

CHAPTER IV

CHARACTER BUILDING THROUGH LANGUAGE TEACHING FOR YOUNG LEARNERS AT MTS 3 AL-FURQAN BANJARMASIN

In this capter, after collecting data from the participate observation, in depth interview, the writer would like analize the data gathered from the reseach. The data was obtained from the teaching leraning process and evaluation. The reseacher is going to describe the teaching process of character building through language teaching for young learners at Mts 3 Al-Furqan Banjarmasin.

A. Findings

1. The implementation of Character Building through Language Teaching for young learners at Mts 3. Al-Furqan Banjarmasin.

This research was conducted at Mts 3 Al-Furqan Banjarmasin. Researchers used interview techniques to obtain data about the process of implementation character building in Mts 3 Al-Furqan. Informants in the interview process as teachers teaching English,

Based on the results of observations, it shows that the process of implementing character education at Mts 3 Al-Furqan Banjarmasin is carried out starting from the beginning when students enter online classes Via Google Meet, and through interviews with teachers as teaching. seems

to have a high commitment in instilling and developing character values. This can be seen from the readiness to teach and the structured learning. This of course can support the process of implementing the value of character building in schools.

In the implementation of learning the teacher seems to emphasize the character values of honesty, perseverance, discipline and responsibility etc. The main purpose of character building through language teaching at Mts 3 Al-Furqan banjarmasin is to empharase manners, behavior, havituation of good attitudes. For examples as Javanese, if gathered with parents, we should use kromo language.

In learn process, the teacher at Mts 3 Al-Furqan make it habit to get used to manage the class before starting the learn process by organize, observe, etc, the teacher be good role models for their students both in behavior, able to provide good real examples, promote morals which in turn build the character of students, the teacher intergrate the subject matter that is taught with existing character values.

In the process of implementing character education, collaboration with various parties, including the school, family and community, is needed so that it runs according to goals. Therefore, the school needs to establish good communication with various parties as a means of sharing

and evaluation to discuss problems and constraints that occur during the implementation process as well as solutions to overcome problems that occur in the process of implementation character values.

There are 18 points of value that emphasize by government in implementing character building through language teaching for young learners. They have discussed 2 of his thesis. Researchers find some value of character building that had successfully implemented at Mts. 3 Al-Furqan Banjarmasin, they are in following below :

a. Religious

Based on the observation, points of value that emphasize in character building. the first is Religious, The teacher asks students used to pray before and after the lesson led by a teachers. Each turn of the lesson, the students greet teachers. Perform Ashr in congregation in accordance with the schedule. Children are taught to say thank you, sorry, and please excuse me. Knock on the door before entering the room for others. Ask for permission to use other people's stuff.

On the teaching and learning process, teachers always open the class by invite the students to recite together, at school religious of students can be seen from their daily lives,

Moreover for students who are "Mondok" there are ngaji, istighosah every Thursday night, obligatory prayers congregation, prayer Sunnah too much like praying Duha many more that make students become a religious person.

Students said that in elementary school, she just rarely used to fit prayer. Now become more diligent in prayers.

b. Honest

According to observation in class via Google Meet, when teacher replay that someone is absent because of illness. teachers often reminded us to not cheat if given the task reminded create an honest, serious study as well. The character values carried out by the teacher by inserting advice to students to say honestly, during tests students were asked not to ask for answers from friends and this was also reinforced by the results of teacher interviews which stated that: *"I try to insert honest character values in students by advising them to say" Honestly, when tests don't ask friends for answers.*

because honest is behavior based on an attempt to make himself as a person who always believed in words, actions, and work. After pray together in the opening of teaching and learning process, teachers ask to

the students is there any absent.

c. Discipline

Based on observation the teacher explain the materials about exposition text at one meeting. Teacher asked students to make some sentences. Students do any tasks assigned by the teacher. Students bring textbooks. Teacher in English emphasize descriptions that contain advice or moral example sentence containing good character. To be honest, discipline, the same older people should be kind, polite, so many more. because discipline means measures indicating orderly and submissive behavior the various rules and regulations

d. Creative

Based on observation, when English teachers ask students to mention for their future planning. So they already have plans since now, transform and become what they are later in future.

From this task, teachers can see that the students are planning to their future creatively. And another example when 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 building that can be taken from the material to prepare a problem statement are Independence and creative because the attitudes and behavior students of VII A that is not depending themselves on others in completing task and the students of VII A 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.

e. Tolerant

based observation on class. In VII, 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 *tolerant*.

