan, jujur, ibadahnya bagus. Apalagi anak STM biasa terkenal nakal, kita coba rubah pemikiran itu. Anak-anak kedepan harus bersikap baik demi masa depan mereka. Mana mau perusahaan rekrut mereka kalau sikap mereka tidak baik."*

Researcher : *"Yang saya lihat sejauh ini kok anak-anaknya tertib. Penerapan karakternya seperti apa nggih?"*

Teacher 2	: *"Disini itu dari Pak Kepala Sekolah aja udah disiplin luar biasa. Hampir nggak pernah beliau itu dateng ke sekolah kok setelah bel. Anak-anak juga dibiasakan tertib, jaga kebersihan, sama unggah-ungguh itu betul-betul ditekankan. Disini ada taruna mbak untuk latihan kedisiplinan anak-anak. Selain itu ya Pak Kepala sekolah selalu bilang kalau di rapat itu karakter anak harus dibangun. Guru harus jadi contoh. Kayak gitu-gitu lah."*
Researcher	: *"Contoh seperti apa Bu yang bisa diberikan guru untuk anak-anak kalau untuk penerapan karakter menurut njenengan?"*
Teacher 2	: *"Ya guru masuk kelas tepat waktu aja udah jadi contoh to mbak. Kan anak-anak jadi ikut disiplin masuk kelasnya. Ada kan sekolah yang gurunya itu udah bel masih ngobrol di kantor terus pas sudah di kelas belum waktunya selesai sudah di akhiri. Itu nglatih anak nggak disiplin."*
Researcher	: *"Kalau waktu kegiatan pelajaran Bahasa Inggris di kelas seperti apa Bu penerapannya?"*
Teacher 2	: *"Kalau saya paling ya itu masuk tepat waktu. Saya kasih contoh anak-anak untuk tepat waktu. Terus kalau pas dapat jam pertama ya sesuai aturan sekolah baca juz 30 itu terus nyanyi lagu Indonesia Raya. Disini nyanyinya utuh lho mbak, 3 stanza."*
Researcher	: *"Wah, anak-anak hafal Bu?"*
Teacher 2	: *"Ya harus hafal. Biar nasionalis."*
Researcher	: *"Terus selanjutnya bagaimana Bu?"*
Teacher 2	: *"Kalau saya ini menurut saya anak-anak itu harus dibiasakan diajak komunikasi. Jadi sharing gitu mereka tau tentang apa mengenai materi ini. Biasanya sih saya pesen sebelum akhir pelajaran itu saya kasih PR buat baca materi selanjutnya. Biar ada bayangan pas dijelaskan besok. Ora meneng tok tapi ora mudheng. Jadi anak-anak itu harus dilibatkan."*
Researcher	: *"Anak-anak bisa komunikatif Bu?"*
Teacher 2	: *"Alhamdulillah bisa. Meskipun ya ada yang nggak ngikutin."*

Researcher	: "Kalau kegiatan kelompok?"
Teacher 2	: "Iya kadang ya tak suruh kelompok biar diskusi komunikasi sama temennya. Terus saya keliling tak cek siapa yang kerja siapa yang Cuma nebeng."
Researcher	: "Kalau di RPP biasanya njenengan sengaja mendesain pelajaran bermuatan karakter atau bagaimana?"
Teacher 2	: "Maksudnya?"
Researcher	: "Penerapan nilai karakter itu dicantumkan di RPP atau tidak?"
Teacher 2	: "Ya kalau berdoa, terus membuat kelompok, tanya jawab dengan siswa gitu-git ya ada di RPP di kegiatan pembelajaran."
Researcher	: "Kalau materinya Bu?"
Teacher 2	: "Materinya saya ikut buku saja."
Researcher	: "Nggak pernah desain bu? Ya untuk memastikan biar dapet nilai karakternya, biar anak-anak lebih semangat."
Teacher 1	: "Nggak mbak. Saya nggak ada waktu juga, repot susah juga. Lagian pakai buku dari pemerintah itu mestinya sudah disesuaikan dengan kebutuhan termasuk karakter."
Researcher	: "Kalau motivasi anak-anak untuk belajar Bahasa Inggris seperti apa?"
Teacher 2	: "Anak-anak bagus sih motivasinya. Alhamdulillah saya ngajar anak listrik sama multimedia itu kan sehari-hari alat-alat mereka kan pakai Bahasa Inggris. Kalau nggak bisa Bahasa Inggris mereka tau akibatnya. Terus jumlah siswanya agak seimbanglah putra-putri jadi nggak terlalu susah dikondisikan.Paling kasih reward itu ya rewardnya nilai ya. Selalu saya catet anak-anak yang aktif siapa. Oiya, kalau maju biasanya tak kasih tepuk tangan biar semangat."
Researcher	: "Apa siswa pernah diminta mencari informasi sendiri terkait dengan materi pelajaran Bahasa Inggris?"
Teacher 2	: "Sering mbak. Ya yang saya bilang tadi. Saya selalu kasih siswa PR diakhir pelajaran untuk membaca atau cari tau lah paling

nggak tentang materi berikutnya. Kadang juga saya suruh cari contoh selain dnjenenganku. Biar mereka ada gambaran pas dijelasin. Tapi ya nggak semua mau baca dan cari tau."

Researcher : *"Apa pernah membahas isu yang terjadi di masyarakat di kelas?"*

Teacher 2 : *"Nggak sih mbak."*

Researcher : *"Kalau mengajarkan toleransi di pelajaran Bahasa Inggris caranya bagaimana ya Bu?"*

Teacher 2 : *"Gimana ya mbak? Saya lebih ke menghargai sih ngajarinnya. Jadi saya itu maunya mereka itu kalau temannya maju ngerjakan apa praktek gitu yang lain ya harus memperhatikan. Nggak ngobrol sendiri. Biar yang lain bisa dapat ilmunya terus menghargai yang maju gitu."*

Researcher : *"Kalau menanamkan rasa tanggung jawab dan disiplin pada siswa dalam proses pembelajaran Bahasa Inggris?"*

Teacher 2 : *"Kalau disiplin ya kasih contoh masuknya jangan telat gurunya. Ya kayak yang tak bilang tadi mbak. Terus saya kalau masuk kelas mesti ngecek seragam sam kebersihan kelas. Tanggung jawab yang piket sama semua warga kelas kebersihan itu."*

Researcher : *"Kalau materi teks Bu. Biasanya pakai teks seperti apa? Mungkin bermuatan tentang nilai karakter atau seperti apa?"*

Teacher 2 : *"Ya teksnya sesuai yang di buku itu mbak. Rata-rata bagus sih teksnya menurut saya. Ya penyampaian kita aja untuk penanaman karakternya. Saya seneng kalau teksnya bagus terus anak-anak jadi mau baca. Tapi kadang ya mereka males"*

Researcher : *"Apakah siswa pernah diminta membuat teks, dialog, atau drama dalam Bahasa Inggris?"*

Teacher 2 : *"Ya kalau pas materinya saya mesti suruh bikin terus maju di kelas."*

Researcher : *Ada kesulitan tidak kalau menerapkan nilai karakter?"*

Teacher 2	:	*"Alhamdulillah lancar aja mbak. Sekolah sini kan juga menerapkan itu jadi guru tinggal mengikuti aja."*
Researcher	:	*"Kalau diklat, seminar atau pelatihan terkait karakter gitu pernah ada?"*
Teacher 2	:	*"Ada mbak. Ini minggu depan kalau nggak salah ya ada pelatihan gitu. Tapi saya kebetulan nggak dapet surat tugas untuk ikut itu."*
Researcher	:	*"Tentang apa bu pelatihannya? Boleh tau?"*
Teacher 2	:	*"Wah apa ya? Denger-denger sih penerapan pendidikan karakter."*
Researcher	:	*"Itu untuk guru semua mata pelajaran atau khusus Bahasa Inggris?"*
Teacher 2	:	*"Semua mapel sih mbak. Jadi perwakilan tiap guru mapel."*

STUDENTS' FOCUS GROUP INTERVIEW TRANSCRIPT

The transcript below is the display of the discussion between the researcher and the students from every class which have been observed. The students were selected randomly by the researcher. The name of the students will be written in a code because of the privacy.

