

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two parts, the first part describes the data that has been discovered during research and the second one describes further and deeper explanation regarding the research questions.

A. Findings

The writer has three questions to answer during the research. The following paragraph discussed about the answer to this question:

1. What are the characters found when the teacher implements creative way in teaching English?

To answer this question, the writer is elaborating what happened during the observation. Before the class starts, the teacher invites the students to recite the study prayer. The students then raised their hands and recited the prayer in a solemn but still energetic manner. Before going to the next learning topic, the teacher asked about the homework given last week and asked if there were students who did not do their homework. When the teacher asked this, there were two students who only did part of the task, and then the teacher asked the two students why they did not finish their homework. One student said he forgot he had homework to complete. Another student said he did not understand how to answer the questions given. However, the teacher still allows students to continue learning and gives suggestions to write down the list of homework in a notebook, so they don't forget. The teacher continues the discussion of homework by assigning

several students to answer questions and opening a question session if there are students who do not understand the justification for answering a question. When the homework discussion has been completed, the teacher gives a learning topic, namely recognizing animal vocabulary while singing ABC songs. Next, the teacher divides the students into small groups and makes a quiz using the scoring method. Students are very enthusiastic about carrying out their roles in their respective groups and discussing with each other in answering each question given because this intelligence is enough to attract students to compete and win the competition and at the end of the lesson, students are also invited to recite a prayer after studying by the teacher.

According to the above observations, there are several characters that have been found 11 characters out of 18 characters

a. Religious

Attitudes and behaviors are obedient in carrying out the teachings of their religion, tolerant implementation of other religious worship, and live in harmony with other faiths.

b. Honest

Behavior is based on an attempt to make himself as a person who always believed in words, actions, and work.

c. Discipline

Measures indicating orderly and submissive behavior the various rules and regulations.

d. Work hard

Behaviors that show painstaking efforts in overcoming various barriers to learning and assignments, as well as completing the task with the best.

e. Creative

Thinking and doing things to make way or the new results from something that has been held.

f. Independent

Attitudes and behavior that is not depending them self on others in completing tasks.

g. Democratic

Way of thinking, being, and acting the same judge the rights and obligations of himself and others.

h. Curiosity

Attitudes and actions are always working to knowing more profound and widespread than anything he learned, seen, and heard.

i. Friendly

Action that shows a sense of happy talk, associate and cooperate with others.

j. Love reading

Habits take time to read various reading gives virtue for him.

k. Responsibility

Attitudes and behavior of people to carry out tasks and obligations, he should do, against oneself, society, the environment (natural, social and cultural), country and God Almighty.

2. What is the most dominant character?

To determine the most dominant character among the 11 characters found is not an easy task. Because according to observations, the character of students often appears followed by other characters. However, after careful analysis, the most dominant character is to work hard. First, the researcher saw that almost all students did their homework. Although the homework is simple for the writer, English for children in elementary schools in small areas is as tricky as learning mathematics.

Furthermore, it is characterized by high student enthusiasm for learning to stay in school and participate enthusiastically in the teaching and learning process. When learning animal vocabulary, some students made mistakes in pronouncing vocabulary or memorizing confusing vocabulary. However, they still wanted to try to answer the questions given by the teacher. In addition, when teachers give questions that must be answered individually, they still try to answer without having discussions with their peers. The school's location in front of the highway sometimes also disturbs and distracts, especially if a large car passes by, but they can still attend classes with good performance.

3. How is the students' response toward creative way of teaching?

To answer this question, the researcher used a questionnaire filled out by students by marking the answer choices. The first question is whether students like learning English in a creative way. The results show that teaching English in a creative way can be an excellent solution to change the stereotype of students who consider English as a complex subject to be a fun subject. This is supported by a positive response from almost all students who were then asked whether English is difficult to learn. Positive responses from students were shown again because more than half of students stated that English was not difficult. Furthermore, they stated that they were able to do the assigned tasks independently, and had the will to continue learning English, and were confident to be able to speak English. To sum up, the creative way in teaching English has succeeded in attracting students' interest in learning English. The following is a graph of the six questions given