Tolerant 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

f. Curiousness

Based observation on class, When the teacher closed the material of teaching learning process at a meeting. Teacher gave chance to the students to ask about the material they have not understood yet.

Another example in VII A 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 analyzed the elements of the exposition, asked question and then applied them to analyze one other text. The researcher saw 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 building of students Through language teaching in exposition text 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.

Curiousness is an sttitudes and actions that students are always working to knowing more profound and widespread than anything he learned, seen, and heard. After the teacher close the lesson, students ask some parts of the lessons they have not yet understood.

g. Friendly/communicative

Communicative means an action that shows a sense of happy talk, associate and cooperate with others.

For the example in VII A, 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 then make a conclusion from the exposition text. The character education that teacher built throughout this material are *appreciating* achievement and *friendly*.

Beside it, when the teacher give the task, the students practice tasks in pairs. Students are able to answer questions relating to their friend what was presented in front of the class.

Teacher when they entry MTs 3 Al-Furqan for the first time, the students are accustomed primarily to character building. In essence because these children are also students background, for example as when they meet the teacher, they immediately shook teachers hand. Or if not then they bow their heads.

h. Social care

Based observation, when students and English teacher discuss "pay attention", teacher enter the characters what can she takes, then she explain the students should be concerned with other people. In each teaching learning process, teacher enter in accordance with the theme. Social care is an attitudes and actions have always wanted to provide assistance in others and communities in need.

For example when teacher teach "asking / giving opinions", the students give opinions to others, asking symphaty, etc. Teachers mentioned earlier, for example in expressing symphaty, efforts so that students are able to express in accordance with the themes that have been granted and give examples directly in everyday life.

The students said that she got many value of character building as long as she learn at MTs 3 Al-Furqan, but most turn is religious, honest and more polite to her parents.

i. Responsible

Students at MTs 3 Al-Furqan have to be responsible in their task. They always showing their responsibility for example when the teacher give them a homework. They always do it well and completing the task before deadline. Teachers also slip material about character building

through language teaching directly and indirectly. He always remind the students to did their work well.

Based on observation in the activity students read the exposition text forward in a loud voice 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.

There is another book so supporting English language teaching in primary implement character building, but mostly English teachers at MTs 3 Al-Furqan Banjarmasin English On Sky (EOS) dominant because in the book are many stories that contain character building. Schools and teachers can add or reduce these values in accordance with the needs of the community served by the school and the nature of the material SK / KD and discussion of a subject matter. Nonetheless, there are grades are expected to be a minimum value that is developed in each school that is comfortable, honest, caring, smart, and tough / hard work. In principle, the development of culture and national character is not included as a subject but integrated into subjects, self-development, and school culture.

Therefore, teachers and schools need to integrate the values developed in the nation's culture and character building into the Education Unit Level Curriculum, Syllabus and Lesson Plan already exist. In an effort to revitalize the nation's culture and character building necessary national movement to inspire the spirit of togetherness in the implementation in community.

2. The Evaluation of Character Building through Language Teaching at MTs

3 Al-Fur'qan Banjarmasin

Based on the results of observations, interviews and documentation. Evaluation of the implementation of character education at Mts 3 Al-Furqan Banjarmasin is carried out by conducting an assessment through observation, journal assessment, and self assessment.

There are several ways that can be used to assess attitudes of students, among others, through observation, self assessment, peer assessment, and assessment of the journal. Instruments used include a check list or assessment scale (rating scale) accompanied rubric, the outcome of which is calculated based mode. English teachers of MTs 3 Al-Furqan Banjarmasin uses these way to evaluates students' character.

a) Observation

Based on the results of the interview, the teacher stated that assessing character education through questions was entirely to reveal character values. and the assessment of the achievement of character education through these questions is still related to the learning material. the teacher stated that the character education assessment was carried out through observation.

Based on the results of the analysis of how to assess the attainment of character education, namely through classical discussions with students. through the graduation interview activity character education affects material graduation. Based on the analysis, character education graduation is very influential. Character education assessments based on the results of the analysis are carried out for each learning activity. Based on the RPP analysis, sometimes includes ways of affective assessment. There were 10 RPPs analyzed and only 7 RPPs included students' affective assessments. Based on the results of the interview, the results of character education are always communicated to the homeroom teacher. The homeroom teacher then communicates the results of character education to the parents of the students during the report card distribution.

