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**THE IMPLEMENTATION OF CHARACTER  
EDUCATION IN TEACHING ENGLISH  
AT SMP MUHAMMADIYAH 4  
PEKANBARU**

**THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau in  
partial fulfilment of requirements for the degree of  
Magister in English Education



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By:

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STATE ISLAMIC UNIVERSITY  
SULTAN SYARIF KASIM  
RIAU

1442 H/ 2021 M



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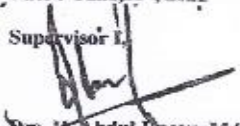
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Pekanbaru, June 21<sup>st</sup>, 2021  
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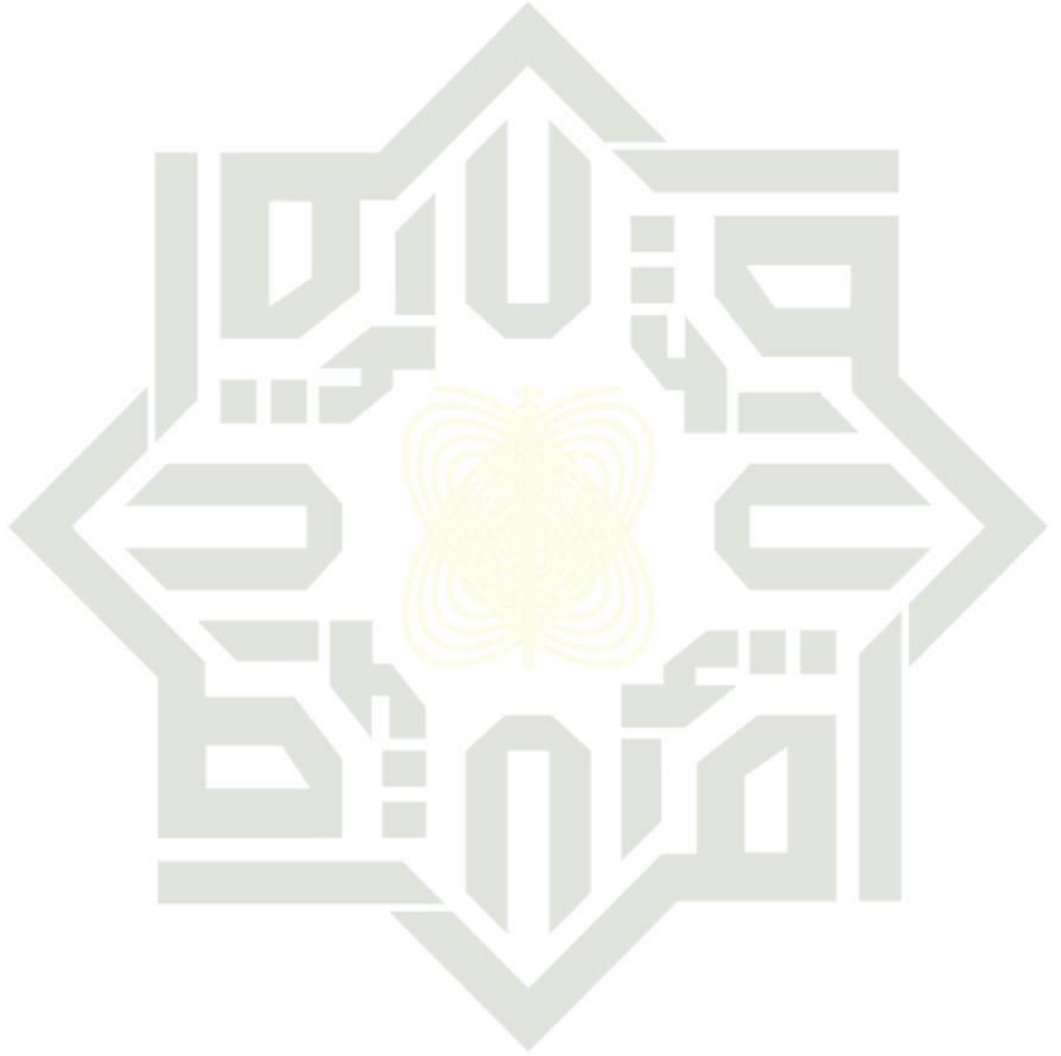


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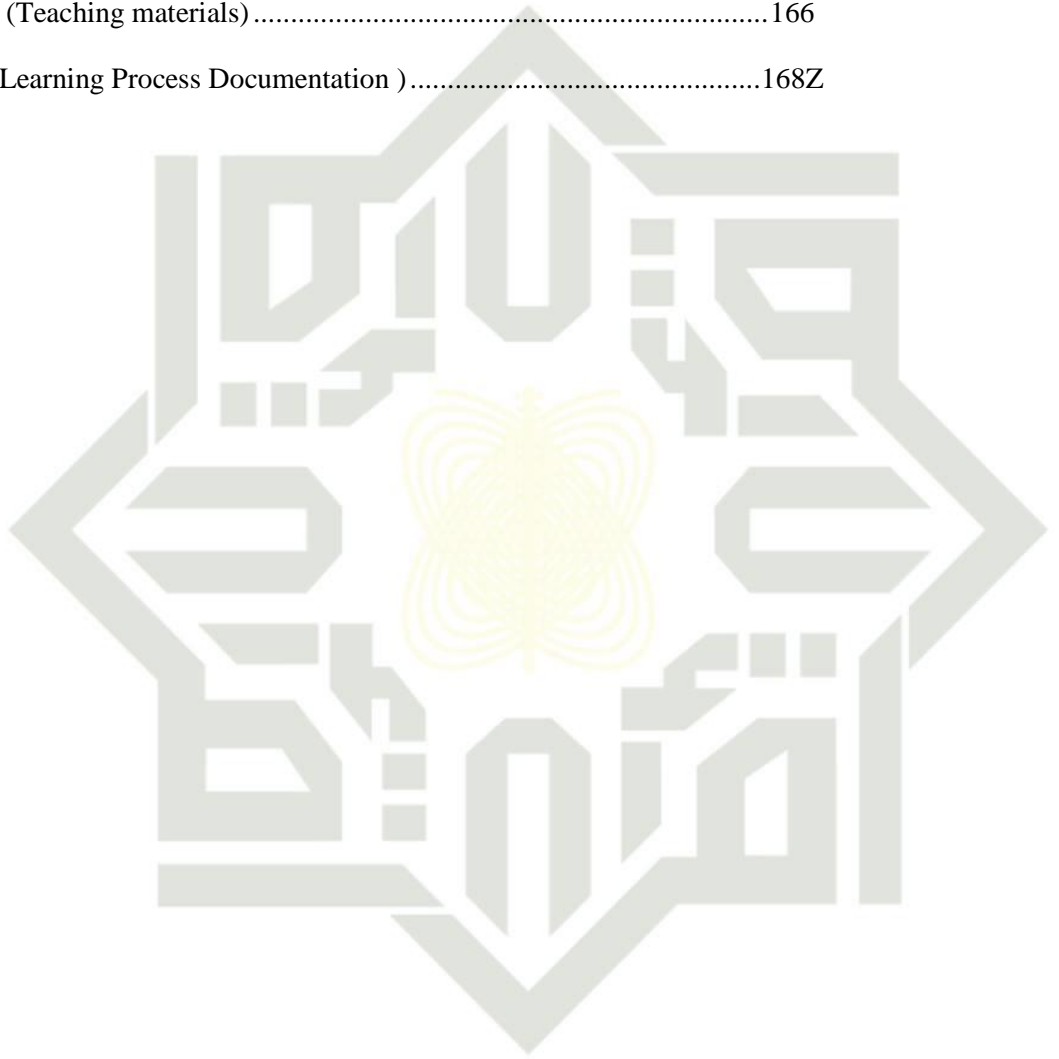
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**ABSTRACT**

**Annisya Ulkhairi (2021): The Implementation of Character Education in Teaching English at SMP Muhammadiyah 4 Pekanbaru**

This research was aimed to describe the implementation of character education in teaching English in online learning. Since there is a transition between traditional learning to online learning, this topic is interesting to be researched at any time. The research was conducted at SMP Muhammadiyah 4 Pekanbaru in the form of phenomenological research which employed the qualitative approach. The data were collected through observation, interview, and documents, while the subjects of the research were the English teachers of SMP Muhammadiyah 4 Pekanbaru.