S1 & S2= the students from Electricity Installation program

S3 & S4= the students from Multimedia program

S5 & S6= the students from Automotive program

S7 & S8= the students from Welding program

S= all of the students

R= the researcher

R : *"Selamat pagi adik-adik"*

S : *"Pagi"*

R : "Good Morning"

S : "Morning"

R : "How are you?"

S : "I'm fine, thank you and you?"

R : "I'm great. Thank you for asking. *Coba saya tanya* dulu satu-satu ini dari mana aja?" (The researcher was pointing the students who sat in her left side)

S1 : *"kita dari listrik"* (The researcher was moving her finger to give a code for the next)

S3 & S4: "Multimedia"

R : *"yang cowok-cowok dari?"*

S3 : *"kita dari TKR"*

R : *"TKR itu apa?"*

S4 : *"Teknik Kendaraan Ringan. Otomotif mbak"*

R : "oh, I see. *Terus yang ini?*"

S5 : "*dari las alias* Welding"

R :"ok. *Jadi ini kalian dari empat jurusan berbeda ya. Disini kita mau berdiskusi sedikit tentang pendidikan karakter. Kalian tau nggak pendidikan karakter itu? Coba, siapa mau jawab?*"

S2 :"*program pemerintah yang bertujuan untuk membuat sikap siswanya baik*".

R :"*membuat sikap siswa menjadi baik. Yang lain mungkin?*"

S5 : "*ini, membuat kita siswa-siswa jadi disiplin*"

S6 :"*biar moralnya bagus*"

R : "*membuat siswa jadi bermoral dan disiplin. Ok, bisa. Terus menurut kalian itu penting nggak?*"

S : "*penting*"

R : "*pentingnya apa?*"

S5 : "*sangat penting ya, biar sikap kita baik*"

S1 : "*biar sopan, disiplin, tanggung jawab*"

R : "*berarti kalian sadar ya pentingnya pendidikan karakter. Terus ini, saya pernah lihat pas masuk kelas Welding ya kalau nggak salah. Ada semacam ikrar 5R. Nah, menurut saya itu salah satu komitmen untuk menerapkan pendidikan karakter sih. Ngomong-ngomong, 5R itu apa?*

S : "*Ringkas, resik, rapi, rawat, rajin*"

R : "*terus kemudian ada yang lain juga itu kayak jujur, terus apalagi ya?*"

S1 & S6: "*Jujur, disiplin*"

S5 : "*tanggung jawab, peduli, kerjasama*"

R : "itu ada gerakan-gerakannya ya pas ikrar itu?"

S : "*iya*"

R : "*keren sih itu menurut saya. Oiya, dengan semua motto atau ikrar itu ya, sekolah ini menurut kalian termasuk disiplin nggak sih?*"

S : "*iya*"

S6 : "*banget*"

R :"*kalau masuk kelas, harus tepat waktu nggak?*"

S   : "ya"

R   : "kalau gurunya?"

S3   :"tepat waktu"

S5   :"itu biasanya suka keliling kepala sekolahnya. Ngecek yang telat siapa"

R   :"ok. terus kalau pas pelajaran nih. Khususnya pelajaran Bahasa Inggris. Itu selesai pelajarannya nunggu bel atau gurunya suka korupsi waktu? Misalnya masih sepuluh menit udah keluar gitu."

S2   : "nunggu bel"

S1   : "iya nunggu bel"

S6   : "selalu tepat waktu"

R   : "Ok. bagus berarti, disiplin semuanya. Terus kalau seragam sama kebersihan kelas suka dicek nggak?"

S7,S1,S2: "Sering dicek"

R   :"Kalau guru Bahasa Inggris ngecek nggak?"

S   :"Ngecek"

S5   :"Sama aja ngecek juga"

R   :"Terus kalau pengumpulan tugas, biasanya anak STM suka males-malesan. Nah kalian dimarahin nggak kalau telat ngumpulin tugas?"

S   : "Dimarahin."

S5   : "Ada konsekuensinya."

R   : "terus saya kemarin sempat tau kalau sekolah ini juga menerapkan e-learning pakai Edmodo. Nah itu kan bisa dikerjakan di rumah. Kalian suka males-malesan nggak ngerjainnya?"

S1&S4: "Nggak"

S4   : "itukan pakai kayak aplikasi jadi nggak bisa telat."

S8   : "di Edmodo itu kalau telat ngumpulin dari batas watu itu dikunci dilock tugasnya."

R   : "Oh gitu. Sekarang mengenai pelajaran Bahasa Inggris. Kalian sebenarnya suka nggak sih sama pelajaran Bahas Inggris?"

S4,S5,S7: "Nggak"

S6   : "Nggak terlalu"

R   : *"Kenapa?"*

S6   : *"Susah dimengerti"*

R   : *"oh jadi nggak suka Bahasa Inggris. Tapi menurut kalian penting nggak Bahasa Inggris itu?"*

S   : *"Penting"*

S5   : *"Sangat penting"*

S7   : *"kalau cari kerja tu mesti Bahasa Inggris juga dites"*

S1   : *"iya"*

R   : *"Ok. karena kalian nggak suka Bahasa Inggris berarti suka males ya kalau suruh ngerjain gitu suruh maju misalnya. Nah kalau kalian males-malesan gitu gurunya biasanya gimana memotivasi kalian?"*

S3   : *"Biasanya bilang kalau maju nanti dikasih nilai"*

S6   : *"Iya diberi apresiasi dikasih tepuk tangan. Jadi semangat.*

R   : *"nah sekarangkan jamannya medsos, banyak yang hits"*

S5   : *"viral"*

R   : *"iya viral. Nah itu guru Bahasa Inggris suka bahas di kelas nggak?"*

S3   : *"tergantung sih. Kalau materinya pas itu ya kadang iya."*

R   : *"kalau topiknya relevan sama materi ya."*

S8   : *"guru PPKN sih yang sering bahas"*

R   : *"kalau guru Bahasa Inggris suka nasehatin kalian nggak sih?"*

S3   : *"suka, biasanya soal kebersihan kelas"*

S8   : *"dibilangin juga kalau ngumpulin tugas harus tepat waktu. Seragam harus rapi. Apalagi kita anak-anak cowok"*

R   : *"terus kalau materi dialog kalian pernah suruh bikin dialog terus praktek gitu?"*

S   : *"pernah"*

R   : *"kalau drama pernah?"*

S   : *"belum"*

R   : *"kalau habis maju dikasih apa?"*

S1   : *"kasih nilai"*

S7   : *"kasih tepuk tangan"*

R : *"Kalau kegiatan di kelas itu bervariasi nggak? Misalnya ada yang individu ada yang kelompok"*

S6 : *"Iya kadang individu kadang juga kelompok"*

R : *"Kalau kalian suka yang mana?"*

S3 : *"Individu"*

S5, S6, S8: *"Kelompok"*

R : *"Kalau yang individu dulu deh alasannya kenapa?"*

S3 : *"Karena cepat selesai. Kalau kelompok malah ramai terus malah nunggu-nunggu"*