Then, based on interview with the teacher the evaluate character

building in this study, there are aspects of attitude and behavior. Attitudes and behavior (morals) aspects are very important, there are 60% and 40% knowledge and skills aspects. In the Curriculum 13, there are values of spritual attitudes that are in the student`s Raport. So, the teacher needs to fill in. in others words, The Curriculum 13 has indicators in evaluate the result of character building Through language teaching. In the evaluate of character building it is not enough just once, but the teacher will carry out the evaluate every day for one semester. So the teacher always evaluate students not only when there are learn in english but the teacher give evaluate them when they are in school.

Attitudes and daily behavior of students were recorded by teacher through observations using a format that contains a number of indicators of behavior observed, both related to subject.

Teachers at MTs 3 Al-Furqan just conduct the evaluation through observation in general way a written format of attitudes' assesment. For example, teachers asses answer of the students in every task. Previously the teachers have to memorize the students' seat, the same answer of student with a friend next to her, allows that the student was not truthful in answering.

In interviews with the teacher the evaluation of character building in

Mts 3 Al-Furqan uses a point system where there is punishment in the form of sanctions and also rewards given by the school to the students concerned.

b) Self Assessment

Based on observation the evaluation of character building through selfassessment, teacher assess the students through daily question, for example, had been praying congregation or not, if the students replied yes, but her friend said she was not, it means the student began dishonest.

Character development of students through educators provide a deep understanding and appreciation of the material and instill a sense of responsibility, in all students through listening and paying attention to friends who are expressing opinions, students can take a wisdom and benefits when we get to know the Al-Qur "an more closely. In this observation, the researcher found a characters which include the values of Creativity, friendly, social care, etc.

In this case, students who don't obey the rules will be given a punishment, in the form of points or sanctions as determined by the school. The punishment is in order to provide a deterrent effect on students so they do not repeat their actions.

Based on the results of observations and interviews conducted by researchers, it was shown that the results of interviews with the teacher stated that the character values of students had been seen. This is manifested in the form of learning activities such as: getting used to being present on time, praying before and after lessons, not cheating, prohibiting carrying communication tools during learning activities, tests, and exams. As for activities outside of learning, such as: celebrating national and religious holidays, enforcing rules by giving witnesses, praying dzuhur in congregation, etc.

Self assessment is used to provide reinforcement on the progress of students or learners. Self assessment plays an important role in conjunction with the shifting center of learning from the teacher to the student that based on the concept of independent study.

c) Journal Assesment

Based on the analysis of documentation obtained from the results of interviews regarding the evaluation of the implementation of character

education in learning activities. In competency assessment, the teacher divides the assessment techniques into 3, namely; written techniques, practical techniques, group assignments and independently. The teacher also assesses the character of students in learning activities by using evaluation guidelines for cognitive and affective aspects that refer to the values of national character and culture. This evaluation guide has a separate sheet regarding student guidance notes. Each teacher has a student guidance note sheet to assess the character of students at each competency standard they teach. Meanwhile, evaluating the implementation of character education outside of learning activities is carried out by observing student behavior, violation attendance, tardiness books, scoring, all of which are contained in the Mts 3 Al-Furqan Banjarmasin student discipline book (attached). This means that students who commit violations will get points or ratings from the teacher.

The teacher said, the evaluation of education in general focus on three aspects: the cognitive, affective, and psychomotor. Evaluation of character building is more focused affective aspects related attitudes among which is the tendency to behave containing positive and negative degrees. Attitude contains emotional component. To assess attitudes through direct observation or question, better known as nontest

assessment.

Based on interview, the success of the assessment carried out the teacher in school through the following steps; develop an indicator of the values specified or agreed, prepare a variety of assessment instruments, Recording of the achievement of indicators, perform analysis and evaluation, conduct follow-up Evaluation of character building: For continuity of the implementation of character education needs assessment of the success of using indicators such as the behavior of all citizens and the condition of the school / educational unit were observed.

This assessment is conducted continuously through various strategies. Supervision is done starting from re examine the planning, curriculum, and the implementation of all activities related to character education, namely. Implementation of self-development programs relating to the development of cultural values and national character education in the school culture / education. Completeness of facilities and infrastructure to support the implementation of the development of the educational value of culture and national character Implementation of the values of character education in learning. The implementation of active learning in learning activities.

Achievement of Action Plan for School / educational units with

regard to the application of the values of character education. The teacher makes assessment both informal and formal assessment. Informal assessment was for formative, diagnostic, and evaluative purposes. And formal assessment was for summative and informative purposes. The teachers of MTs 3 Al-Furqan Banjarmasin evaluate the students character in general way without any written format like in thebbappendix of Education Ministry number 104 because the headmaster of Al-Furqan foundation also facilitate the teachers to evaluate the students character in the simple way.