The result of the study showed that the implementation of character education in teaching English in online learning of SMP Muhammadiyah 4 Pekanbaru was integrated into the planning stage, the teaching and learning stage, and the evaluation stage by developing essential virtues, including being religious, discipline, honest, independent, responsible, hardwork/persistent, curious, creative, honest, friendly/ communicative as well as appreciation of achievement. There have been some supporting and inhibiting factors faced in implementing character education including (1) teachers (2) students (3) parents who support to implement the values in teaching and learning process and also some challenges such as (1). lack of training (2) no direct interaction (3) lack of students' motivation and manner (4) lack of parents' support and (technical error). In addition, there have been a number of ways that the teacher can use to solve the problems in this research among others (1) learn again and again. (2) approach the students (3) and collaborate with the parents.

*Keywords: implementation, character education, online learning.*

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**ABSTRACT**

**Annisya Ulkhairi (2021): Penerapan pendidikan karakter dalam pengajaran Bahasa Inggris di SMP Muhammadiyah 4 Pekanbaru**

Penelitian ini bertujuan untuk mendiskripsikan penerapan pendidikan karakter dalam pembelajaran bahasa Inggris secara daring. Adanya perubahan pembelajaran dari tradisional ke daring membuat topik ini menarik untuk diteliti. Penelitian ini dilakukan di SMP Muhammadiyah 4 Pekanbaru. Penelitian ini bisa dikategorikan sebagai penelitian fenomenologi dalam penelitian kualitatif. Instrumen yang digunakan adalah lembar observasi dan wawancara. Data dikumpulkan melalui observasi, wawancara, dan dokumen. Subjek penelitian ini adalah guru bahasa Inggris di SMP Muhammadiyah 4 Pekanbaru. Hasil penelitian ini menunjukkan adanya penerapan pendidikan karakter dalam pengajaran bahasa Inggris secara daring di SMP Muhammadiyah 4 Pekanbaru dalam tahap perencanaan pembelajaran, tahap proses pembelajaran dan tahap evaluasi dengan mengembangkan nilai religius, disiplin, kejujuran, kemandirian, tanggung jawab, pekerja keras, rasa ingin tahu, kreatifitas, keramahan/ komunikasi, menghargai prestasi. Ada beberapa faktor pendukung seperti guru, murid dan orang tua yang sudah mendukung dalam penerapan pendidikan karakter ini, ada juga faktor penghambatnya seperti (1). Kurangnya pelatihan (2) tak adanya interaksi langsung (3) kurangnya motivasi dan akhlak siswa (4) kurangnya dukungan orang tua dan (kesalahan teknis). Tambahan lagi adanya cara-cara yang dilakukan guru dalam menyelesaikan masalah ini seperti (1) belajar dan belajar lagi. (2) pendekatan dengan siswa (3) bekerja sama dengan orang tua.

*Keywords: penerapan, pendidikan karakter, pembelajaran daring.*



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**ملخص**

انتشاء الخسرى: (2021) عملية تطبيق التربية الخلقية في تدريس اللغة الإنجليزية في المدرسة الثانوية المحمدية الرابعة ب بيكان بارو

عبر الإنترنت. بوجود يهدف هذا البحث العلمي إلى وصف تطبيق التربية الخلقية في تعليم اللغة الإنجليزية التغيير في طريقة التعلم الكلاسيكي إلى طريقة التعلم عن بعد يجعل هذا المشروع البحثي جذاباً. أنجز هذا المشروع البحثي في المدرسة الثانوية المحمدية الرابعة ب بيكان بارو. ويمكن تصنيف البحث إلى البحث الواقعي في البحث النوعي. والأدوات البحثية المستخدمة هي ورقات المراقبة والاستجاب. وطريقة جمع البيانات من خلال المراقبة والمقابلة والوثائق. ويكون موضوع البحث هم مدرسون مادة الإنجليزية في المدرسة الثانوية المحمدية الرابعة ب بيكان بارو. وتشير هذا البحث نتيجة وجود تطبيق التربية الخلقية في تدريس اللغة الإنجليزية عبر الإنترنت في تلك المدرسة في مراحل تخطيط تدريسها والعملية التدريسية والتطبيق بإنشاء القيم الدينية، والانتظام، والصدق، والانتماء على النفس، والمسؤولية، وحب العمل، وحب الاستطلاع، والإبداع، والल्प أو الاتصال، وإنجاز المجزي. هناك العوامل المؤيدة كالمعلم، والمتعلم، والآباء المساعدين في أداء تطبيق هذه التربية الخلقية. وأيضاً هناك العوامل المانعة ك (1) النقصان في التدريب (2) عدم التفاعل المباشر (3) عدم الدافع وأخلاق التلاميذ (4) نقص التشجيع من خلال الأبوبين و (الخطأ الفنى). إضافة إلى ذلك، هناك الطرق الذي يسلكها المدرسون في حل هذه المشاكل ك (1) التعلم المستمر (2) المقاربة النفسية نحو التلاميذ (3) العمل الجماعي بالأبوبين

الكلمات المفتاحية: التطبيق، التربية الخلقية، التعلم عبر الإنترنت

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

The term character education is not new in the ears of people around the globe where education is a significant factor in making students well-educated. It is for this reason that advocating character education in learning process should be a holistic movement in the minds of the education stakeholders from generation to generation in the preparation to create good people. Because character education is the key for the success of education in all levels, it must be given earlier since it has benefits for students' character building and bring them to have a positive attitude in their future (Susilawati, 2016). Students' character development is very important to build up by teachers as the second students' parents at school.

In Indonesia through the Ministry of Education, our government has shown concern about character education toward the 2013 Curriculum (K-13). This curriculum is intended to produce school graduates who are globally competitive but also grounded in strong Indonesia values. To support this objective, K13 emphasizes students' core competence.

Character is related to individual virtue, attitude or behaviour. Njoku (2018) states that character is defined as personal qualities which make up a person's behaviour. This quality is very important for everyone including students who are our next generation. As important as the quality of knowledge, personal quality can create unique individual behavior that can help them to behave well in their

families, schools, and societies. Suyanto (2009) in Ratih (2017) states that character is the way to think and behave of individuals which is to be a trick each individual to live and cooperate whether in the society, in the family and in the country. Character should become a big concern for our generation from childhood. Ideally, children will imitate someone's behaviour in their environment and when they do it repeatedly it can be their characters. It is supported by Stone, (1997, p. 22) who states that "Children learn a repertoire of behaviors that when repeated become habits, which in turn facilitate the formation of good character". It means that building students' character also needs a process since it is the repetition of behaviour. When students are well- behaved, it can become their good habit and good character.