R : *"Kalau yang kelompok?*

S5 : *"Biar bisa kerjasama"*

S6 : *"Iya, saling kerjasama sebagai makhluk sosial kan harus saling mengisi. Biar kerjanya lebih ringan."*

(All of the students and the researcher were laughing)

R : *"Ok. Kerjakelompok untuk saling kerja sama biar pekerjaannya ringan. Terus kalau untuk materi teks. Pernah diajari apa aja?"*

S5 : *"Iya. Teks biografi"*

R : *"Teks biografi siapa saja yang sudah diajarkan?"*

S2 : *"Bj. Habibie"*

S1 : *"Cut Nyak Dien"*

S3 : *"Terus cerita naratif itu Issumboshi"*

R : *"oh iya yang kemaren pas saya masuk kelas itu. Nah dari teks itu ka nada karakter yang dibicarakan diteks itu. Ada nggak sih yang menginspirasi kalian?"*

S6 : *"ada, kisahnya itu menginspirasi nilai-nilai kehidupan."*

(All of the students and the researcher were laughing)

R : *"Contohnya?"*

S6 : *"Ya B.J Habibie itu kan banyak prestasinya. Membanggakan Negara dan pantang menyerah."*

R : *"Waw, ok. Terus kalau kalian kesulitan gitu pas pelajaran Bahasa Inggris itu solusi kalian gimana?"*

S5   : *"kadang ya diem aja"*

(All of the students and the researcher were laughing)

S1   : *"tanya temen sih"*

S4   : *"cari diinternet juga ada biasanya"*

R   : *"Ok. kalau guru pernah nggak minta kalian buat belajar materi terus silahkan kalian cari penjelasannya di internet?"*

S3   : *"Pernah. Sering malah"*

R   : *"Ok. Terakhir nih. Kan saya lihat sejauh ini dari observasi terus dari yang kalian bilang juga kalau penerapan karakter disini itu bagus ya. Disiplinnya bagus. Anak-anaknya sopan. Nah, kalau di sekolah sudah seperti ini, di rumah juga begini nggak?"*

S3   : *"Kalau saya iya"*

S6   : *"Saya sih yes ya. Karena sopan satun itu ya dimanapun berada. Saya jadi banyak disukai orang-orang sekitar."*

(All of the students and the researcher were laughing)

R   : *"Berarti berpengaruh ya apa yang ditanamkan di sekolah juga berdampak pada kehidupan kalian di rumah?"*

S5   : *"Ya betul"*

R   : "Ok. Terima kasih adik-adik atas waktunya untuk diskusi ini. See you next time"

APPENDIX 7

OBSERVATION RESULT

This table is the result of final data of classroom observation. The researcher analyses the character education practices, writes

the transcript, identifies the value (s) which related to the way of implementation, and gives explanation about it.

Teacher's Name (initial)   **: T1**

Class   **: W**

Meeting   **: 1**

Code:	T1W1
Context:	This first observation conducted in Welding Class. All of students in this class are boys. They were noisy and difficult to control. The learning material for this meeting was self biography. The teaching process was conducted in the Architecture Laboratory. It was because the teacher wanted to apply e-learning by using Edmodo platform so the students needed computer and internet access.

No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time.		Discipline	The teacher has to give a good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to make their biography.	The teacher wrote in the whiteboard. Buatlah biography: 1. Name 2. Address 3. Place of birth 4. Date of birth 5. Kindergarten 6. Elementary school 7. Secondary school Teacher: *"ya silahkan ini dibuat ya"*	Creativity	Asking students to make a text/ work is the way to encourage creative value.
3.	The teacher explained to the students to do not cheat.	Teacher: *"nggak contekan ya, nggak boleh sama. kan kalian namanya beda, alamatnya beda masak mau sama"*	Honesty	Asking students to do not cheat and avoid plagiarism is the simple way to teach honesty.
4.	The teacher asked students to submit their works before the deadline	Teacher: "submit *di edmodo ya. Dilihat itu terakhir jam berapa*"	Discipline	The submission deadline can motivate students to work harder and make them discipline.

	by using *Edmodo*.			
5.	The teacher and the students closed the class by pray together and *salaman*.	Teacher: *"ayo, dipimpin doa dulu sebelum pulang."* (chief come forward) Chief: "let's pray together. Start now! (the students were silent and pray) finish! Teacher: "ok. *Assalamu'alaikum wr. wb.*" (the students did *salaman*)	Religiousity	- Asking students to pray at the beginning and the ending of the lesson is the way to make them always remember and be grateful to the God. - *Salaman (*shake-hand) is one of Indonesian culture to greet and say goodbye. It is the way to respect others. Students need to be habituated to do it in order to promote the social awareness.

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Teacher's Name (initial) : T1

Class : W

Meeting : 2

Code:	T1W2
Context:	This meeting conducted after the first students' break time. In this meeting the students learnt about biography of B.J. Habibie. Similar with the first meeting of observation, the students were difficult to control. The teacher tried to ask students to pay attention.

No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time		Discipline	The teacher has to give a good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before starting the lesson	acher: "stand up please. *Ayo kita berdoa!I* stand up *ya, berdiri! Kita berdoa biar berkah* e chief come forward) Chief: "let's pray together. *Heh meneng cah!* Pray start! (the students were silent and pray) finish!	Religiousity	Asking students to pray at the beginning and the ending of the lesson is the way to make them always remember and be grateful to the God.
3.	The teacher asked students	acher: "open your book biography BJ. Habibie. Silahkan dibaca sebentar"	Reading Interest	The character value can be integrated into learning materials. One of the ways is

	to read the biography of BJ. Habibie.	dent: "baca Pak?" acher: "iya dibaca dulu"		using text or story as part of the material.
4.	The teacher asked the students to make group and discuss the question related to the text.	acher: "jadi, siapa BJ. Habibie?" dents: "itu Pak, mantan presiden" acher: "dilihat pertanyaan halam baliknya itu. Ada pertanyan tentang nama wife, son, pengalaman kerja. Silahkan dijawab dicari di bacaan. Diskusi berempat sepuluh menit nanti dibacakan hasilnya" dents: "kelompok Pak? acher: "iya. Ini madep belakang. (the teacher pointed the students) Ini sama depannya gitu aja nggak usah pindah-pindah.	Responsibility, communicativeness	Group discussion is a variety of learning activity. Working in the group might develop students responsibility since every member of the group has to contribute their idea to finish their work. Group discussion might stimulate the students to be communicative through the discussion and sharing the idea.
5.	The teacher asked to give applause to their friend who had presented their work.	acher: *"ayo silahkan yang sudah selesai boleh maju nanti saya nilai. Halo-halo kelompok pojok sudah"* (the teacher pointed a group which sat in the corner) Teacher: *"yang lain dengarkan! Setelah ini gentian"* (After read, the student gave the paper/book to the teacher and the teacher gave score) Teacher: "give applause *ya buat yang maju! Tepuk tangan!"*	Appreciation	One of the ways to teach appreciation to the students is giving a praise or reward for their achievement. Giving applause and additional score are simple ways to appreciate their works. The students' will learn to appreciate their friends work when the teacher lead them to give applause to the performer.

Teacher's Name (initial)   **: T1**

Class   **: W**

Meeting   **: 3**

Code:	T1W3			
Context:	Before came to the class, the teacher told something to the researcher. He said sorry because of the condition of the classroom. He explained that Welding, Automotive, and Architecture program were the most difficult students to control. It was because most of them were boys. In the classroom, the teacher continued the materials in the previous meeting.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time		Discipline	The teacher has to give a good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before starting the lesson	Teacher: "stand up please. *Ayo kita berdoa!I* stand up *ya, berdiri! Kakau duduk* sit down *Ketua kelasnya dipimpin*" (the chief come forward)	Religiousity	Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God.