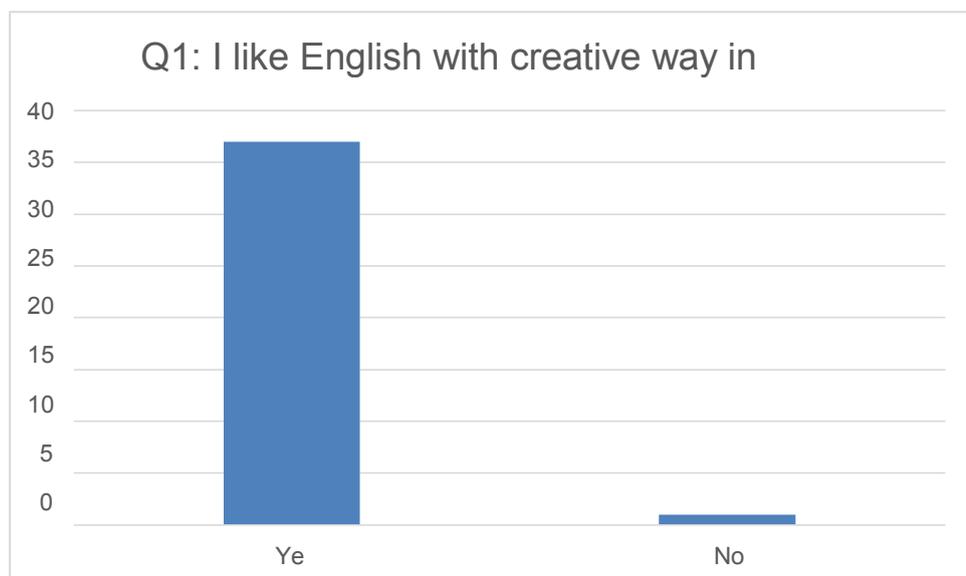


Figure 1. Question related to friendly character

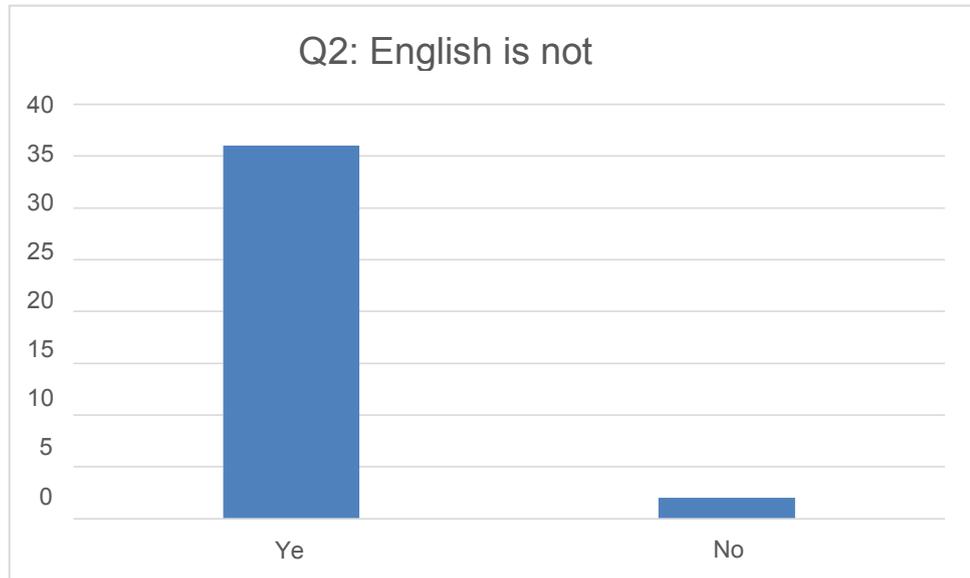


Figure 2. Question related to work hard

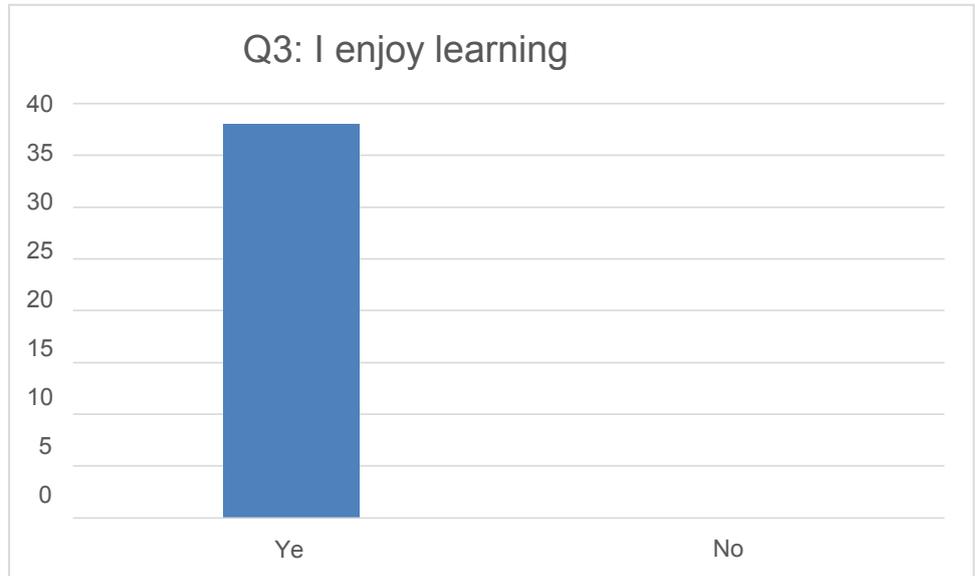


Figure 3. Question related to lovereading.