According to Lickona, et al (1996; p.3) good character involves understanding, caring about, and acting upon core ethical values. A holistic approach to character development therefore seeks to develop the cognitive, emotional, and behavioral aspects of moral life. It shows us that having good character is also about developing another aspect in our life especially for the students who need cognitive, affective and emotional aspects in their lives and become one of the keys to their success. Based on the study done by Zurqoni et al (2019.p 2) the balance between cognitive ability and positive character of learners is one of key factors that determines the success of learners.

The meaning of character forward by Thomas Lickona (in Syamsu, 2012, P. 25) is "a reliable inner disposition to respond to situations in a morally good way." Then he added, "so conceived character has three interrelated parts: moral

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Following, moral feeling, and moral behavior" (Lickona, 1991:P.51). According to Lickona, noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge (cognitives), attitudes, motivations, behavior and skills. The idea of Lickona can imply that character is related to behaviour and well-being attitude that come from ourselves. As Lickona said in his article character is often defined as "doing the right thing when no one is looking." The best underlying ethical reason for following rules, for example, is respect for the rights and needs of others not fear of punishment or desire for a reward. (Lickona et al, 1996). When behaviour becomes a character, it can show someone's quality in his or her personality. They will be well-behaved in every situation, and without hesitation or show bad behaviour when nobody looks at them.

There are eighteen characters that are proposed in the 2013 curriculum: spiritual; honesty; tolerance; discipline; perseverance; creativity; independence; democracy; curiosity; nationalism; patriotism; appreciation; and friendliness or communication; love of peace; reading interest; environmental awareness; social awareness; and responsibility (Ministry of Education, 2010).

The definitions of character education above shows us that the implementation of character education for the students is not only to learn and develop good characters and acquire great academic achievements. Thus, it is really important for teachers when teaching all subjects, including the English to complement character education.

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Character education can basically be integrated into learning in every subject. Direktorat Pembinaan Sekolah Menengah Pertama (2010:pg.7)

In the structure of the junior high school curriculum, basically every subject contains materials related to character. Substantively, there are at least two subjects that are directly related to the development of character and noble character, namely Religious Education and Citizenship Education (PKn). These two subjects are subjects that directly (explicitly) introduce values, and to a certain extent that make students care and internalize values (Direktorat Pembinaan Sekolah Menengah Pertama: pg.24).

The distribution of the main values in subjects includes appreciating diversity, politeness, confidence, independence, cooperation, obedience to the social rules of the Direktorat Pembinaan Sekolah Menengah Pertama: 37 . According to Menihati (2013), teachers must be proactive and comprehensive in encouraging the students' morality by treating them with respect, applying good behaviour, correcting unkind actions, helping them to give respect and care of each other, helping students to feel appreciated with the classmates, giving students opportunity to get involved in decision-making, and helping students to learn how to resolve conflicts in a fair way so that they can be successful students who have noble characters. Hence, Beyer in Arin 2014 said that "teachers are moral agents who transmit values overtly or covertly. ...". It means teacher can endorse character education through syllabus (theory) and show directly in teaching activity (practice) but some English teachers do not show character education in their teaching. Wynne (1988) in William (2020) stated that many

schools teach character directly and have developed curricula and set aside class time to focus on issues of character.

The above description shows how crucial character education is in teaching and learning process. It is in line with the vision and mission which are also applied in the 2013 Curriculum. To implement character education successfully needs a quite thorough effort. Therefore, according to the researcher's pre-observation at SMP Muhammadiyah 4 Pekanbaru, this school has applied the 2013 curriculum in the teaching and learning process. It is also supported by the vice-principle being responsible for the curriculum of SMP Muhammadiyah 4 that once said that at this school the implementation character education is applied in all of subjects including English subject. In this school, teachers are expected to prepare syllabus, lesson plans and teaching materials that promote character education in the teaching and learning activities of English.

However, there is a gap between theory and practice. In practice some English teachers are still hesitant and unsure about their understanding of character education and in integrating character education into their actual teaching practices. An English teacher stated that there are character values in the lesson plans in the syllabus theoretically but in practice some teacher still have difficulties to implement it because of the lack of socialization to the teachers. The inclusion of character education in the lesson plan is really needed by the teachers and their guidance for teaching but socialization to integrate it on the teaching and learning process that is also important to help the teachers implement character education without hesitance. Because of lack of socialization, it was found that the

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teachers were still confused with determining the implementation of character education in teaching activities. As a result, some students still showed bad attitudes and disrespects to the teacher and did not discipline themselves and so on. Therefore, it is necessary to carry out a research since the efforts of the school to enhance students' attitude through character education are still cannot show significant impact on the students. Hence, the standard for competencies achievement of the students or Minimum Criteria of Mastery Learning (KKM) in affective domain still need to be improved. Some students got Predicate C in their affective domain and only few of them got Predicate A.

Another problem is related to learning process. Because of Covid-19 pandemic there is a transition of learning process from traditional or face to face learning to online learning. It can be challenging to the teachers to provide good materials in teaching English to integrate and implement character education in online learning. Ideally, teachers as role models should promote character education directly to the students, but nowadays teachers should struggle via online learning. That should be interesting to find out how teachers implement character education in online learning activities. According to the phenomena above, the writer was encouraged to investigate teachers' perceptions of the implementation of character education and the implementation in classroom activities and would like to conduct a research entitled "The Implementation of Character Education in English Teaching at SMP Muhamadiyah 4 Pekanbaru".

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## 1.2 Statement of the problem

Based on the research background above, some problems in the field were identified as in the following:

The first problem is related to the teacher. The teacher as the agent of change has responsibility to endorse good values to the students by integrating the values in teaching activities. However the teacher also needs socialization how to integrate it. The English teaching tends to pay much attention to the development of students' language skills. As a result, the teacher seemed to emphasize and give more attention to the activities which can provide them to develop their language skills than the activities to develop their characters. Today is the new era in which teachers should provide both good materials and endorse good characters through online learning in the same way. It is quite difficult because teachers cannot teach the students face to face and implement character education directly.

The second problem is related to moral crisis among students. Even if the teachers and school show their concern in character education; in fact, there are still some students who have unexpected behaviours and lack of manners, for example: fighting, impoliteness, indiscipline and so on. These happen because of the low awareness of the importance of character education within the society, including at schools. Through character education, an amazing transformation is expected to occur in order that Indonesian students have excellent and noble characters.



Based on the assumption, some questions needed to be addressed in order to acknowledge people especially those who put a great interest in the educational side. Thus, the scopes of this research are: how is teachers' understanding about character education?, what are the problems that teachers are facing when integrating character education in the teaching activities? what are the factors that make students not apply character education in their lives? and how do English teachers implement character education in teaching activities?

Character education is a means for assisting the development of students' personality and soul. In integrating character education, character traits or virtues are really important to taken into account. It is because by practicing the virtues, the students can achieve two great goals, i.e intellectual excellence and moral excellence. According to Character Education Partnership of America (in Berkowitz, 2005: 3), it is stated that:

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to plant in their students important cores, ethical values, such as caring, honesty, fairness, responsibility, and respect for self and others (Berkowitz, 2005:3).

### 1.3 Limitation of the Problem

In line with the identification of the problems, the focus of the research was on the implementation of character education in teaching English subject. The writer assumed that it has been a crucial issue since implementing character

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education is about creating well-being generation and also motivating English teachers to concern with implementing character education.

By considering the time, facilities and funding, it was necessary to limit the problem. This research focused on the implementation of character education in English language teaching especially in online learning since there is a transition model of teaching-learning process from face to face to online learning.

