

CHAPTER IV

**CHARACTER BUILDING THROUGH DISCOVERY BASED
LEARNING IN ENGLISH CLASS AT SMAN 1 BATI-BATI**

In this chapter, after collecting data from the participative observation, in-depth interview, the writer would like to analyze the data gathered from the research. The data was obtained from the teaching learning process and evaluation. The researcher is going to describe the teaching learning process of character building through language teaching in English class at SMAN 1 Bati-bati.

A. Findings

1. Discovery based learning build character education in English class at SMAN 1 Bati-bati.

The main purpose of character building through the discovery based learning in English class in SMAN 1 Bati-bati is to emphasize the manners, behaviors, habituation of the good attitude. For example, when in class with teachers must be polite and peers can be friendly and good personality.

Character building not only the task of religion teachers. English subject is same as others subject, for example, of reading. That is expected in students to love reading, depending on the skill that we provide, then when we learn one expression for example, character building that given by English teacher in English class at SMAN 1 Bati-bati is that students should be praised rather respect of others. It is important to strongly emphasize the social aspect of character. Having good character does not simply mean being competent as an

individual. Good character also includes being committed to making positive contributions to one's community, and to promoting a democratic way of life based upon justice, equality, and respect for all people.

Character education is built by the teacher throughout the stages in discovery based learning activities. The first stage is creating stimulus. In creating stimulus the student is faced with the text with the same genre but varies in social functions and linguistic elements so cause confusion, continued not to give generalization, so that the desire arises to investigate the reason writer or speaker uses elements different language, so you can know the differences in social function of the text. The stages is as followed :

a. Creating stimulus

For the example in XI Science 1 the material is exposition text, the teacher gives two analytical exposition texts on different actual issues, the article are "Cars should be banned" and "Laptop as Students' friend", then student analyze the elements of the exposition, ask question and then apply them to analyze one other text. The researcher see that there are some character education that can be taken from the material to creating stimulus, there are *hard work, curiosity, and peace in Love*.

Character education of students contained in the discovery based leaning activity in exposition text the first is hard work. The students read two analytical exposition texts on different issues, analyze actual different issues, pay close attention to the text are the attitude of students' hard work to finding their own answers.

Character education of students contained in the discovery based leaning activity in exposition text the second is curiosity. The students always open their dictionary when they do not know the translation of the text they are reading. This student action is an attitude of curiosity every detail they read in order to be understood. Their attitudes and actions always working to knowing more profound and widespread than anything he learned, seen, han heard.

Character education of students contained in the discovery based leaning activity in exposition text the third is peace in love. The attitude, words, and actions between students when discussing strongly shows the happiness and friendly expression, when student express her opinion, responses from other students are always received by other students. The student in Science 1 very shows peace in love.

b. Prepare a problem statement

For the example in XI Science 2 The teacher give opportunities to students to identify as much may be relevant issues with exposition text about “Cars should be banned” and “laptop as students’ friend”, then one of them is selected and formulated in the form of a statement as an answer to the problem question in the form of a statement as an answer while on the question asked. The researcher see that there are some character education that can be taken from the material to prepare a problem statement are *Independence* and *creative* because the attitudes and behavior students of XI science 2 that is not depending themselves on others

in completing task and the students of XI science 2 thinking about make the new results from something that has been held.

In this assignment given by teacher the student are required to solve their own problems, then can be discussed afterwards, and this attitude includes the *independence and creative* to preparing a problem statement.

c. Collecting data

Educators give opportunities for students to collect as much information as many are relevant to prove whether or not the hypothesis is correct. For example in XI Science 3, in same material about exposition text, in this class the teacher divides students in groups. Students read two analytical exposition texts on different actual issues, then students examine a table that analyzes the elements of the exposition, ask questions, and then apply it to analyze one other text. The character education that teacher built throughout this material is *discipline*.

Measure indicating orderly and submissive behavior the various rules and regulations. When the learning activities begin until the lesson ends, students do not make noise, even though in group work discussing about exposition text, students still follow the rules in the classroom, and mutual respect between the teacher and students.

d. Processing data

In XI science 3, students look at each set of sentences (Cars should be banned) as part of three exposition text that are randomly mixed, then work together into group and rearrange them into three coherent analytical exposition

texts, like the original. The character education that teacher built throughout this material is *tolerance*.