		Chief: "let's pray together. Start now! (the students were silent and pray) finish!		
3.	The teacher asked the students to continue the presentation of their discussion about text last meeting and give the score for them.	Teacher: *"kelompok siapa yang maju hari ini? Ayo silahkan maju nanti saya nilai. Kemarin baru satu group berarti kurang empat"* (one of members of group come forward and read the result of discussion) Teacher: *"yang lain dengarkan! Setelah ini gentian"* (After read, the student gave the paper/book to the teacher and the teacher gave score) Teacher: "give applause *ya buat yang maju! Tepuk tangan!"*	Appreciation	One of the ways to teach appreciation to the students is giving a praise or reward for their achievement. Giving applause and additional score are simple ways to appreciate their works.
4.	The teacher and the students closed the class by pray together.	Teacher: *"ayo, dipimpin doa dulu. Pelajaran kita buka dengan do'a dan ditutup dengan do'a. ketua kelas!* (the chief come forward) Chief: "let's pray together. Start now! (the students were silent and pray) finish! Teacher: "ok. Assalamu'alaikum wr. wb."	Religiousity	Asking students to pray at the beginning and the ending of the lesson is the way to make them always remember and be grateful to the God.

Teacher's Name (initial)   **: T1**

Class   **: W**

Meeting   **: 4**

Code:	T1W4			
Context:	It was a meeting in the afternoon class. The researcher only found few numbers of values which was implemented. It was because the teacher only explained the materials in front of the classroom by using LCD projector about direct and indirect speech without communicate it to the students.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give a good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before starting the lesson	Teacher: "Assalamu'alaikum wr wb." Students: "walaikumsalam wr. wb." Teacher: "ya ketua kelasnya pimpin do'a ya. Jangan lupa kelas diawali dengan do'a diakhiri dengan do'a. supaya apa?	Religiousity	Asking students to pray at the beginning and the ending of the lesson is the way to make them always remember and be grateful to the God.

		Students: "mendapat rahmat Allah" Teacher: "iya. Stand up please! Halo-halo stand up! (the chief come forward) Chief: "let's pray together. Start now! (the students were silent and pray) finish!		
3.	The teacher and the students closed the class by sing *Bagimu Negeri*, pray together and *salaman*.	Teacher: *"ayo, dipimpin doa sebelum pulang."* (chief come forward) Chief: "let's pray together. Start now! (the students were silent and pray) finish! (the speaker in the classroom was on and students sing Padamu Negeri) Teacher: *"Assalamu'alaikum wr. wb."* Students: "walaikumsalam wr. wb." (the students did *salaman*)	Religiousity	Asking students to pray at the beginning and the ending of the lesson is the way to make them always remember and be grateful to the God.

Teacher's Name (initial) : T1

Class : W

Meeting : 5

Code:	T1W5			
Context:	In this meeting, the teacher continued the previous materials about direct and indirect speech.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give a good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before starting the lesson	Teacher: *"Assalamu'alaikum wr wb."* Students: *"walaikumsalam wr. wb."* Teacher: *" ya kita berdo'a dulu setelah itu lanjut motto 5R*. Stand up please! (the chief come forward) Chief: "Stand up please! let's pray together. Start now! (the students were silent and pray) finish!	Religiousity	Asking students to pray at the beginning and the ending of the lesson is the way to make them always remember and be grateful to the God.
3.	The teacher stimulated the	Teacher: *"kemarin sudah belajar apa? Perubahan pronoun sudah ya? Terus*	Communicativeness, democracy	- The character value can be promoted in brainstorming activity.

students to discuss and remember the last material together.	*apalagi yang b, perubahan?* Students: tenses Teacher: *terus yang ketiga perubahan keterangan waktu ya. Kalau now berubah jadi apa?* Students: then Teacher: *ayo yang lupa, file di hp dibuka*		Discussing the previous material together with students might stimulate the students' communicative skill. - Involving students in a discussion also stimulate them to share their idea and listen others opinion so their will respect others opinion and be democratic.

Teacher's Name (initial)   **: T1**

Class   **: W**

Meeting   **: 6**

Code:	T1W6			
Context:	The third meeting was occurred in the afternoon. In this meeting the teacher still continued the previous materials. Different with the two previous meeting which the teacher only explained the materials, the teacher tried to stimulated the students to do task and discuss it together.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give a good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before starting the lesson	Teacher: "Assalamu'alaikum wr wb." Students: "walaikumsalam wr. wb." Teacher: "seperti biasa kita berdo'a dulu setelah itu lanjut motto 5R. (the chief come forward) Chief: "Stand up please! Woy stand	Religiousity	Asking students to pray at the beginning and the ending of the lesson is the way to make them always remember and be grateful to the God.

		up cah! let's pray together. Start now! (the students were silent and pray) finish!		
3.	The teacher wrote a sentence on the whiteboard. He asked students to discuss together to change it into indirect speech.	Teacher: "ya silahkan dicoba ini. Perubahannya ada subject, tenses, sama keterangan waktu. Kalau ini yesterday menjadi apa?" (the students silent) Teacher: "ayo apa?" Students: "that day" Teacher: "mosok that day. That day itu kalo today. Kalau yesterday itu the day before" Students: "iya pak" Teacher: "kemudian subjectnya I jadi apa ini? Ada yang mau coba?" Students: "Arjuna pak" Teacher: "ayo maju!" (Arjuna come forward) Arjuna: "pripun Pak? Mboten saget lo" Teacher: "tanya temennya bareng-bareng dicoba" Arjuna: "ayo cah, iki piye? Malih opo iki?" Students: "gone. G- O- N- E"	Communicativeness, democracy	Discussion is one of the ways to develop students' character especially communicative values. Involving students in a discussion also stimulate them to respect others opinion and be democratic.
4.	The teacher said thanks	(after Arjuna finish his work) Teacher: "ya, thank you. Give	Appreciation	Giving applause is a simple thing to appreciate students' achievement. It can

		applause ya" (teacher and students clapped their hand		make them motivated.
	and gave applause for students who came forward.			
5.	The teacher and the students closed the class by sing *Padamu Negeri*, pray together and *salaman*.	Teacher: "habis ya waktunya. Nyanyi dulu terus berdoa"	Religiousity	Asking students to pray at the beginning and the ending of thelesson is the way to make them always remember and be grateful to the God.

Teacher's Name (initial) : T1

Class : O

Meeting : 1

Code:	T1O1			
Context:	The second class of Teacher 1 was automotive class. This was a big class which consisted of 34 students. Six of them are girls and the rest are boys. In the first day of observation, the teacher taught about biography of inspiring person.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before start the lesson and ask them to yell out 5R.	Teacher: "ok, I say, *Assalamu'alaikum wr wb.*" Students: *"walaikumsalam wr. wb."* Teacher: *"ayo pimpin doa terus seperti biasa lanjut motto 5R. "* (the chief come forward) Chief: "attention please! Stand up! Start to pray now! (the students were silent and pray) finish! 5R	Religiousity	Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God.