#### **1.4 Purpose and Objectives of the study**

The aim of the study was to examine the English teachers' basic understanding of character education and to observe the implementation of character education in teaching English at SMP Muhammadiyah 4 Pekanbaru.

This study was conducted to reach the following objectives:

- 1 To investigate the implementation of character education in online English learning at SMP Muhamadiyah 4 Pekanbaru.
- 2 To discover the supporting factors and inhibiting factors of character education through online English learning at SMP Muhamadiyah 4 Pekanbaru.
- 3 To find out how teachers solve the problems during the application of character education in online English learning.

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### 1.5 Research Questions

The problem of the research is formulated in the following research questions:

- 1 How is the implementation of character education in online English learning at SMP Muhamadiyah 4 Pekanbaru?
- 2 What are supporting factors and inhibiting factors of implementation character education through online English learning at SMP Muhamadiyah 4 Pekanbaru?
- 3 How do teachers solve the problems during the application of character education in online English learning?

### 1.6 Significances of the Study

This study was conducted to find out the implementation of character education in teaching English at SMP Muhamadiyah 4 Pekanbaru. Considering that character is one the basic of human beings in life, character education is very important since the output of character education is for our better future. It is in line with Hoge (2002) who defined character education as a way of adjusting the behaviors of the students in order to become good citizens of the future.

Theoretically, this study has significant benefits to the teachers and educational stakeholders. The implementation of character education in English teaching is an interesting issue when every educational stakeholder gives awareness to develop this aspect in the curriculum. Teacher not only focuses on students' academic or

cognitive skills or psychomotor, but also on affective domain. It can also become a big picture of what is happening to the real situation in teaching and learning process. Besides, the government is expected to make an evaluation about the implementation of character education in schools or educational institutions.

Practically the significant this study is for the students. Hopefully it will encourage them to be more discipline and motivate them to have noble character, and for the teacher it can make them know how important of applying the content of syllabus and lesson plan to build students character.

### 1.7 Rationale of the study

Theoretically, the result of this study will be able to develop the current theories about the implementation of character education in teaching English in online learning. Practically, this study is important to the following parties:

Decision Makers.

Implementing character education (CE) needs serious and mature planing. From planing, implementating to evaluating are educational stakeholders' policy.

Menihati (2013) in her research stated that it would be expected that the result of this study could be used by the decision makers to evaluate the implementation of character education. By doing so, the improvement of the program could be achieved successfully. Conducting this research could be one of descriptions of the evaluation for decision makers such as schools, or government about how teachers implement character education in class. When school evaluate and have programs about character education, it is very precious to students as Chimezie,

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(2018) concluded in his research ‘when schools’ discipline policies are utilized, character education programs, and encouragement from communities will enable schools to begin to show significance in the behaviour of the students they teach’. Also effective character education is found in a school environment that enables all learners demonstrate their potentials to achieve a very important goal (Alfarisy). It was so rationable to conduct this study since we need to evaluate, make good programs, and implement character education in the teaching and learning process to give big impacts to the children development, attitudes and behaviors.

To Other Researchers

Since this study is very important, hopefully this study can give a direct experience of researching models of character education and insight models of character education that can be implemented in teaching English for the further researchers. Menihati (2013) stated that the information about the integration of character education in teaching English language would give contributions to other researchers to conduct further studies or encourage them to carry out a similar research in different fields of study.

## 1.8 Definition of the Key Terms

### 1 Character Education

Character education is anything that school might try to provide outside of academics, especially when the purpose is to help children grow into good people (Kohn, 1997).

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## 2. English Language Teaching (ELT)

Richards and Rodgers (2001: pg 2) assumes “English is regarded as a foreign language when it does not function as an official language in a country; that is, the major language of law, government, education, and business.” Similarly, Brown (2001: pg 3) also states that English as a foreign language always refers to English taught in countries where English is not a major language of commerce and education. In addition, Harmer (2007:p 19) further explains this statement as follows:

English as a foreign language describes situations where students are learning English in order to use it with other English speakers in the world. It follows from this separation that the language studied in English as a foreign language lessons will be different from the language where English is treated as second language (Harmer, 2007: p19).

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**CHAPTER II****REVIEW OF THE RELATED LITERATURE**

Chapter 2 provides important or grand theories that are corresponding to the topic of the research on character education. Different theories are given by different experts by which the researcher gives comments and views about those theories. The theories are associated with the research questions to be answered by the data later. The chapter begins with the nature of character.

**2.1 The Nature of Character**

The term character is not very new to people around the world and even in Bahasa Indonesia it is pronounced very similar to the way it is pronounced in English. The definition of character forward by Thomas Lickona (in Syamsu, 2012, P. 225) is "a reliable inner disposition to respond to situations in a morally good way." Then he added, "so conceived character has three interrelated parts: moral knowing, moral feeling, and moral behavior" (Lickona, 1991:P.51).

According to Lickona, noble character o good character includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, character refers to a set of knowledge, attitudes, motivation, and behaviors and skills. What Lickona states can imply that character is related to behaviour and well-being attitude that come from ourselves and sometime we do not realize that.. As Lickona said in his article that character is often defined as "doing the right thing when no one is looking."



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The best underlying ethical reason for the following rules, for example, respect for the rights and needs of others—not fear of punishment or desire for a reward. (Lickona, *et al*, 1996).

**2.2 The Nature of Character Education**

There are several definition of character education (CE) such as the US Department of Education (2005) in (Angela, p. 5) defines character education “a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society”. It means that conduct character education needs time, process support from school community, parents, teachers and educational stakeholder who should have responsibility to build students’ characters who have core ethical values. This idea is also supported by Berkowitz, and Bier (2005) who state that character education is a citizen process to make schools that develop courtesy, responsibility and caring adolescent by sampling and teaching best character care that we all talk together. It is the purpose, hyperactive attempt by schools, regions and countries to increase their pupils important courtesy values, for example, caring honesty, fairness, responsibility and esteem for self and others.

Basically, school is one of a crucial and should be an appropriate place to conduct character education including home. as (Kohn, 1997) states in his



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Research that Character education – is anything that school might try to provide outside of academics, especially when the purpose is to help children grow into good people.

According to Lickona (in Berkowitz, 2005: 2), character education is an effort to create individuals specially students to have good character, in school community even in society. This effort is needed by teachers who are expected to be able to endorse good character in teaching activity” In this regard, Elkind and

Sweet (in *Direktorat Pembinaan Sekolah Menengah Pertama*, 2010: 13) also define character education as “the deliberate effort to help people understand, care about, and act upon core ethical values.

Character education is a means for assisting the development of students’ personality and soul. In integrating character education, character traits or virtues are really important to taken into account. It is because by practicing the virtues, the students can achieve two great goals, i.e. intellectual excellence and moral excellence. Character Education Partnership of America (in Berkowitz, 2005: p 3) aims that:

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students’ important cores, ethical values, such as caring, honesty, fairness, responsibility, and respect for self and others (Berkowitz, 2005:p.3). It means that character education is not only an effort of educators, but should be a concern

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since it becomes one of national policies of the government with the goal to prepare young people who have good character to be a good generation.

Similarly, Association for Supervision and Curriculum Development of America (in Berkowitz, 2005: p 3) expresses that Character Education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens.

In summary, Character education is a learning process in school community to create individuals having core virtues or good characters to prepare individuals well-behaved in the family, school, society even the country

#### 2.2.1 The Principles of Effective and componet of Character Education

According to Lickona, *et al*, 1996: p. 3-6), there are eleven principles of effective character education that can be applied at school.