Tolerance is attitude and action that respects the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who different from himself. In the learning activities in this class, students learn the exposition text, then work in groups and work together to work assignments. Researchers see a strong attitude of *tolerance* in students who are in class, when they disagree, they try to think again for more appropriate answers.

e. Verifying data

Learners carry out careful checks for prove the correctness or failure of the hypothesis specified earlier with alternative finding, connected with the results of data processing. In this class activity, students of XI science 3 check again the results they did previously to ensure whether their work correct or not. The character education that teacher built throughout this material is *Likes to read*.

Likes to read is habits take time to read various reading gives virtue for him. By verifying data means showing students likes to read behavior, because students read again their work carefully to ensure their results are correct.

f. Drawing conclusion

Based on results verification then formulated the principles underlying generalization. After interesting conclusion of students must pay attention to the generalization process emphasizing the importance of mastery lesson on meaning and rules or principles broad principles underlying experience someone, and the importance of the process arrangement and generalization from the experience.

For the example in XI science 3, in the next activity students read the exposition text forward in a loud voice in front of the class, with the correct words. Then students make the exposition text express their views on one thing in their school, village, or city, and paste the next on the classroom wall and ask questions with the reader (other students, teacher) who come to read it and the make a conclusion from the exposition text. The character education that teacher built throughout this material are *appreciating achievement* and *friendly*.

Attitudes and actions that encourage him to produce something useful for the community, and recognizes, and respects other people's success. In the next activity students read the exposition text forward in a loud voice in front of the class, with the correct words. Then students make the exposition text express their views on one thing in their school, village, or city, and paste the next on the classroom wall and ask questions with the reader (other students, teacher) who come to read it and the make a conclusion from the exposition text. When the student finishes explaining the exposition text he made, his friends and teacher give applaud the results he made and his explanation is good.

Friendly is action that shows a sense of happy talk, associate and cooperate with others. In the this activity students read the exposition text forward in a loud voice in front of the class, with the correct words. Then students make the exposition text express their views on one thing in their school, village, or city, and paste the next on the classroom wall and ask questions with the reader (other students, teacher) who come to read it and the make a conclusion from the exposition text. In reading the text to the classroom wall, all student stand up and

each group comes to the work of another group and then asks about the exposition text belonging to other groups and they are very enthusiastic about the activity with great happy and active in the class.

B. Discussion

Based on the finding explained above, the researcher would like to analyze both the strength and weakness of character building through discovery based learning in English class at SMAN 1 Bati-bati.

1. Strength

- a. Teachers slip material character building through Discovery based learning activities. This condition more striking to students. Students are motivated by English teacher and they want to be better.
- b. Researchers found in this research is that the construction of student characters can be done through any learning, depending on how the teacher applies a media to students. Discovery based learning very influential on the formation of student character, because discovery based learning is one of the learning methods that can be used to help to build students' character.
- c. Submission of character building directly as a message to always be honest and be nice to older people are very remembered by the students. Students feel comfortable and happy with the English

teachers who teach they up, so they become discouraged when learning English.

2. Weakness

- a. Teachers in the evaluation process of character building only through discovery based learning in general. This resulted in the value obtained is less valid student.
- b. Time in teaching and learning process is very limited, so that teachers are not able to memorize one by one student. This has become one of the inhibiting factors in character building through language teaching because students who are active in the classroom always a dominant value.

The researcher didn't see some points value of character building at XI Science Grade; the spirit of nationality, love homeland, religious, social care. It because the limitation of time that researcher conduct the research. But the researcher sure the students have that characters. It shows from the different environment of them. The student that come from Java said she was happy to study at SMAN 1 Bati-bati because her friends there are kind and friendly.

They always give spirit to her. It means the students of SMAN 1 Bati-bati have character of tolerance. The researcher didn't see directly that the students didn't have point of hard work, but teacher said that some of them usually help their parents to go work on rice field. It means the students have the point of hard work.