3. The Supporting Factors and Inhibitting Factors of Character Building through Language Teaching at MTs 3 Al-Furqan Banjarmasin

Character buiding is not a subject or a value that is taught, but rather to instill good values through all subjects, personal development programs, and school culture. Map values presented in this paper is an example of the spread of values that can be developed through various subjects, in accordance with the standards of competence and basic competence contained in the content standards; through selfdevelopment programs, such as school routine, spontaneous activities, exemplary, conditioning. The Character Education development planning needs to be done by all stakeholders in the school together as a community educator.

Problems that appear in English teaching and learning process are part of crucial elements of teaching. Lyne Cameron argues that the teaching English to learners bring number of challenges. Problem can be solving easily when there is supporting factors.

1) Supporting Factors of Character Building through Language Teaching at MTs 3 Al-Furqan Banjarmasin.

The supporting factors of character building trough language teaching at MTs 3 Al-Furqan Banjarmasin;

1. Their own foundation that emphasizes students must be characterized, akhlakul karimah. Clever but useless if moral ugly, do not have the courtesy to others
2. The students of MTs 3 Al-Furqan, basically is come from the good environment. They were used to be a kind person in a good character
3. Al-Furqan foundation have a strong rules that every student who are not follow the rules will get a punishment to make a declaration with a formal stamp. And the student who have collect declarations three times means she must be aware to out from the school.

2) Inhibitting Factors of Character Building through Language Teaching at MTs 3 Al-Furqan Banjarmasin.

The inhibitting factors of character building trough language teaching at MTs 3 Al-Furqan is the students's interests.

There are children who skewed their interest in one subjects, then when English lessons, they just don't care. So to instill character education is difficult because they were not paying attention at all.

On the other case, the teacher asked student who can answer it, she didn't going forward, either embarrassed or how. In fact, the teacher understand that she could. There are;

children who underestimate. Sometimes teacher asked homework but didn't done, there is also when time of lessons, they even read a novel.

The teacher's strategies to solve the problem in inhibiting factors of character building through language teaching at MTs 3 Al-Furqan Banjarmasin are; the teacher ask well, about what was the reason why she did not do their homework. Is there something else that is more important or there are other reasons. For students who

read novel in teaching learning process, the teacher ask her novel and that novel may be taken when she had graduated from MTs 3 Al-Furqan Banjarmasin.

Based on the finding explained above, the researcher would like to analyze both the strength and weakness of character building through language teaching at MTs 3 Al-Furqan.

1. Strength

- a. Al-Furqan become a school that should be an example for implementing character building for long time ago before the government implemented in 2013. Teachers implement curriculum in every teaching learning process, not only in the subjects of English , but also n all of subjects.
- b. Teachers slip material character building through language teaching directly and indirectly. This condition more striking to students. Students are motivated by English teacher and they want to be better
- 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 language teaching 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.
- c. The researcher did not see some points value of character building at VII Grade; hard work, democratic, the spirit of nationality, love homeland, rewarding achievement, peace-loving, and joy of reading. 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 MTs 3 Al-Furqan Banjarmasin because her friends there are kind and friendly. They always give spirit to her. It means the students of MTs 3 Al-Furqan have character of

tolerance. The reseacher didn't see directly that the students didn't have point of hardwork, but teacher said that some of them usually help their parents to go work on ricefield. It means the students have the point of hardwok.

B. Discussion

This section presents the discussion of the resaerch findings. As mentioned in the previous chapter, there are three problem statements proposed in study. Namely, indentifyng How is the implementation of character building Through language teaching, how is evaluation of character building Through language teaching and then what are supporting factors and inhibiting factors of character building Through language teaching. The goals of this study are to know analysis the implementation of character building through language teaching, To know and analysis the evaluation of character building through language teaching and To know supporting factors and inhibiting factors of character building through language teaching. The detail is below :

1. How is the implementation of character building Through language teaching for young learners at Mts 3 Al-furqan?

In discussion, the reseacher explained about how is the

implementation of character building Through language teaching for young learners. The teacher applies in learning activities how students are taught to behave independent, hard work, honest, cooperation, confident, responsible, environmental care, social care, discipline, tolerance, and Religious. Meanwhile, based on the results of observations and interviews with the teacher, it can be analyzed that the character of students in MTs. 3 Al-furqan. Can be formed into human beings who have good character, pious and disciplined alThrough not all students have good character with the rules that the school makes so later it will form a good personality to students. So, the Efforts to Implement Character Education in Mts 3 Al-Furqan have gone well in its application seen in the learning process in class every day the class teacher always be in the classroom to see the routines of students.