1. Effective character education promotes score ethical values and supportive performance values as the foundation of good character. Character education holds that widely shared, pivotally important, core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others along with supportive performance values –such as diligence, a strong worth ethic, and perseverance form the basis of good character. A school committed to character development stands for these values (sometimes referred to as “virtues” or “character traits”), defines them in terms of behaviors that can be observed in the life of the school, models

these values, studies and discusses them, uses them as the basis of human relations in the school, celebrates their manifestations in the school and community, and holds all school members accountable to standards of conduct consistent with the core values.

2. It comprehensively includes thinking, feeling, and behavior. Good character involves understanding, caring about, and acting upon core ethical values. A holistic approach to character development therefore seeks to develop the cognitive, emotional, and behavioral aspects of moral life.
3. It uses a comprehensive, intentional, and proactive approach to character development. Schools committed to character development look at themselves through a moral lens to assess how virtually everything that goes on in school affects the character of students. A comprehensive approach uses all aspects of schooling as opportunities for character development. This includes what is sometimes called the hidden curriculum (e.g., school ceremonies and procedures; the teachers' example; students' relationships with teachers, other school staff, and each other; the instructional process; how student diversity is addressed; the assessment of learning; the management of the school environment; the discipline policy); the academic curriculum (i.e., core subjects, including the health curriculum); and extracurricular programs (i.e., sports teams, clubs, service projects, after-school care). "Stand alone" character education programs can be useful first steps or helpful elements of an ongoing effort but are not

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an adequate substitute for a holistic approach that integrates character development into every aspect of school life. Finally, rather than simply waiting for opportunities to arise, with an intentional and proactive approach, the school staff takes deliberate steps for developing character, drawing wherever possible on practices shown by research to be effective.

4. It creates a caring school community. A school committed to character strives to become a microcosm of a civil, caring, and just society. It does this by creating a community that helps all its members form caring attachments to one another. This involves developing caring relationships among students (within and across grade levels), among staff, between students and staff, and between staff and families.
5. It provides students with opportunities for moral action. By grappling with real-life challenges (e.g., how to divide the labor in a cooperative learning group, how to reach consensus in a class meeting, how to reduce fights on the playground, how to carry out a service-learning project) and reflecting on these experiences, students develop practical understanding of the requirements of cooperating with others and giving of oneself. Through repeated moral experiences, students develop and practice the skills and behavioral habits that make up the action side of character.
6. It includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed. A meaningful curriculum includes active teaching and learning methods such as cooperative learning, problem-solving approaches, and experience-based

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projects. These approaches increase student autonomy by appealing to students' interests, providing them with opportunities to think creatively and test their ideas, and fostering a sense of "voice and choice"—having a say in decisions and plans that affect them.

7. It strives to foster students' self-motivation. Growing in self-motivation is a developmental process that schools of character are careful not to undermine by excessive emphasis on extrinsic incentives. When such schools give appropriate social recognition for students' pro-social actions (e.g., "Thank you for holding the door that was a thoughtful thing to do.") or celebrate character through special awards (e.g., for outstanding school or community service), they keep the focus on character.
8. It engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students. All school staff—teachers, administrators, counselors, school psychologists, coaches, secretaries, cafeteria workers, playground aides, bus drivers need to be involved in learning about, discussing, and taking ownership of the character education effort.
9. It fosters shared moral leadership and a long range support of the character education initiative. Schools that are engaged in effective character education have leaders (e.g., the principal, a lead teacher or counselor, a district administrator, or preferably a small group of such individuals) who champion the effort.

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10. It engages families and community members as partners in the character-building effort. To build greater trust between home and school, parents are represented on the character education committee. These schools also make a special effort to reach out to subgroups of parents who may not feel part of the school community. Finally, schools and families enhance the effectiveness of their partnership by recruiting the help of the wider community (i.e., businesses, youth organizations, religious institutions, the government, and the media) in promoting character development.
11. It assesses the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

Effective character education must include an effort to assess progress using both qualitative and quantitative methods. Three broad kinds of outcomes merit attention:

1. The character of the school: To what extent is the school becoming a more caring community? This can be assessed, for example, with surveys that ask students to indicate the extent to which they agree with statements such as, “Students in this school (classroom) respect and care about each other,” and “This school (classroom) is like a family.”
2. The school staff’s growth as character educators: To what extent have adult staff—teaching faculty, administrators, and support personnel—developed understandings of what they can do to foster character development? Personal

commitment to doing so? Skills to carry it out? Consistent habits of acting upon their developing capacities as character educators

Student character: To what extent do students manifest understanding of, commitment to, and action upon the core ethical values? Schools can, for example, gather data on various character-related behaviors: Has student attendance gone up? Fights and suspensions gone down? Vandalism declined? Drug incidents diminished? Schools can also assess the three domains of character (knowing, feeling, and behaving) through anonymous questionnaires that measure student moral judgment (for example, “Is it wrong to cheat on a test?”), moral commitment (“Would you cheat if you were sure you wouldn’t get caught?”) and self-reported moral behavior (“How many times have you cheated on a test or major assignment in the past year?”). Such questionnaires can be administered at the beginning of a school’s character initiative to get a baseline and again at later points to assess progress.

Besides, character education needs principles which can help to develop students’ characters based on Pancasila, the 1945 constitution, and the national cultures. Therefore, there are some important principles in character education development according to the Ministry of National Education (in the Editor Team of Research and Development Curriculum Centre, 2010: p.11-13).

The following principles are used in the character education development:

- 1 It is sustainable.  
This means the national characters development process is a long process.
- 2 It is integrated into all school subjects.

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This requires that the national character and values of students develop through all subjects taught at school.

- 3 Characters are neither caught nor taught, but these are learned.

This implies that the material of national characters is not just a usual teaching material. In other words, these characters are not used as a subject, as well as teaching other subjects, like English, math, science, social studies, and so on. Teachers must model what they want their students to do by being the moral compass for students.

- 4 Learning process is conducted actively and fun by learners. The fourth principle states that the character education process is conducted by students and the teachers facilitate them with it. In addition to these principles, South Carolina Department of Education (2009: p. 81) also mentions that there are eleven basic principles of character education in the following list:

- 1 Promotes core ethical traits;
- 2 Teaches students to understand, care about, and act upon these ethical traits;
- 3 Encompasses all aspects of the school culture;
- 4 Fosters a caring school community;
- 5 Offers opportunities for moral action;
- 6 Supports academic achievement;
- 7 Develops intrinsic motivation;
- 8 Includes whole-staff involvement;

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- 9 Requires positive leadership of staff and students;
- 10 Involves parents and community members; and
- 11 Assesses results and strives to improve

(South Carolina Department of Education, 2009: 81).

Related to the principles above, it can be stated that character education cannot be separated from the teaching and learning process. In addition, character education is not an easy or a one-time process, because building characters is the work of a lifetime. Besides, it is evidently true that to be effective, in integrating character education, all aspects that can determine the success of the integration must be included. The aspects are the entire school community and society.

Without good participation and cooperation from the both sides, it is impossible that integrating character education into schools will run well. Therefore, there must be an effective collaboration and involvement between school community and society to make the integration run successfully.

