

## CHAPTER I

### INTRODUCTION

This chapter presents some aspects related to the topic studied. It consists of background of the study, research problems, objectives of the study, significance of the study, scope and limitation of the study and definition of key term.

#### A. Background of the Study

Education is a human activity in order to get knowledge. In the manner of education, the people will be able to establish the best rising generation in the future time. According to article 3 UUD No.20, 2003 *Sistem Pendidikan Nasional (SISDIKNAS)* states:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.<sup>1</sup>

Based on the explanation above, there are two main points in the national education goals. First, develop the academic skill, which means that the national education serves to create the next generation of intelligence, skill, creative and innovative are able to bring the good name and be able to compete with another countries. Second, develop

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<sup>1</sup> *Undang – Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, Bandung: Fokus Media, 2010.

the potential of the next generation and good character. The goal of national education not only creates an intelligence to the next generation in the field, but also has a personal or good character that can be characteristic for bringing the good name of the country and able to compete with other countries.

The concept of *character* can imply in a variety of attributes including the existence or lack of virtues such as integrity, courage, fortitude, honesty, and loyalty, or of good behaviors or habits. Whereas, education is deliberate and systematic effort to help people understand and foster the student's ability. So, character education is an education with character. It means that education which involve cognitive, feeling, and action aspects. According to Thomas Lickona, without all of those aspects, the character education will never effective.<sup>2</sup>

Currently, the basis of moral knowledge looks like disappearing in a human live. Most of children forget both culture and moral value. Those problems have the impact to their amoral action such as criminality, stringency, sexuality and others. These conditions become motivate of the parents, teachers and governments to create the integration of character / moral in formal education.

Nowadays, character education becomes serious issue that the government through Muhammad Nuh, the minister of education,

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<sup>2</sup> Thomas Lickona, *Educating For Character: Mendidik untuk membentuk karakter: Bagaimana Sekolah dapat memberikan pendidikan tentang sikap Hormat dan Bertanggungjawab* (Jakarta: PT Bumi Aksara, 2012), 80.

instructs to apply character education in teaching and learning process of the whole subjects. Besides, it is on the priority topic in educational system. Only then many schools which are giving moral education facilities have been arise.

Actually, character education is not something new in educational system in Indonesia. The character building has been implemented in two subjects of the lesson that are civic and religion subjects. But, it is not enough to improve the character building to the students, because it cannot show its existence to foster moral to the students both by those subjects. The personal character development of the students needs to involve to the integration in whole subjects.

There are some studies about the implementation of character building which were done by some people in the different background of knowledge and research. According to the previous study about the implementation of character building in teaching and learning Indonesian literature done by Zidniyah (2009) entitled "*Living Values Educational Program (LVEP) through literature learning to improve the character value to the students of elementary school*". The result from her research showed that implementation of LVEP method through literature learning (poem, drama, story) is able to improve the learning profit (speaking, reading, listening, writing) as well as the character value (responsibility, confident, cooperative) and most

students are very interested in teaching and learning process, and also they understood well with the material taught.<sup>3</sup>

The other study about the implementation of character building is done by Hildegunda S. Rony (2011) entitled "*The influence of using Multimedia based on Computer through character value and learning profit to the students at IPA (science) subject of elementary school*". The result showed that the character (religion, responsibility, creativity) and the result of learning IPA (cognitive and affective) influenced by the method or model of learning. One of the influences is using media in teaching and learning process to improve the character to the students. In this case, using media may infuse the character in teaching and learning process when the proportion in use properly arranged and the material of each subject appropriate with the teaching process which are taught.<sup>4</sup>

According to those studies, character building can be applied in teaching and learning process in every subject including English subject. The teaching of English in Indonesia was started many years ago in formal education. English is an international language learned in many countries in the world including Indonesia. English has been included in the curriculum as a subject of instruction at the secondary level in Indonesia. The teaching of English is about teaching language skills consist of reading, listening, speaking, and writing. All four

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<sup>3</sup>Darmiyati Zuchdi, et. al., *Model Pendidikan Karakter. Terintegrasi Dalam Pembelajaran Dan Pengembangan Kultur Sekolah* (Yogyakarta: UNY Press. 2012), 95.