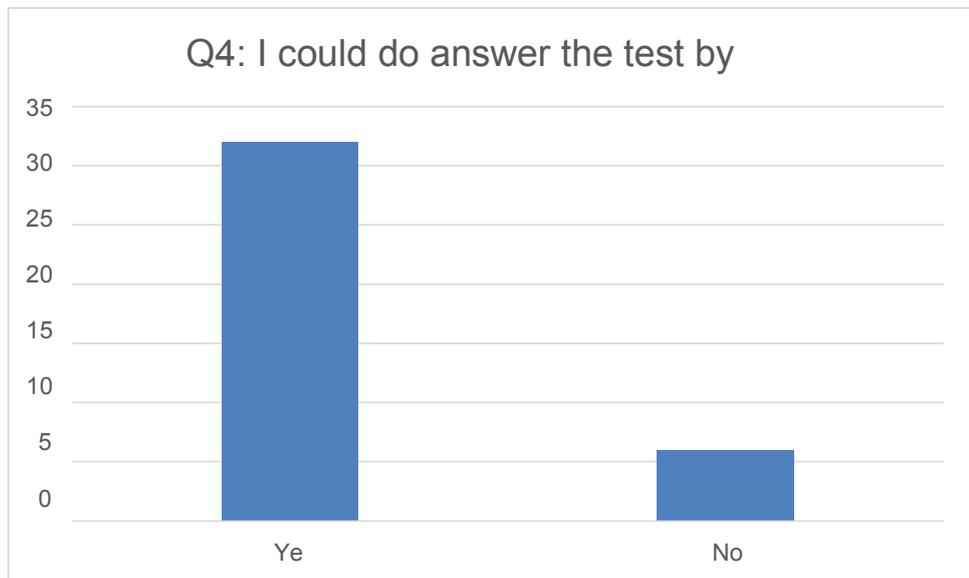


Figure 4. Question related toindependent.



Figure 5. Question related to work hard.

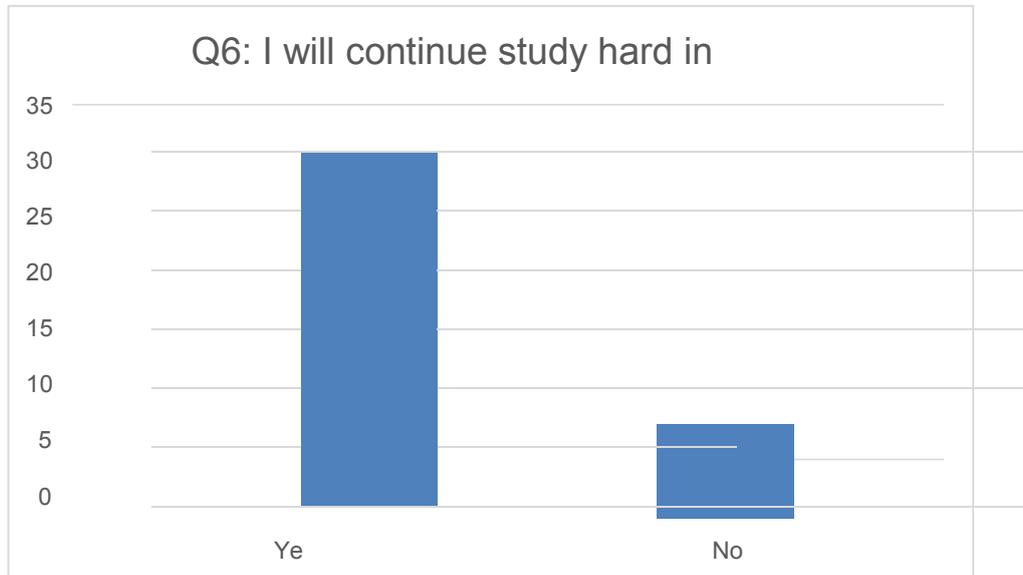


Figure 6. Question related curiosity.