Lickona (1991: p 53) explains the three constituent components as follows:

**Table 2.1. Three Constituent Components of Character Education**

Moral Knowing	The following six stand out as desirable goals of character education	a.Moral awareness b.Knowing moral values c. Perspective-taking d.Moral reasoning e.Decision-making
---------------	-----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------



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			f. Self-knowledge
2	Moral Feeling	The following aspects of emotional moral life warrant the attention to educate for character	a. Conscious b. Self-esteem c. Empathy d. Loving the good e. Self-control f. Humility
3	Moral Action	The three more aspects of character	a. Competence, b. Will Habit

(Lickona, 1991:p 53)

Based on Lickona’s point of view, the components not only consist of moral knowing, but also moral feeling and moral action. All components should fully cooperate with each other so that the integration of character education can be efficient.

**2.2.2 The Importance of Character Education**

There are some benefits of implementing of character education for the students even school environment. The character Education (CE) is an education approach designed to guide and support young people to accomplish the three most essential goals in life, namely: (1) becoming a person of mature character, (2) establishing loving relationships and family, and (3) making a contribution to society. As an approach, the character education includes a school curriculum and

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program, family and community educational programs, as well as embedded service learning for all ages (Robert & June, 2006)

A study conducted by Fitri and Kijambu concluded that the character education encourages the birth of good children. Growing up in a good character, children will grow up with the capacity and commitment to do best things and do everything right, and tend to have a purpose in life. Effective character education is found in a school environment that enables all learners demonstrate their potential to achieve a very important goal. This becomes very important because character education has a strategic position in creating human beings with a noble character.

Kemendiknas (2011: p.7) states there are three functions of character education; namely: (1) building a multicultural life of multiculturalism, (2) building intelligent civilization, noble culture, and able to contribute to the development of human life; Develop the basic potential to be good-hearted, good-minded, and well behaved and exemplary, and (3) building a peaceful, creative, independent, and able to coexist with other nations in a harmony. In short, character education has function to create students who have a noble character.

In discussing the reasons for the necessity of character education, Lickona (1996) stated:

It is painfully clear that societies around the world suffer severe social and moral problems: the breakdown of the family, physical and sexual abuse of children, mounting violence, growing materialism, increasing

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dishonesty, the deterioration of civility in everyday life, drug and alcohol abuse, a rising tide of sleaze in the media, a plague of problems (such as teen pregnancy, out-of-wedlock births, sexually transmitted disease, marital infidelity, and the destructive psychological consequences of sex without commitment) stemming from the breakdown of sexual morality and the loss of respect for human life represented by widespread abortion at one end of the developmental continuum and euthanasia at the other. (Ruba, 2017: p. 4).

**2.2.3 Essential Virtues of Character Education**

There are some versions of character virtues that may be different from the Indonesian values.

Abourjilie (2002: p.15), an American character education consultant lists several virtues with the definition as follows:

- 1 Courage. Having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.
- 2 Good judgment. Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.
- 3 Integrity Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honourably.
- 4 Kindness Being considerate, courteous, helpful, and



understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.

- 3 Perseverance. Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.
- 4 Respect. Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.
- 5 Responsibility. Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.
- 6 Self-discipline. Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviours; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviour; and doing your best in all situations (Abourjilie, 2002: p.15).

According to the Editor Team of Research and Development Centre (2010: p 47), in teaching English as a foreign language, there are nine virtues which should be integrated by the teachers; that is, curiosity, independence, discipline, perseverance, democracy, respect for others, interest in reading, and

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being communicative. By understanding and practicing those virtues, integrating character education in every subject is noticeable.

Ten virtues are also proposed by Lickona (2004: p.226). Below is the list of the ten essential character education virtues with classification according to them.

**Table 2.2 Ten Essential Character Education Virtues**

1	Wisdom	Good Judgment; ability to make reasoned decisions Knowing to put the virtues into practice Discerning what is important in life; ability to set priorities
2	Justice	Fairness, respect for others, self-respect, responsibility, honesty, courtesy/civility, tolerance (respect for freedom of conscience, legitimately exercised)
	Fortitude	Courage, resilience, patience, perseverance, endurance, and self-confidence.
	Self-Control	Self-discipline, ability to manage one's emotions and impulses, ability to delay gratification ,ability to resist temptation, moderation, sexual self-control.
	Love	Empathy, compassion, kindness, generosity, service, loyalty, patriotism (love of what is noble in one's country), forgiveness.
	Positive Attitudes	Hope, enthusiasm, flexibility, sense of humour

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Hard Work	Initiative, diligence, goal setting, resourcefulness
Integrity	Adhering to moral principles, faithfulness to a correctly formed conscience, keeping one's word, ethical consistency, being honest with oneself
Gratitude	The habit of being thankful, appreciating one's blessings, acknowledging one's debt to others not complaining
Humility	Self-awareness, willingness to admit mistakes and take responsibility for correcting them. the desire to become a better person

Every nation has its own version of character virtues based on the religion, values, and cultures. In Australia, there are nine virtues of character education which must be developed in teaching and learning process. Those are care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance, and inclusion.

Character virtues are needed to create good society. These virtues made by people to and contain rules to avoid immoral behavior. Although there are some differences in values of every country, but there have same important values such as honesty and respect.

Meanwhile, according to the Ministry of National Education (the Editor Team of Research and Development Curriculum Centre, 2010: p 9-10) there are



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some essential character virtues that are developed in Indonesia based on Pancasila, the 1945 constitution, and the national education goals. The virtues are presented below.

**Table 2.3 Essential Character Virtues Based on Pancasila**

Moral Values	Descriptions
Religious	Religious Docile attitudes and behavior in carrying out the teachings of his religion, tolerant implementation of the practice of other religions, and live in harmony with other faiths.
Honest	The behavior is based on the effort to make people consistently trustworthy in word, action, and employment.
Tolerant	Attitude and action that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
Disciplinary	Practicing the orderly behavior and complying with various rules and regulations.
Hard working	Showing an earnest effort to overcome various barriers to learning and assignments, as well as completing the task as well as possible.
Creative	Thinking and doing something to generate new ways or the result of something that has been owned.
Independent	Attitudes and behavior are not easily dependent on others to complete tasks
Democratic	The way of thinking and acting the same rights and obligations judging himself and others.
Curious	Attitudes and actions are always working to find more depth and breadth of something learned, seen, and heard.
The national spirit	Thinking, acting, and having insightful interests of the nation.
Patriotism	The way of thinking and showing care, and high appreciation of language, physical environment, social, cultural, economic, and political nation.
Appreciating achievements	Attitudes and actions that drove him to produce something useful for society, and recognize and respect other people's success.





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Friendship communicative	Action showing a sense of happy talking, doing hang out, and working cooperatively with others.
Peace-loving	Attitude, words, or actions which cause other people feel happy and safe on the presence of himself.
Love reading	Habits of taking time to read the various readings are on virtue for him.
Social care	Attitude and actions of helping other people and communities in need
Responsibility	Attitude and behavior to carry out its duties and responsibilities, he should do, to themselves, society, environment (natural, social and cultural), country and God Almighty.

Although there have been eighteen national character virtues, every educational unit can precisely determine what virtues should be emphasized based on the needs. In the integration, the number and the type of virtues that are chosen by an educational unit commonly will be different from another. These depend on the needs and the condition of every educational unit

The goal of national education is the formulation of Indonesian quality that must be developed by every educational unit. Education should not only produce generations who are intellectual in academic life, but also generations who have noble characters. Thus, the establishment of character education comprehensively is really essential to be integrated.