<sup>4</sup>Ibid., 119.

skills are included in the process of teaching and learning in the classroom automatically.

There are some main subjects of character value which are applied in English subject. The provisions of main character are not limited to recognition, elaboration and acculturation. It means that, another character as well as possible to apply, it can be integrated in teaching and learning process. Not only improving the active and communicative approach but also the teacher should have been applying the character building in teaching and learning process. The teachers have to create new method and good material so that it will be easier to attain the goals about what their wants.

The implementation of character building should begin early, start from elementary, intermediate until the highest level. But not all schools have applied directly. It depends on the school and the teacher. They need more time to re-arrange their new method and curriculum.

Character building is currently applied so it is important for us to know the implication of character building in the classroom. The concepts of character building are great to be applying, but the question is, can these concepts be implemented well and what problems will be appeared the implementation especially in teaching English process. The researcher tries to describe the implementation both English teaching learning process and character building. Based

on the considerations above, the researcher takes entitled "*A Case Study of Character Building Employed in Teaching and Learning English at the First Grade of SMPN 1 Prambon Nganjuk*"

#### **B. The Statements of the Problem**

Related to the background of the study on this research, the researcher states the problems of the study as follow:

1. What character building is applied in teaching and learning English process?
2. How is the English teachers' strategy to apply character building in teaching and learning process?
3. How is the students' response toward character building in teaching and learning process?

#### **C. The Objectives of the Study**

Related to the statement of the problems above the objectives of the study is to describe:

1. The character building applied in teaching and learning English process
2. The teachers' strategy to apply the character building in teaching and learning English process
3. The students' response toward character building in teaching and learning process

#### **D. The Significance of the Study**

The findings of this research are hoped to be useful both theoretically and practically.

##### **1. Theoretically**

This research is expected to contribute to development of teaching and learning English. In SMP 1 Prambon the implementation of character building in teaching and learning English has been implemented. It can be observed from the teacher's strategy (planning, implementation, evaluation) and student's response toward the integration of character building in teaching and learning process.

##### **2. Practically**

This research is expected to be useful for other readers, researchers and especially for the English teachers in other schools. The result of this study, will support the English teachers to find out the effective effort or teachers strategy to apply character building in their English teaching learning process. The teachers will know well about the character building and it is hoped that the concept of character building can be implemented in education.

### **E. The Scope and Limitation of the Study**

The scope of this study is only discussed about the character building employed in teaching and learning English. This research is limited only to discuss about the teacher's strategy consists of planning (lesson plan), implementation and evaluation. Then students' responses toward the character building employed in teaching and learning process at the first grade of SMPN 1 Prambon.

### **F. The Definition of key term**

The researcher defines some key terms of this study relating to the process of research to avoid misconception from the reader.

#### **1. Character building**

Character is referring to kinds of attitudes, behaviors, motivations and skills. Education is deliberate and systematic effort to help people understand and foster the student's ability. Character education is the deliberate use of all dimensions of school life to foster optimal character development.<sup>5</sup> Education is the process of character development. Character development is the process of forming the character, of the poor be better.

#### **2. Teaching and learning English**

Teaching, as stated by Brown (1987:6), is an activity to guide and facilitate learners in learning in order to enable the

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<sup>5</sup> Zainal Aqib and Sujak., *Panduan dan Aplikasi Pendidikan Karakter* (Bandung: Yrama Widya. 2011), 3.



learner to learn and also to set the conditions for learning. Learning, according to Brown (1987), is acquiring or getting knowledge of a subject or a skill by study, experience or instruction.<sup>6</sup> English is an international language learned in many countries in the world including Indonesia. English has been included in the curriculum as a subject of instruction at the secondary level in Indonesia. The teaching of English concerns with the language skills consists of reading, listening, speaking, and writing.

### 3. SMPN 1 Prambon

SMPN 1 Prambon is one of favorite school in Nganjuk. The location is strategic enough. It is located at Watudandang village, Prambon subdistrict, Nganjuk. This school got many awards and championships in many events or contests. It is proved by many cups and rewards won by the students. Besides, this school got the title Adi Wiyata School because this school always keeps in clean environment.

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<sup>6</sup> Douglas Brown. *Principles of Language Learning and Teaching* (United States: San Fransisco State University. 1987), 6.