		Students: *Ringkas, Rapi, Resik, Rawat, Rajin.*		
3.	The teacher asked students to make group and discussed about biography BJ. Habibie.	Teacher: *"ya dibuka halaman 135! Biography BJ. Habibie. Ada seven parapraphs ya kurang lebih. (the teacher was silent and read the book for a moment). Ya langsung saya tunjuk saja buat kelompok. Ini kelompok satu, dua tiga, empat, lima. (the teacher pointed) jadi lima kelompok. Tiga puluh enam ya?* Students: "tiga puluh empat, Pak" Teacher: "oiya tiga puluh empat. Silahkan berkelompok! Siapkan satu lembar kertas! Dikerjakan halaman 136 sesuai teksnya. Saya beri waktu sepuluh menit yang sudah silahkan maju. Yang sudah nanti tampil ke depan"	Responsibility, communicativenes s	Working in group might stimulate students to be responsible. It is because students have to contribute their idea to the group. Group discussion might stimulate the students to be communicative trough the discussion and sharing the idea as well.
4.	The teacher asked to the students to read the result of discussion. Then he asked students to give applause to their friend who have	Teacher: *"ya silahkan yang sudah selesai maju.* (a student come forward) Teacher: *"ya dibaca ya! Yang keras!"* (After read, the student gave the paper/book to the teacher and the teacher gave score) Teacher: *"diberi* applause *ya buat yang maju pertama! Ini karena maju pertama nilainya seratus"*	Appreciation	Giving applause and additional score are simple way to appreciate their works. It is important to motivate the students.

	present the work.			
5.	The teacher and the students closed the class by sing *Padamu Negeri*, pray together and *salaman*.	Teacher: "*doa dulu sebelum pulang.*" (chief come forward) Chief: "attention please! Pray start now! (the students were silent and pray) finish! (the speaker in the classroom was on and students sing Padamu Negeri) Teacher: "thank you. I say *Assalamu'alaikum wr. wb.*" Students: "walaikumsalam wr. wb." (the students did *salaman*)	Religiousity	Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God.

Teacher's Name (initial) : **T1**

Class : **O**

Meeting : **2**

Code:	T1O2			
Context:	In this second day of the observation, automotive class continued the previous meeting. The teacher asked students to continue the presentation. As explained by the teacher, this class was similar with Welding class. The students were very noisy and difficult to control.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before start the lesson	Teacher: *"ayo perhatian!* I say, *Assalamu'alaikum wr wb."* Students: *"walaikumsalam wr. wb."* Teacher: *"ayo pimpin doa terus seperti biasa lanjut motto 5R dan 5 karakter industri. kita awali pelajaran dengan do'a dan diakhiri dengan do'a."*	Religiousity	Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God.

		(the chief come forward) Chief: "attention please! Stand up! *Hoi ngadek cah!* Start to pray now! (the students were silent and pray) finish!		
3.	The teacher asked to the students about the result of group discussion last meeting.	Teacher: *"halo-halo. Kemaren yang belum maju siapa? Ayo tugasnya dikeluarkan"*(the teacher walked around the classroom) Teacher: *"nilainya gimana ini kalau nggak maju. Ha? Ayo maju tampil di depan baca tugasnya. Semua kelompok"*	Responsibility	Character values can be developed by promoting social habits such as try to make them to be discipline and responsible to their task.
4.	The teacher asked students to give applause to their friend who had performed	(after a student read the result of discussion) Teacher: *"iya.* Thank you. *Diberi* applause ya. (students clapped their hand)	Appreciation	Appreciation is important because it can motivate the students. Praise their performance or achievement is the way to give appreciation for them.
5.	The teacher and the students closed the class by praying together.	Teacher: *"habis ya waktunya. Kita tutup dengan berdoa"*	Religiousity	Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God.

Teacher's Name (initial) : T1

Class : O

Meeting : 3

Code:	T1O3			
Context:	In this meeting, the researcher only found few numbers of values which was implemented. It was because the teacher only explained the materials in front of the classroom by using LCD projector about direct and indirect speech.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before start the lesson	Teacher: "ok, I say, *Assalamu'alaikum wr wb.*" Students: *"walaikumsalam wr. wb."* Teacher: *"ayo pimpin doa terus seperti biasa lanjut karakter dunia industry dan motto 5R.* (the chief come forward)	Religiousity	Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God.

		Chief: "attention please! Start to pray now! (the students were silent and pray) finish!		
3.	The teacher and the students closed the class by sing *Padamu Negeri*, pray together and *salaman*.	Teacher: *"habis ya waktunya. Musiknya sudah bunyi nyanyi dulu terus berdoa sebelum pulang"*	Religiousity	Singing national song is the government program to increase students' nationalistic. Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God. *Salaman* (shake-hand) is one of Indonesian culture to greet and say good bye. It is the way to respect others. Students need to be habituated to do it in order to promote the social awareness.

Teacher's Name (initial)   : T1

Class   : O

Meeting   : 4

Code:	T1O4			
Context:	In this meeting, the researcher also found only few numbers of values which was implemented. The teacher still continued the material about direct and indirect speech in front of the class. Unfortunately, this meeting was the last day to observe this classroom because the English schedule coincided with holiday. The researcher could not get additional meeting because the school did not give permission.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to pray together before start the lesson	Teacher: *"ayo pimpin doa terus seperti biasa lanjut motto 5R dan 5 industri.* *(the chief come forward)* Chief: "attention! Let's pray together! Pray start! (the students were silent and pray) finish!	Religiousity	Asking students to pray at the beginning and the ending of lesson is the way to make them always remember and be grateful to the God.

Teacher's Name (initial)   : **T2/F**

Class   : **M**

Meeting   : **1**

Code:	T2M1			
Context:	The first of the observation in this class was exciting because the students had full attention to the teacher and had motivation to learn English. This class was mix-gender class because the total numbers of boys and girls were almost equal. In line with Teacher 1, in this class Teacher 2 taught about biography but in different ways of teaching.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher used biography of BJ Habibie as materials. The students were asked to read	Teacher: "*coba dibuka chapter sepuluh tentang teks biography dari BJ. Habibie.*(the teacher opened her book) *Itu contoh* recount text *dalam bentuk* biography. *Kalimat pertama, BJ kita kemaren sudh belajar ya tentang* recount text. Now, please read	Reading interest	a. Character value can be integrated in learning materials. One of the ways is using text or story. Reading a text of inspiring people's biography can motivate the students. b. When the teacher mentioned one

	the text. The teacher mentioned one name and asked to read. After a paragraph, the teacher mentioned another name to continue.	the text, Naufal" (Naufal read one paragraph) Teacher: "stop! Please, Luis!		name to read and mentioned again another name to continue, it seems to the teacher tried to engage all of students. She wanted that all of students love reading and pay attention to the lesson.
3.	The teacher asked to the students to answer questions related to the biography orally. The teacher did not forget to give applause for students who could answer the question.	Teacher: *"perhatikan dan jawab pertanyaan saya.* Where was born BJ. Habibie? Please *angkat tangan yang bisa!"* Student: "in *Pare-Pare*" Teacher: "ok, give applause to Prawindra. Ok next, when was born Bj. Habibie?" Student: "12 Mei 1962" Teacher: "ok true ya, give applause for Luis"	Communicativeness, appreciation	a. Asking question orally can stimulate students thinking habit. It can make them become more communicative during the discussion. b. Appreciation is important. It can motivate the students. It also makes them learn to respect their friends' achievement. Giving applause is a simple thing to appreciate students achievement
4.	The teacher gave homework for	Teacher: *"watunya tinggal dua menit.* Homework ya. Please make biography about yourself! To meet in	Creativity	Asking students to make a text/ work is the way to encourage creative value.

	the students. She asked them to make self biography.	Wednesday and present it in front of the class"		