**3 Teaching English through Online Learning**

The situation in general education in the country has changed in semester two of school academic year 2020, when the corona virus COVID-19 infection was detected which has affected teaching and learning process in our schools. There is a transition from traditional to online learning. It is means students are

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not allowed to study at school and teacher must provide teaching material through online. As Wikipedia defines Online learning involves courses offered by postsecondary institutions that are 100% virtual, excluding [massively open online courses](#) (MOOCs). Online learning, or virtual classes offered over the internet, is contrasted with traditional courses taken in a brick-and-mortar school building. (Wikipedia)

Online learning can be defined as “learning that takes place partially or entirely over the Internet” (U.S. Department of Education, 2010). It means we conduct learning process through internet or virtual. The expansive nature of the Internet and the accessibility of technology have generated a surge in the demand for web based teaching and learning (Chaney, 2010). There is distance in learning process and teachers use range of technologies such as chat (Whatsapp grup), texts, audio, video conferencing (zoom meeting) and google classroom.

Shivangi (2020) in his study attached some definitions of Online learning such as “Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means” (Cojocariu, *et al.*, 2014). Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be

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anywhere (independent) to learn and interact with instructors and other students” (Singh & Thurman, 2019). Both explanations have the same perspectives that online learning is a process of learning via technology and devices such as computers, laptops or mobile phones that use internet access. Since in online learning is students centre, hopefully students can be more creative and have motivation in learning process.

There are two types of online learning courses according to Robin Mason (1998) of the United Kingdom Open University. He suggested that most online-learning courses sit on a continuum of a “partially online” or a “fully online learning course”.

**Partially Online Course:** A “partially online” course is one that integrates existing resource materials that are available either in print or non-print form such as textbooks etc. with some elements of online learning. This might include the use of a learning management system or simply a mailing list for some asynchronous discussion (Naidu & Oliver, 1999)

**Fully online Course:** A “fully online” course, on the other hand, is one that will have most of its learning and teaching activities carried out online. (in Indra & Sakshi (2017;p 32). Nowadays, most of schools use fully online courses since there is instruction from the government to conduct online leaning classes. From providing materials, conduct quizzes or tests to submit the task through online learning for all subjects including English.

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In teaching English, there are some benefits of E-learning that are undeniable and several studies have been done on the topic and many other papers have been written on its various aspects. Carl, (in Kamal & Eid, 2004) has given a detailed list of the positive aspects of E-learning. Some of these aspects are that e-courses can be monitored more easily than the traditional classrooms. He further states that on-line learners can make use of the electronic mails to establish communication with faculty members. He reiterates that E-learning may result in cost savings. However, Al-Maqtri (2014) in his research had several finding in the effectiveness of e learning in teaching English:

- 1 Generally speaking, male and female teachers are in favor of E-learning mode.
- 2 Female teachers and female students are both more positive to E-learning than their male counterparts.
- 3 Apparently students seem to welcome E-learning mode. But contradictions in their statements make appearance here and there, which indicates that they are not really ready to deal positively with this mode of learning. However, as far as it fulfills their biased needs and whims E-learning is welcome.
- 4 Giving students online assignments is not recommended for their bad performances, cheating and procrastinating. As for quizzes, the students seem to do better, but this is not necessarily reflected in their performance. However, quizzes can be recommended.

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- 5 Concerning other online related activities, the students are not motivated to do any except for checking attendances and e-mails.
- 6 Due to students' bad performances in the different E-learning activities, and according to teachers' evaluation in the questionnaires, students lack motivation to work with Bb as a mode of learning.
- 7 A big number of students do not have Internet connection and therefore they are unable to fulfill the online requirements.
- 8 English learning does seem to improve as a result of using this Bb online system.

Ferlazzo (2020) in his article shares ten strategies for teaching English-language learners online.

- 1 Use your team. Ferlazzo suggests that English teachers should work together with another teacher to share idea and creative method in teaching English.
- 2 Use online tools to help assist students and their language needs. It means that teacher can use every platform to help them in teaching such as YouTube videos, recordings of explaining directions, using various online resources to help teach materials.
- 3 Making work easily accessible. Teacher may the online course-management software in posting resources, lectures, notes, readings, quizzes, etc., for students to access. Some teachers also use Google Classroom to help them in teaching.
- 4 Let the students guide the instruction. Ferlazzo suggests that teacher may ask students to record, video, explain, and teach a vocab word, a topic, a story, etc. because he believes that by letting students have a voice in their learning it allows them to still feel connected to class and their classmates.

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- 5 Don't overwhelm your students. In fact in high school level, there are more than 10 subjects every week; therefore, Ferlazzo warns the teacher not to overwhelm your students. It means the teacher should be wise in giving task and materials.
- 6 Be patient. Teaching is all about process.
- 7 Be flexible. Just like in the EL classroom, you need to be flexible in the online space. Make sure the students have what they need to succeed. You may even have to reach out to them personally to make sure they know what to do!
- 8 Use your aides. There are many aids in online softwares that can help teacher such as online quiz or translation.
- 9 Try something new. Ferlazzo said that online learning is a perfect way to help teacher to do something fresh ad new such as create a Quizlet, Flipgrid, Kahoot, Discussion post, Tik-Tok, Twitter Account, Instagram, etc.
- 10 Breathe, have fun, and don't worry about getting to a certain spot. Allow your kids to have a solid educational experience and have some fun. Because English is foreign language, some students fell difficult to learn English therefore teachers' efforts in creative online learning are really needed to help students learn English with fun.

Different studies have shown that although there are some examples of having a plan of using the distance/online learning during the pandemic, they are mostly concentrated on small cases and not a global crisis as it is happening in COVID-19 pandemic of 2020. Especially the countries that are having the limited technologies have problems in schools are not ready for the complete implementation of the countrywide online education (Sintema J, 2020). The results of different studies show that the virtual teaching environments can be

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successfully used in school or higher education in case of having appropriate technical environment and support.

#### 2.4. The implementation of Character Education in online-learning English

Commonly, the teachers can promote a learning which integrates character values through classroom activities. Ideally, those activities can help them to have a strategy in internalizing values. The strategies that are usually used are peer discussions, role-play opportunities, and cooperative learning. Those methods promote interaction which can include the values into the teaching learning process. (Berkowitz and Bier, 2005: 7). Unfortunately, in this pandemic condition, we must change our learning process from classroom activity into online learning. Every activity is provided by teachers virtually. No face to face interaction between teachers and students. But, teachers still can promote character education in their online learning process.

Based on the theory of Lickona (2014) in Ratih (2017), it is explained that the school has the hope to form the character of students by using comprehensive approach in the classroom. In comprehensive approach, there were nine things that the teacher has done; namely, acting as tutor then role model and tutor, create moral community, practice moral discipline, create democratic class environment, teach values through curriculum, use cooperative learning, build “conscience in working”, encourage moral reflection, and teach conflict resolution. The first point is the key because in classroom teacher is the centre of a role model and tutor. Every single act of the teacher will be noticed by students



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Direktorat Pembinaan Sekolah Menengah Pertama, (2010:45) states the implementation of character education can be conducted in the teaching and learning process through teaching and learning steps, ranging from planning stage, teaching and learning stage and evaluation stage.

#### A Planning Stage

In this step, syllabus, lesson plans, and teaching materials are designed so that teaching and learning activities can facilitate character education. In online learning teachers' preparation in this stage is as important as traditional learning, even more. Teacher needs to change the lesson plan into virtual learning and more effort to make interesting materials such as PPTs or videos. In the lesson plan, syllabus, teachers should insert character education in learning process.

