

in every season with the permission of his Lord. God made the parables for humans so that they always remember (25). (Q.S Ibrahim: 24-25)

Ali Bin ABi Thalib narrated from Ibn Abbas about the word of God: *matsalah kalimatan thayyibatan* (A good parable of a sentence) he said : “That is the sentence *laa ilaaHa illallaH.*” *Kasyajaaratin thayyibatin* (“like a good tree”), that is, a believer; *ashLuhaa tsaabitun* (“his roots were firm”) he said: “There is no God except Allah.” With the words of *thayyibah*, the deeds of the believers are raised to heaven.”

The relationship of the verse to my research is that it concerns someone’s character education. Where someone’s character education. Where someone’s deeds (good character) then the degree will be raised too. Where if we want to have children good character, then character education needs to be done early on, both in the home environment such as family and school environment.

The supreme values of nation culture is one prime this nation. The internal values give the shape and style of people life. The religious, independent, friendly, tolerant, and helping each other character become distinctive features of this nation. However, the preservation and development have not been optimal yet so that the character values are more and more eroded by the stream of period change.

Character education is any efforts by the education to influence the character of the students. The educators help the student to shape nature by giving good example and sample in speaking, tolerance, and presenting material of lesson well.

Character education is a process distinguishing students with adults in a school community to understand, care about, and behave with anvil of ethic values.

Lickona 2013, p. 23 stated that character education is an education is an education to shape someone's personality through right attitude and aptitude, by which they are implemented in the form of real actions such as the natures of being honest, responsible, respectable to others, hard-working, and so on. Character education is a conscious and upmost effort of teacher to teach the student values so as to draw the conclusion wisely and to practice them in real life for the sake of giving positive contribution for their society.

In education context, school culture is a pattern of behavior and the way of act which is automatically formed and become the internal part of education community. The base of behavior and acts are social norms, school regulation, and policies in local level. Those three components are not only formed by the expressions of legal formal like regulations, but also by the spontaneous action of its members in acting, thinking, and drawing the conclusion in real life. In Wren's point of view, school culture can be said to be hidden curriculum, which more effectively effect the pattern of behavior and the way of thinking of all community members.

The real character education is already reflected in the law (UU RI, 2003)

Number 20 year 2003 on the national education system, which reads: National education serves to develop the ability and shape the character and civilization of the nation dignified in order to educate the life of the nation, aims to Growing the potential of learners to become human beings who believe and fear to God Almighty,

noble, healthy, knowledgeable, capable, creative, independent, and be a democratic citizen and responsible. (p. 7).

Character education is now the main issue of education. In addition to being of the nation's moral formation, character education is expected to be able to be a major foundation in increasing the nation's degrees and dignity Indonesian. The character's creation begins with God-given then establish an identity of behavior. In the process it-self natural is heavily influenced by environmental circumstances, so the environment has a considerable role in shaping identity and behavior. School and community as part of the environment has a very important role, therefore every school and community must have the discipline of the character to be formed. Leaders and public figures must also be able to the character to be formed.

Character education needs to start with knowledge planting and the child's awareness of how to act in accordance with the values Morality, for if the child does not know the act of acting, the moral development of they will be interrupted. Moreover, it is known that the characters can be seen action is not just on thought. By enhancing the moral intelligence children, hopefully they not only think correctly, but also act true and expected to build strong characters. The best way develop a child's character or moral skill is the most appropriately protects his moral life now and forever.

The situation and condition of the nation's character which is concerned has encouraged the government to take initiatives to prioritize the development of national character. The development of national character is made into the main

stream of national development. This implies that every development effort must always be directed to have a positive impact on character development.

In conclusion, character education is collective efforts by all school members to create and realize a school culture; that is character education culture. School culture is formed directly and indirectly by accustoming and planting character education in educational milieu. Developing character education at school demanded an integration of education institution idealism such as vision and mission with their internal structure so as to support the realization of character education. In customizing characters values for students, there are some activities like regular activities, spontaneous activities, model, and conditioning activities.