Teacher's Name (initial) : T2

Class : M

Meeting : 2

Code:	T2M2			
Context:	In this second day of the observation, the teacher continued the material by asking students to present their homework. The students were enthusiast to ask to the presenter. The teacher always held students list perhaps it was because she would give score for the students who had given contribution.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time		Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher checked students' uniform and classroom condition.	Teacher: "students, stand up please. *Ayo seragamnya di rapikan. Sampah di pojok, didalam loker, dibuang dulu. Biasakan hidup bersih."* (the teacher walked around the classroom checking the classroom condition)	Responsibility	Character values can be developed by promoting social habits such as honesty, discipline, responsibility, and social and environmental awareness. Checking the uniform and classroom condition are good activities to make

				students more discipline and aware with their environment.
3.	The teacher asked the students to present the result of their homework about self biography. The teacher also stimulated the students to ask question to the presenter and discuss together.	eacher: *" ok, sekarang silahkan PR nya dipresentasikan. Masing-masing silahkan maju mempresentasikan about yourself ya. Siapa yang mau maju pertama?"* ι student raised her hand) eacher: *"iya, Luis silahkan maju! Yang lain, halo jangan ramai halo…."* tudents: *"hai"* eacher: *"didengarkan presentasi temannya, nanti silahkan bertanya"*	Communicativen ess	ι.Providing learning activities which make students creative is important. Asking students to make a text/ work is the way to encourage creative value.).Presentation and discussion are the activities which encourage students' communicative skill.
4.	The teacher asked students to give applause for the presenter at the end of discussion section.	Teacher: *"iya*, thank you. *Yang lain ayo* give applause buat Luis"	Appreciation	Give appreciation for the students' achievement is important. It teach students to respect or appreciate their works and others work. Appreciation for students is a good motivation.

6.	The teacher asked students to read a text at home in order to prepare the next material.	Teacher: "ok, time is up *ya. Silahkan dibuka dulu bukunya tentang* narrative text *itu, bab selanjutnya. Silahkan itu teksnya dibaca dan dicoba jawab pertanyaan."*	Curiosity	Teaching instruction has to stimulate students' competence and autonomy. Asking the students to read the material before discuss it in the classroom can improve students' autonomy and curiosity.

Teacher's Name (initial)   : T2

Class   : M

Meeting   : 3

Code:	T2M3			
Context:	This meeting was conducted in the Architecture laboratory because the teacher wanted to apply e-learning using Edmodo platform. The learning material was similar about biography but the students had to create a biography of their idol.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher explained to the students to keep clean the laboratory and be careful to use	Teacher: "class, today we study in the lab so *kalian jaga kebersihan lab dan hati-hati memakai komputer dan alat-alatnya.*"	Responsibility	Students have to be responsible in using the school's facilities. Give explanation to the students to be aware to their environment is the way to improve their responsibility and environmental awareness. As known that character values can be developed by promoting social habits such as

	all of the laboratory tools.			responsibility, social and environmental awareness and the like.
3.	The teacher asked to the students to access *edmodo* website to get the instruction of the task. The task is make biography of their idol or inspiring people.	Teacher: *"jadi slahkan di buka web edmodonya, login dan dilihat tugasnya disitu.* Any question? *Ada yang bingung?"* Student: *"bu, ini idol nya artis boleh?"* Teacher: *"boleh siapa saja. Artis boleh, tokoh boleh"* Student: *"bu, ini dibuat paragraph atau seperti bikin biodata?"* Teacher: "paragraph *boleh, biodata seperti kemarin boleh yang penting deskripsinya jelas."*	Creativity	Asking students to make a text/ work is the way to encourage creative value. Moreover, writing biography of inspiring people can make students inspired by the good character of the inspiring people/ idol.
4.	In *edmodo*, it is possible for the teacher to make submission deadline. Therefore, in here, teacher gave the deadline for	Teacher: "the assignment collected time eleven forty five. *Dikumpulkan jam 11.45. Ingat, sudah saya set kalau ngumpulkan terlambat tugas akan di lock otomatis"*	Discipline	The submission deadline can be one of the ways to make students discipline in finishing their assignment. It also motivates students to work harder.

	the students and designed that the assignment would be locked automatically after the deadline.			
5.	The teacher said to students to copy others works.	Teacher: "*ayo, jangan copy paste dari google. Kalian harus buat sendiri. Kalau copy paste nanti kelihatan*"	Honesty	Character values can be developed by promoting social habits such as honesty. Ask students to avoid plagiarism is the simple way to teach honesty.

Teacher's Name (initial) : T2

Class : M

Meeting : 4

Code:	T2M4			
Context:	In this meeting, the students learnt new material which was narrative text. The students were enthusiast to read the story and share their idea about the story.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher explained about 5R (Ringkas, Resik, Rapi, Rawat, Rajin) one of the	Teacher: *"coba kalian sebutkan slogan kita 5S"* Students: *"5R bu"* Teacher: *"oh ya, 5R ya, sorry. Ayo sebutkan 5R apa saja? Mulai dari pertama ringkas, terus apa lagi?"* Students: *"Ringkas, Resik Rapi, Rawat,*	Responsibility	Character values can be developed by promoting social habits such as discipline, responsibility, and social and environmental awareness. Moreover, the social habits are supported by school program. It is good idea.

	school slogan and related the slogan with their classroom condition.	*Rajin"* Teacher: *"nah sekarang, kelas kalian di cek! Sudah sesuai dengan 5R apa belum. Ada barang-barang atau bekas makanan dan minuman dilacinya silahkan ditaruh di tempat sampah"*		
3.	The teacher asked students to read the story in the textbook. The teacher mentioned one name and asked to read. After a paragraph, the teacher mentioned another name to continue.	Teacher: *"silahkan dibuka bukunya, teks Issumboshi. Itu adalah contoh dari apa? Ada yang tau teks apa?* (the teacher paused waiting for the students answer) *teks naratif atau* narrative text *ya." (*the teacher paused and open another page) *"iya, coba Agus dibaca yang keras ceritanya paragraph pertama"* (Agus read the first paragraph) Teacher: *"lanjut Nabila. Ingat setelah saya stop yang lain siap-siap. Jadi harus menyimak"*	Reading interest	a. When the teacher mentioned one name to read and mentioned again another name to continue, it seems to the teacher tried to engage all of students. She wanted that all of students love reading and pay attention to the lesson. b. Story is one of language materials that can integrate with character education. Besides increase students reading interest, bringing story in the learning material make students learn about the characters and the values in the story.
4.	The teacher and the students discuss the idea of the story and answer the	Teacher: *"jadi bagaimana akhir ceritanya?"* Students: "happy ending" Teacher: *"ok, sekarang kita jawab disitu ada pertanyaan.* Who? *Siapa berarti, siapa saja tokohnya?"* Students: "*Issumboshi,* princess"	Communicativenes s, democracy, love, humility	Expressing character trough discussion activity is one of the ways to implement character education. Discussion also makes variety of learning activity. It can develop students thinking skill and communicative skill. Involving students in a discussion also

	question about the story together.	Teacher: "*siapa lagi? Raja mungkin*" Students: "*iya, the king, ada setan, dan bee lebah.*" Teacher: "*kemudian,* when? *Kapan terjadi?*" Students: "*pada zaman dahulu*" Teacher: "*ok… kemudian* where?" Students: "*di kerajaan*" Teacher: "*sebelum kerajaan tadi dimana?*" Students: "*hutan desa,* forest near village" Teacher: "*Menurut kalian itu ceritanya bagaimana? Ada pelajaran yang bisa kalian ambil?*" Students: (silent) Teacher: "*Kalau kalian jadi Issumboshi, perasaan kalian gimana?*" Students: "*Sedih. Di bully itu nggak enak*"		stimulate them to share their idea and listen others opinion so their will respect others opinion and be democratic.
5.	The teacher gave homework related to the next material.	Teacher: "one minutes again ya, homework *eeem* for Monday. Reported speech. *Jadi kalian cari kalimat reported speech 2 kalimat dengan perubahannya. Yang satu dari present ke past, dan yang satu dari future ke past future. Dicari ya. Coba dulu*"	Curiosity	Asking the students to learn the material before discuss it in the classroom can make students can improve students' curiosity. Moreover, finding information of learning material make students be independent learner