From the explained above, the implementation of character building in Mts 3Al-Furqan related to the theory of .(Samani M& Hariyanto, 2011, p. 139). Explained that :

1. Everything that exists in schools organized around the relationship between students and teachers and staff and the surrounding community.
2. The values such as fairness, respect, and honesty is part of learning every day, both inside and outside the classroom.

3. The old model-based teacher who authorities never again be applied in the classroom, ut more develop democratic classroom atmoshpere where teachers and student carry out some sort of class meetins to build unity, uphold the norms agreed upon, as well as collextively issue together.

2. How is evaluation of character building Through language teaching at MTs 3 Al-Furqan ?

In discussion, the researcher explained about how is evaluation of character building Through language teaching for young learners. The process of implementing character building in Mts 3 Al-Furqan, Based on ways that be used to assess attitudes of students, among others, through observation, self assessment, peer assessment, and assessment of the journal.

The teacher in Mts 3 Al-Furqan in every activity at school or outside the classroom. The implementation stage is that every teacher who enters the classroom to teach, will insert the inculcation of character values in their implementation. Religious character values, honesty, diligence, discipline and care / responsibility that have been implemented by the teacher turns out that in practice there are still some obstacles that must be faced. There are still some kids who haven't able to apply the values of religious character,

honesty, diligence, discipline and care / responsibility at school and at home. This causes there are still students who cheat during tests, there are still students who forget to do homework, there are still students who are busy chatting with their friends while listening to lessons, and so on. In the process of implementing character education, collaboration with various parties, both parties, is required schools, families and communities to run according to goals. Therefore, the school needs to establish good communication with various parties as a means of sharing and evaluation to discuss problems and obstacles that occur during the implementation process as well as solutions to overcome problems that occur in the process of implementing character values.

This is in accordance with what was conveyed according to the theory of (PanduanPelaksanaan pendidikan karakter, 2011,pdf, p 17). State that implementation of character education needs assessment of the success of using indicators such as the behavior of all citizens and the condition of the school / educational unit were observed. This assessment is conducted continuously through various strategies. Supervision is done starting from re examine the planning, curriculum, and the implementation of all activities related to character education, namely. Implementation of self-development programs relating to the development of cultural values and national

character education in the school culture / education. The implementation of active learning in learning activities. Achievement of Action Plan for School / educational units with regard to the application of the values of character education. Assessment of the application of the educational value of character educators, staff, and students (as a final condition).

3. What are supporting factors and inhibiting factors of character building Through language teaching at MTs. 3 Al-Furqan ?

In discussion, the researcher explained about factors and inhibiting factor of character building Through language teaching, Based, on the result of the data above, the data showed that:

Supporting Factors of Character Building through Language Teaching at MTs 3 Al-Furqan Banjarmasin namely, Their foundation that emphasizes students must be characterized, *akhlakul karimah*. Clever but useless if moral ugly, do not have the courtesy to others, The students of MTs 3 Al-Furqan, basically is come from the good environment. They were used to be a kind person in a good character, Al-Furqan foundation have a strong rules that every student who are not follow the rules will get a punishment to make a declaration with a formal stamp. And the student who have collect declarations three times means she must be aware to out from the school.

And **The inhibiting factors of character building trough language teaching at MTs 3 Al-Furqan** is the students's interests. There are children who skewed their interest in one subjects, then when English lessons, they just don't care. So to instill character education is difficult because they were not paying attention at all. children who underestimate. Sometimes teacher asked homework but didn't done, there is also when time of lessons, they even read a novel. The teacher's strategies to solve the problem in inhibiting factors of character building through language teaching at MTs 3 Al-Furqan Banjarmasin are; the teacher ask well, about what was the reason why she did not do their homework. Is there something else that is more important or there are other reasons. For students who read novel in teaching learning process, the teacher ask her novel and that novel may be taken when she had graduated from MTs 3 Al-Furqan Banjarmasin.

And from explained above, the result factor supporting and inhibiting related to the theory of (Cameron, L, 2003, p 57). Explained that map values presented in this study is an example of the spread of values that can be developed through various subjects, in accordance with the standards of competence and basic competence contained in the content standards ; through selfdevelopment programs, such as school routine, spontaneous

activities, exemplary, conditioning. The Character Education development planning needs to be done by all stakeholders in the school together as a community educator. Problems that appear in English teaching and learning process are part of crucial elements of teaching. Lyne Cameron argues that the teaching English to learners bring number of challenges.