

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and suggestion relating to the study. In this chapter the researcher conclude the result discussion about research findings. The followings are the conclusion and suggestion.

A. Conclusion

1. Character Building Employed in English Teaching and Learning Process

The minister of education instructs to apply the character education in teaching and learning process of the whole subjects, include English subject. there are eighteen pillars in the value of educational culture and national character to select the appropriate the value of character in teaching and learning process. And the values of character to apply in learning process at secondary level, devides into twelve pillars of character values. The collected data show that not all of the values of character has been applied in a whole subjects, so the teacher make selection or identify first in order to determine the value of character which is apply. The values of character that are mostly applied in learning process, such as:

a. Religion

It means that the religious attitude that has applied by the students pray before the lesson. Those activities has used to in daily life in

teaching and learning process so it will increase the students' faith to the God.

b. Self – confidence

Sel – confidence attitude shows the students doing presentation their task. The students task are good to be present. This activities refering to the application the character values.

c. Cooperation

It means that the attitude by the students to cooperate with others to achieve the common goals. The students get the assignment by the teacher to do the task with the group, then they cn share with their friends to do the assignment. The students can participate with others and avoid from individualistics.

d. Obedience

Obedience involves discipline, it means that the students obey the rules which applied in school environment.

- On time

The students come to the class on time appropriate for the school rules. The school give the punishment if the students break the rules.

- The students do not bring mobile phone at school

Second rules from the school is the students do not bring the mobile phone. From the result of questionnaire that almost

the students never bring the mobile phone at school. It means that the students obey the rules.

e. Courtesy

Courtesy are the attitude able to act and talk to other people such teacher, friend, school principle respectfully. The teacher as the model of character and apply the courtesy attitude in teaching and learning process.

f. Intelligence

Intelligence consists of three aspects, namely, critical thinking, logical thinking and active. Those attitude shows when the students doing the task from the teacher both individual or group, so the students able to improve their creativity and ability in their field.

g. Respect for diversity

Precious of diversity is a attitude which is always appreciate the creativity and ability to others. The students' precious shows with giving appreciate to the students who scored the highest and giving motivation to the students who scored less to study hard in order to get good score.

h. Independence

Independent means someone who doing something with their own effort and ability. Independent attitude show the studnets when they get the assignment form the teacher. The students obtain the

individual task with their own creativity. The independent attitude able to finish the task.

i. Democracy

Democratic attitudes of the teacher indicated when the teachers give students time to ask after the teacher gives the material. Teachers do not cover up to receive inquiries from students if there are students who do not understand the material that has been provided or the manner in which teachers are less fun.

j. Care

Careness demonstrated in the attitude of the teacher reprimanding students who defiance the school rules, such as late for class, never carry picket the class, and then in the classroom as reprimanding the students joked, sleepy in class, and so on. It means that the teacher always care to the students to make a change from less to be better.

2. The English Teachers' Strategies Used to Teach Character Building in Teaching and Learning Process

a. Planning

In planning stage, the main task or duty the teacher is identify the character that will be integrated in teaching and learning in the classroom, then preparation the lesson plan. Lesson plan as a guide of teacher in teaching and learning process . in arranging the lesson plan, the values of character must be integrated in every activities.

b. Implementation

In implementation stage, the teacher activities divides into three activities, includes: opening the lesson, teaching and learning process, closing the lesson. Every activities done by the teacher reflecting the values of character which is integrated in every learning process.

c. Evaluation

Evaluation is the last stage in the implementation of learning activities. The function of this activity is to determine of students understanding in the material that has been presented by the teacher. The collected data show that the teacher using assessment method relating to the lesson plan.

3. Students' Responses toward Character Building in Teaching and Learning Process

Character education is already applied by the teacher in teaching and learning process in the classroom, but the respon from the students not all applied in learning process.

There are some differences responses by the students in each class, which includes: enthusiastic students in the learning process, able to crate a condusive atmosphere, students responses in hearing both explanation and instrucyyions of teacher, students responses are able to do the work of teacher.

The students also less knowing about the character education itself. But implicitly the students are able to feel the values of character which applied by the teacher in teaching and learning process.

B. Suggestion

The ministry of education has been instructed the integration of character education in teaching and learning process. But in implementation, the school which is the main factor in integration of character education need to understand of character education itself. So it necessary to follow up the reserach in order to improving the integration of character education in teaching and learning process.

1. Teacher

The integration of character education has been applied by the teacher in teaching and learning process, but the values of character itself not all integrated in the learning process. the teacher need more ways to identify the values of character and the methods also strategies which are more giving reflection from the values of character.

2. Student

Need to awareness from the students to apply the values of character. The result of integration of character building will guide the positive impact to the nation advancement.

3. School

The secondary level of important things in the implementation of character education is the school itself. School also apply the values of character not only for the students but also for all of the people in the school. The implementation should be apply includes the management of school and extracurricular. So that all of the components of the school can be supporting to the integration of character education.

4. Other researchers

The result of this study has not carried out completely, so it more necessary to follow up the research. It is many more of the focus of the study which are not researched. For the other researchers, this study have to continue in order to know the improving of the character education. The focus of the study not only in teaching and learning process, but also it can be extended with another filed.