Teacher's Name (initial) : T2

Class : M

Meeting : 5

Code:	T2M5			
Context:	In this meeting, the teacher taught the materials about direct and indirect speech. Before went to classroom, the teacher said to the researcher that it was difficult material. She did not understand well but she would try to explain it to the students. She began the class by explaining the materials in front of the class and gave example to the students. After that she let students to try.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to write the answer of question about the changes between direct	Teacher: *"nomer dua, coba ganti kalian yang ngerjakan. Coba kamu! ayo sinta!"* Student: *"tulis dipapan bu?"* Teacher: *"iya. Nanti selanjutnya yang lain"*	Communicativeness, Perseverance, democracy	Discussion activity is one of the ways to implement character education. The teacher needs to promote thinking habit and work related habit. In this case, the teacher tried to trigger the students to do best. Asking students to revise their

	speech and reported speech on the whiteboard. Then the teacher corrected the answer together with other students. The students, who answered the question, were asked to revise their work based on the correction.	(Sinta came forward and wrote the answer) Teacher: "please, correct the answer by Sinta" Teacher: *"ayo dibetulkan yang salah"* (Sinta come forward to revise) Teacher: *"ayo mana lagi yang belum bener. Coba dilihat pekerjaan temannya. Ayo Sinta, dicek lagi, masih ada yang keliru itu"*		work based on criteria is one of the ways to stimulate the students to be perseverant. Involving students in a discussion also to correct their friends' work might stimulate them to share their idea and in the same time, it make them listen others opinion so their will respect others opinion and be democratic.
3.	The teacher asked students to give applause for the presenter at the end of discussion section.	Teacher: "ok, *sudah betul*. Please give applause to sinta"	Appreciation	Give appreciation for the students' achievement is important. It teach students to respect or appreciate their works and others work. Appreciation for students is a good motivation.

Teacher's Name (initial) : T2

Class : M

Meeting : 6

Code:	T2M6			
Context:	The teacher continued the material of direct indirect speech in this meeting. She provided some exercise for the students.			
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher asked students to write the reported speech of the direct speech that had been written by the teacher. After a student write the answer, the	Teacher: *"ayo siapa bisa, perubahannya gimana? Di mulai dari subjectnya dulu diturunkan terus said dan seterusnya. Siapa bisa?"* (after a student come forward to write the answer) Teacher: *"iya, masih ada yang salah ya. Ayo siapa bisa menemukan? Kata kerja bentuk ketiga dari eat apa? Kalo ate kan bentuk kedua.*	Perseverance, Communicativeness, democracy	The teacher needs to promote thinking habit and work related habit. In this case, the teacher tried to trigger the students to do best. Revising students' work can stimulate students to be perseverant. Moreover, if the revising activity involves other students, it also improves their communicative skills and democratic value.

	teacher gave correction to the students answer and asked other students to respond.	*Kesalahan terletak di sini, dikata kerja. Ayo siapa yang bisa"*		

Teacher's Name (initial)   **: T2**

Class   **: E**

Meeting   **: 1**

Code:		T2E1		
Context:		The researcher enjoyed the first meeting because the class was very enthusiast and had high motivation to learn English. In this meeting the teacher explained about recount text specifically in form of inspiring people's biography.		
No.	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher and the students discussed together about the students knowledge of recount text and	Teacher: "good morning class" Students: "morning, ma'am" Teacher: *"kita hari ini mempelajari tentang* past tense. *Apa itu* past tense*? Ada yang tau?"* Students: *"lampau"* Teacher: *"iya, untuk*	Communicativeness, democracy	Character education can be taught by doing discussion and brainstorming activities. The discussion might develops the students communicative and democratic value.

	past tense.	*mengungkapkan bentuk lampau. Rumusnya adalah* Subject + Verb2" Teacher: *"apa itu Verb2?* (students were silent) Teacher: "*kata kerja bentuk…"* Students: *"bentuk lampau"* Teacher: *"contohnya silahkan dilihat di biograohy Cut Nyak Dien. Buka bukunya! Itu adalah* recount text. *Ada yang sudah tau apa itu* recount text?" Students: *"cerita masa lalu"* Teacher: "ok, recount text *adalah cerita mengenai masa lampau. Disitu menceritakan tentang pahlawan Indonesia, Cut Nyak Dien. Silahkan di amatisaya tuliskan contohnya sesuai dengan teks itu"*		
3.	The teacher used biography of Cut Nyak Dien as materials. The students were asked to read the text. The	Teacher: *"paham ya recount text sama rumus past tense nya?"* Students: *"paham"* Teacher: "please, reading the text. *Baca biography Cut Nyak Dien,* Nila please!" (Nila read a paragraph) Teacher: *"stop! Lanjut*	Reading interest	Character value can be integrated in learning materials. The teacher might try to engage all of students by asking the to do *estafet* reading. She wanted that all of students love reading and pay attention to the lesson.

	teacher mentioned one name and asked to read. After a paragraph, the teacher mentioned another name to continue.	*Narendra"*		

Teacher's Name (initial) : T2/F

Class : E

Meeting : 2

Code:	T2E2			
Context:	In this meeting, the teacher continued the material about biography.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher and the students discussed together about the students knowledge of recount text.	Teacher: "halo class" Students: "Hi, ma'am" Teacher: *"kita hari ini mempelajari tentang recount text dalam bentuk biografi seseorang. Kira-kira apa ciri-ciri* recount text?" Students: *"menceritakan sesuatu"* Teacher*: " iyaa, dalam bentuk apa kalimatnya?"*	Communicativeness, democracy	Character education can be taught by doing discussion and brainstorming activities. It can increase their communicative skill to share their knowledge to their friends and also develop their democratic since they are trying to listen others idea during the discussion .

		Students: "past tense" Teacher: *"apa pattern nya? Coba dilihat catatnnya diawal kemaren"* Students: "Subject + Verb2" Teacher: *"apa itu Verb2?* (students were silent) Teacher: "kata kerja bentuk…" Students: *"bentuk lampau"*		
3.	The teacher used biography of BJ Habibie as materials. The students were asked to read the text.	Teacher: *"coba dibuka teks biography dari BJ. Habibie. Itu contoh recount text dalam bentuk biography. Kalimat pertama, BJ Habibie was born in…. nah itu ada was berarti bentuk?"* Students: "lampau" Teacher: "silahkan dibaca"	Reading interest	Character value can be integrated in learning materials. One of the ways is using text or story. Reading a story about an inspiring people or important people can motivate the students. Moreover, interesting text is good way to increase students reading interest.
4.	The teacher asked to the students to answer questions about the biography in group.	Teacher: *"jadi, siapa Bj. Habibie itu?"* Students: *"mantan presiden Indonesia"* Teacher: *"ok. Sekarang halaman selanjutnya dijawab pertanyaan tentang biography of Bj. Habibie tadi berkelompok. Empat empat saja sama depan belakang"*	Responsibility, communicativeness	Group discussion is variety of learning activity. It can develop students responsibility since every member of the group has to contribute their idea to finish their work. Group discussion also stimulates the students to be communicative trough the discussion and sharing the idea.
5.	The teacher asked students to present the result of discussion. The teacher also asked	Teacher: *"silahkan nomer satu dibacakan perwakilan dari group Safira. Ayo group Safira silahkan. Yang lain siap-siap nanti habis ini jawaban dari group Safira betul apa salah.*	Democracy,communicativeness	The students learn to be democratic people when someone gives comment about their work. They have to respect to listen to someone's idea. Presentation can promote students

	other groups to give comment about the answer.	*Please correct ya!"*		communicative skill since they talk in front of the audience and share their idea.
6.	The teacher gave applause for the presenter and the group members who have present their work.	Teacher: "ok, give applause to group Safira"	Appreciation	Give appreciation for the students' achievement is important. It teach students to respect or appreciate their works and others work.