B. Discussions

1. Characters found when the teacher implements creative way in teaching English

a. Religious

Religious character is an inherent trait of self a person or thing that shows identity, character, obedience or religious message. The religious character inherent in a person will be seen from the way of thinking and acting, which is always imbued with religious values. When viewed in terms of behavior, people who have religious character always show their firmness in belief, obedience in worship, maintaining good relations with fellow humans and the natural environment (Ulfah&Meiningtyas, 2021, p. 205). This is of course very much in line with the discovery of religious characters in the study because all students were very enthusiastic in reading the prayer of learning before the lesson began and the prayer after learning when closing the lesson. Examples of religious values include ideals such as truth, love, righteousness, goodness, and so on. His views contrast with the radical Enlightenment because Schleiermacher believed that no matter what happens, faith will persist and continue to exist because it isn't based around logic but feelings.

b. Honest

According to (Albert HendraWijayaEmosda, 2013, p. 207) that being honest if defined by default is to admit, say or provide

information that is in accordance with reality and the truth. In the Big Indonesian Dictionary (1995: 440) the word honest means: not lying, honest, trustworthy in words, not treacherous. If someone says it is not in accordance with the truth and reality or does not admit something according to what it is then that person can be considered or judged to be dishonest, cheating, lying, hypocritical and so on. This theory is certainly in line with the findings during observations related to honesty, where there were two students who honestly admitted that they could not complete their homework.

c. Discipline

Discipline character possessed by a student can be found by the punctuality of students coming to school and taking the learning process seriously (Najib, 2012, p. 87). This is consistent with the author's findings when the lesson took place, all students came to class before class time began and no one disturbed other students during class hours.

d. Work hard

Hard work is a behavior that shows effort earnestly in overcoming barriers to learning, assignments, in order to complete the task (study/work) as well as possible (Kemdiknas, 2010, p. 243). A fact that the process English learning students tend to be passive. This matter it can be seen that students work on practice questions if. When asked to overcome this, a creative learning model that involves students

is needed to motivate each other so that this character emerges. This is of course in line with the author's findings during the observation where when the quiz was held students motivated each other's internal team so that they could win the quiz.

e. Creative

To find creative characters in students, teachers are required to be creative also in making creative ways in learning English (Wati, 2020, p.107). In this study, the teacher has implemented a creative way in teaching English by using media such as ABC songs, animal posters, so it is not surprising that during the quiz, creative characters were found.

f. Independent

The formation of independent character in students' souls can essentially be developed through steady discipline, the existence of enthusiasm in carrying out routine and earnest, based on with mature religious values with promote the spirit of togetherness full of love, simplicity, honest and sincere spirit. (MangunBudiyanto and Imam Machali, 2014, p.108). In other words, if the character of discipline appears, then independence will also appear. Students disciplinedly do the homework given by the teacher at the same time independent character also appears because they do homework without the help of others.

g. Democratic

Democracy is a way of thinking, acting, and acting that assesses the rights and obligations of himself as well as others. A democratic attitude can also be said as a person's view of life to have the same rights and obligations for all citizens (Ilham, 2012,p.69). In this study,it can be related to all students who have an obligation to do homework and also students have the right to get feedback from the teacher about whether the homework they are doing is right or wrong.

h. Curiosity

Curiosity is usually marked by the way students listen to a lesson. Usually students who have this character listen to the explanation of the material from the teacher in a focused manner regardless of surrounding distractions (Ilham, 2012, p. 70). And without shame asking something that is not understood to be explained again. This has been found in a study where students actively asked the meaning of a word that they did not know before.

i. Friendly

Friendly is usually characterized by the way students treat their peers. Students with this character like to help other students in various ways such as explaining lessons or being polite with peers (Ilham, 2012, p.74). As is well known, friendly is found when students are given a quiz by the teacher

j. Love Reading

The character of love reading is a little tricky because not all students have the same learning style. However, this character can emerge by providing interesting reading that is colorful and not boring. In this case the teacher presents reading by introducing animals and numbers and ABC songs that attract students' reading interest.

k. Responsibility

Responsible character can be seen by the behavior of students who admit mistakes, dare to apologize and have the intention not to repeat the same mistakes. This is in line with the character found by the author. Students honestly and bravely admit if they don't do homework and give reasons.

2. Most dominant character

To find most dominant character it is still possible to find out even in the short period of time as long as having a consistence observation but still to avoid bias result, (Pratiwi, 2021, p. 251) suggest that one semester observation is tend to be ideal time frame for discovering most dominant character while implementing some way to teach. In this case, when conducting data analysis by collecting data from observations and highlighting all available information. Always found work hard characters. This is because, this character indirectly appears together with other characters such as religious and disciplined. These two characters indirectly always teach students to have hard-working and unyielding characters (Pratiwi, 2021, p. 254).

3. Students' response toward creative way of teaching

The findings shows that creative way in teaching English is having significant impact for gaining students' character. However, this method also depends on how the teacher bring this method to the student even the method is good, but if the teacher fails to introduce in a way that can easily observed by the students then it has no impact as well. This statement is supported by previous research conducted by (Wahyuni, 2013, p.36). Various activities can lead to discover students' character, but it is depends on the teacher's skill. According to (Faridi, 2014,p.89). Unlike high school student, elementary students tend to more honest by giving feedback to teacher. In addition, it is valid if we say that positive response from students as a sign that creative way in teaching English is successfully implemented.