Character education aims at enhancing the quality of process and output of school education, which leads to character building of good attitude comprehensively, interactively, balance to compatible output competence. Character education aim at enhancing the implementation quality and education result at school so as to achieve good character and attitude of students corporately, equally, and intently based on output competence. In institution level, education character leads to the establishment of school culture, values underlying behavior, tradition, habits, daily activities, and symbol having been practiced by all school members.

Character education has functions to: 1) to foster students' basic potentiality to feel, think, and behave well; 2) to strengthen and to build multicultural nation behavior and; 3) to increase competitive nation civilization in worldwide communication.

Stepping on the description of above background, the researcher was interested in investigating the building the students' character education through Discovery based learning activities (a case study at SMAN 1 Bati-Bati). In discussing and answering the research questions, some ideas and concept of character are to be investigated within management point of view (planning, actuating, and evaluating) as well as the supporting factors and obstacles in building character education through integration of teaching and learning activities.

Regulation of the Minister of Education and Culture of Republic of Indonesia number 103 year 2014 about learning in primary and secondary education mentioned that the implementation of curriculum 2013 is strongly advised to use a scientific approach with Model Learning Inquiry Based learning, Discovery learning, Project based learning and problem based learning.

Later on the process of learning its rulers characteristics include:

A) using the scientific approach through observing, noting, trying, menalar, and communicating with respect to the characteristics of the students, b) using science as a learning mobilizer for all subjects, C) Lead students to find out, not be told (Discovery Learning), and d) Emphasizing language skills as a means of communication, bearer of knowledge and logical, systematic, and creative thinking. (Depdikbud, 201. p. 13). Departing from the background, it is obvious that the student learning process is required to find out, rather than being told. So, that the relevant model is discovery learning.

This study is based on the phenomenon that students' character building through discovery based learning. The writer interested in conducting research at SMAN 1 Bati-Bati, because SMAN 1 Bati-Bati is the only one High school in Bati-Bati sub-district. So, writers really want to know how the process of teaching and learning English and the writer wants to know the character education that is embedded in English learning in SMAN 1 Bati-Bati, especially in Science class.

The writer chose the discovery based learning model in this study is to support the research of the student character building. In character education there are 18 values as follows; Religious, be honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationality, appreciating achievement, friendly, peace in love, likes to read, care for the environment, social care, and responsibility. Therefore, the writer chooses discovery based learning to see students' character building.

Based on the background of the study, the writer takes the title "Investigating students' character building through Discovery Based Learning in English Class at SMAN 1 Bati-Bati."

B. Research Question

Based on the description of the study above, the writer would like to make a question of the research. The research question is:

How does Discovery Based Learning help to build character education in English Class at SMAN 1 Bati-bati?

C. Objectives of the Study

The objective of this study is: To identify whether discovery based learning activities can improve student character building in English class at SMAN 1 Bati-Bati.

D. Significance of Study

1. Theoretical

To develop teaching-learning process, this study is expected to create a new strategy in teaching-learning process. For the teachers involved in the teaching-learning process, it is hoped that the result of this study will help them to find new ways to create new teaching-learning strategies for students can become active in the teaching learning-process in the classroom.

2. Practical

The results of this research will be a reference for the teachers or instructors. With the results of the research, instructors who are involved in training, especially to determine the student character building, will apply discovery based learning activity, in this case, to improve teaching-learning strategies and student liveliness.

E. Definition of Key Terms

There are some terms used in this study. The writer will give the explanation of each term, in order to avoid misinterpretation. Those terms are character building

and discovery based learning. The explanation of those terms stated in the following parts.

1. Character Building

Character building is building self character consisting of 2 syllables namely to build and character means to build which has the nature of repairing, fostering, establishing..

2. Discovery based learning

Discovery based learning is inquiry-base learning, constructivist and theory of how to learn. Learning model provided to students having learning scenarios to solve their own problems.

3. English Class

The evaluation of character building are through teachers' observation of students' behavior at class, self assessment of students, and journal assessment.