Teacher's Name (initial)   : T2/F

Class   : E

Meeting   : 3

Code:	T2E3			
Context:	In the third day of observation, the students learnt about narrative text. Besides learnt about the structure of narrative text, the students also were asked to share the idea of the text.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	Every morning, this school has rules that all of teachers who teach in the earliest lesson have to lead students to	-	Religiousity,	Actually, these activities did not include in character education practice in EFL instruction. However, those are kinds of the rule from the school to develop students' good character which are religious and nationality.

	read 5 – 10 short surah from Qur'an. After that, the students are asked to sing 3 stanza of Indonesia Raya together.			
3.	The teacher began the lesson by discussing the difference of descriptive text, recount text and narrative text with the students before reading activity.	Teacher: *"dari semester satu keemaren kita sudah belajar beberapa teks ya. Apa saja?"* Students: "recount text" Teacher: *"iya, terus ada descriptive text. Kalau descriptive text tentang apa?"* Students: *"mendeskripsikan orang"* Teacher: *"iya, hewan juga boleh. Karakter-karakternya. Kalau recount text gimana?"* Students: *"masa lampau"* Teacher: *"iya, retell atau menceritakan kembali masa lampau. Kemudian sekarang kita belajar narrative text. Apa narrative text? Legenda, cerita rakyat. Narrative text dimulai*	Communicativenes s	Sharing the students knowledge before go to the material is a good idea. The character can be built trough brainstorming activities. It can increase their communicative skill to share their knowledge to their friends and also develop their curiosity. Moreover, it is good to stimulate the students thinking habit to remember their knowledge before.

4.	The teacher and the students discussed the meaning of the story in detail and tried to get the idea of the story	Teacher: "ok, open reading text Issumboshi" Student: *"Issumboshi itu apa bu?"* Teacher: *"nama anak kecil, semacam kurcaci. Ya makannya dibaca ceritanya. Coba dilihat awal kalimat dicerita itu ad once upon a time itu cirinya* narrative. Once upon a time there were an old couple who didn't have children." Students: *"pada jaman dahulu"* Teacher: *"iya, pada suatu waktu ada orang tua yang apa?"* Students: *"tidak punya anak."*	communicativeness	Expressing character trough discussion activity is one of the ways to implement character education. It can develop students thinking skill and communicative skill.
dengan orientasi. Ada yang tau apa orientasi?" (continued above)				
5.	The teacher asked students to read the story in the textbook. The teacher mentioned one name and asked to read. After a paragraph, the teacher	Teacher: *"selanjutnya, kalian yang baca.* Please Doni read it."	Reading interest	When the teacher mentioned one name to read and mentioned again another name to continue, it seems to the teacher tried to engage all of students. She wanted that all of students love reading and pay attention to the lesson. b. Story is one of language materials that can integrate with character education. Besides increase students reading interest, bringing story in the learning material make students learn about the characters and the values in

				the story.
6.	The teacher asked to the students about their understanding after reading the text. They discussed the idea of the text.	Teacher: "do you understand to reading text Issumboshi? *Ayo coba gimana ceritanya"* Student: *"kurcaci itu terus diakhir cerita jadi besar."* Teacher: *"endingnya gimana?* Sad apa happy? Students: "happy. *Mereka* married" Teacher: *"Menurut kalian itu ceritanya bagaimana? Ada pelajaran yang bisa kalian ambil?"* Students: (silent) Teacher: *"Kalau kalian jadi Issumboshi, perasaan kalian gimana?"* Students:*"Sedih. Di bully itu nggak enak"* Students: *"harusnya jangan membully. Akhirnya issumhosi jadi kuat"*	Communicativenes s, love, humility	Discussion activity is one of the ways to implement character education. It can develop students thinking skill and communicative skill.

Teacher's Name (initial) : T2

Class : E

Meeting : 4

Code:	T2E4			
Context:	The material for this meeting is direct indirect speech. The teacher explained the material in front of the class and gave example.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time		Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher explained about 5R (Ringkas, Resik, Rapi, Rawat, Rajin) one of the school slogan and	r: "Remember the 5R" s: *"Ringkas, Rapi, Resik, Rawat, Rajin"* r: *"ok, please kelas nya di cek! Sudah sesuai dengan 5R apa belum. Lokernya dilihat! Yang di belakang ayo dilihat ada sampah apa tidak"* (the teacher walked around the classroom)	Responsibility	Character values can be developed by promoting social habits such as, responsibility, and social and environmental awareness. Moreover, the social habits are supported by school program.

	related the slogan with their classroom condition.			
6.	The teacher discussed the answer together with other students. then, the teacher asked the students to revise their answer.	some students wrote the answers of questions on the whiteboard) r: *"please, correct the answer by your friend. Nomer berapa yang masih salah"* : *"bu itu verbnya nomer dua sudah betul?"* r: *"iya, sebenarnya ada perubahan keterangan waktu juga. Ayo coba yang mana dibetulkan jadi apa"* dents were silent) r: *"dilihat ini! Untuk direct speech itu pakai tanda petik dua diatas tapi kalau indirect speech tidak pakai. Jadi langsung she said that apa. Ayo, yang masih salah dibetulkan"*	Communicativeness, perseverance, democracy	Discussion activity is one of the ways to implement character education. Asking students to revise their work based on criteria is one of the way to stimulate the students to be perseverant. It also make them become open minded to receive all of advices from other people. Moreover, for other students who correct their friends' answer, it can stimulate their critical thinking skill. Involving students in a discussion also to correct their friends' work might stimulate them to share their idea and in the same time, it make them listen others opinion so their will respect others opinion and be democratic.
7.	The teacher asked students to be discipline with the time.	Teacher: *"itu tadi baru belajar dua perubahan ya. Dari* present *ke* past *dan dari* future *ke* past future*"* Students: *"bu, habis bu waktunya"* Teacher: *"masih tiga menit. Belum bel"*	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.

Teacher's Name (initial)　　: T2/F

Class　　　　　　　　　　: E

Meeting　　　　　　　　　: 5

Code:	T2E5			
Context:	The teacher provided some question for students exercise regarding direct indirect speech. The teacher as usual, asked students to write the answer in the whiteboard and correct together.			
No	Situation	Transcript	Value(s)	Explanation
1.	The teacher came to the class on time	-	Discipline	The teacher has to give good example to the students in order to promote good social habits such as discipline.
2.	The teacher discussed the answer together with other students. The students, who answered the question, were asked to	Teacher: "there are five questions to change from direct to indirect. *Jadi ada lima soal nanti kamu ubah.* Please clean the whiteboard and write the answer" (after students wrote the answer) Teacher: "*ya,* correct number one" Students: "true" Teacher: *"betul ya. Number*	Communicative, Perseverance, democracy	Discussion activity is one of the ways to implement character education. it stimulate their communicative skill and also democratic value. Stimulate the students to be perseverance learner can be done by asking them to revise their work based on criteria.

revise their work based on the correction.	*selanjutnya"* Student: *"bu itu* will *nya jadi* would*"* Teacher: *"iya, ayo yang ngerjakan tadi siapa, dibetulkan"*		