#### B Teaching and Learning Stage

This stage consists of preliminary activities, core activities, and closing activities. These activities then are selected and executed, so that the students can practice the targeted virtues. As it is mentioned in the previous section, Contextual Teaching and Learning can be applied in the teaching English as a foreign language because this approach has learning principles which can promote and facilitate character education.

According to several UIN studies, there are some ways to implement Character Education in especially in online-learning English.





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- 1 The implementation of character education on English subject could be done by inserting the elements of character building in every step of teaching learning English.

The example activities this way are in opening by greeting, praying to start the class whereas in whilst teaching could be done individual or group to be honest, discipline, as well as in closing. However, in virtual learning, the practice can be different, but the essential of praying is the same to build students' religious virtue. Cahya & Astri (2017) in their research findings stated that teachers persuaded students to pray in the beginning of classroom activity. Teachers applied this aspect to give students the benefits of gaining easiness in learning activity. Ash-shidiqqi (2018) stated the cultivate character through prayer in the beginning and end of the lesson, and or pray together, improve attitudes and behavior of deference respect to familiarize shake hands and say hello politely, to care for the environment by familiarizing character hygiene classes and taking out the trash in its place.

Menihati (2013) described her finding about how English teachers inserted virtues in their steps of learning.

**Table 2.4. The Description of the Integration of Character Education in the Preliminary Activities**

No.	Virtues	Activities
	Discipline	The teacher comes to the class on time. The teacher makes sure that every student comes to the class on time.
	Friendliness	The teacher expresses friendly greetings to the students
	Being Religious	The teacher and the students have a prayer before starting the lesson
	Respect for Others	The teacher expresses friendly greetings to the students, and so do they. The teacher along with the students prays for students who are absent because of sickness or something like that.



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**Table 2.5. The Description of the Integration of Character Education in the Core Activities**

No.	Virtues	Activities
	Being Communicative	The teacher facilitates a good interaction between the students and the teacher. The teacher facilitates the students in cooperative and collaborative learning. The teacher facilitates the students by being a good facilitator for them in explaining and answering the students' question when they find difficulties in learning. The teacher facilitates the students to have reflection in order to get learning experience that has been done.
	Independence	The teacher involves students to actively participate in every learning activity. The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks. The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written. The teacher facilitates the students to present the result of their works, either individually or in groups
	Perseverance	The teacher facilitates the students to compete favourably so that the progress of students' learning improvement can be made. The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks. The teacher facilitates the students to conduct activities which can grow confidence in positive ways. The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written.
	Respect for Others	The teacher facilitates the students by helping them in solving the problems arising. The teacher facilitates the students by motivating them to actively participate in the learning activities. The teacher facilitates the students in cooperative and collaborative learning.
	Democracy	The teacher gives students opportunities to think, analyse, and solve the problems in learning without any fear. The teacher involves students to actively participate in every learning activity.



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Cooperation	The teacher facilitates the students in cooperative and collaborative learning. The teacher facilitates the students to present the result of their works, either individually or in groups. The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in the written form.
Curiosity	The teacher accustoms the students to read, write, speak, and listen in English through certain meaningful tasks. The teacher gives students opportunities to think, analyse, and solve the problems in learning without any fear.
Confidence	The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written.
Creativity	The teacher gives students opportunities to think, analyse, and solve the problems in learning without any fear. The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written.
Honesty	The students do the task and administer test in fair ways. The teacher facilitates the students to compete favourably so that the progress of students' learning improvement can be made.
Responsibility	The teacher facilitates the students to present the result of their works, either individually or in groups. The teacher facilitates the students in cooperative and collaborative learning.
Discipline	The teacher makes sure the students to actively participate in every learning activity, do the tasks, and obey the class rules.
Interest in Reading	The teacher facilitates the students through discussions and tasks in order to create great ideas orally and in written. The teacher involves students to actively participate in every learning activity. The teacher facilitates the students to compete favourably so that the progress of students' learning improvement can be made.
Friendliness	The teacher gives positive feedback towards the students' achievement. The teacher facilitates the students by being a good facilitator for them in explaining and answering the students' question when they find difficulties in



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learning.

The teacher facilitates the students by helping them in solving the problems arising.

**Table 2.6 The Description of the Integration of Character Education in the Closing Activities**

Virtues	Activities
Cooperation	At the end of the lesson, the teacher along with the students draws conclusion about the material taught.
Being Communicative	The teacher makes an evaluation to the students and provides them with the reflection consistently to the activities done
Honesty	The students reflect on what they have learnt and tell their reflection to the teacher, for example: what they like best in the lesson, what they do not like in the lesson, and the improvement they have made after learning the lesson.
Respect for Others	The teacher gives useful feedback about the teaching and learning process to the students.
Discipline	The teacher gives the students homework that stimulates and challenges them
Religiosity	The teacher and the students have a prayer before ending the lesson

Menihati (2013)

2 Creating creative methods and strategies in teaching that insert values.

Jayanti (2020) showed her idea about teaching. Teachers can assign students to be in groups to work on online projects. Allowing students to have online role plays on a regular basis can help them become better team players. It purposely builds students' communicative competence, responsibility and democracy. The implementation of this value in classroom activities through, taking decision of classroom through a discussion and also implementation learning models are dialogic and interactive (Kementrian Pendidikan Nasional, 2010).



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Meanwhile, Menihati (2013) found in her research that in the teaching and learning stage, the teacher implements character education when teaching English to the students by inserting essential virtues that can develop students' character positively. The teacher applies Contextual Teaching and Learning approach, because it can be the best way to promote character education, as it has been suggested by the National Education Ministry (2010: 51). However Menihati used this approach in the traditional or face to face learning but in online learning,

### 3 Inserting character education through activity.

Haryanto & Akhirin (2018) state the implementation has been performed through some activities: (1) through teaching learning activities and positif habitual activities. The planting character values is also conducted by teachers in the form of motivation and real example in daily life; (2) the regular activities are performed consistently at any time; (3) spontaneous activities are also performed at the same time; (4) the teachers' good examples of attitude give the students motivation to build their character better; (5) the conditioning system supports the implementation of students' character building.

Giving deadline to submit tasks can help students to be discipline. In the Google classroom teachers can determine the deadline when it runs regularly and habitually that can help students to manage time and become more discipline.

### C Evaluation Stage

Basically, post-activity stage is about learning achievement evaluation. In this step, authentic assessment is applied. The selected assessment tools and



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Techniques do not only measure the students' academic achievement, but also to measure the students' character and personal development (Direktorat Pembinaan Sekolah Menengah Pertama, 2010: p. 45-59).

Citra *et al* (2018) in a previous research gave following learning examples to be able to measure the development of students' characters. A tool is needed that is automatically able to measure the activity being done and at the same time can show the character of students. The tool is authentic assessment.

The effectiveness of data analysis is the analysis of the tools or instruments effectiveness of the process of authentic assessment which is supported by the three components. The ability for the teachers to observe the students' behaviors and characters, results in the students learning and the responses of the students to the teachers.

**Table 2.6. Instrument Paper of Observation Process of Authentic Assessment for the Students' Character and Their Character**

Aspect and the indicators being observed
Responsibility
a) The students finish their task or homework given on time.
b) The students show serious attitude particularly in doing their homework and in the learning process.
c) The students clean up the classroom and take a good care of any learning instruments have been used.
d) The students are happy to get the homework from the teachers
Honesty
a) The students familiarize themselves with honesty and get themselves used to talk or tell the truth regarding to anything that they do.
b) The students familiarize themselves returning other people's stuff.
c) The students familiarize themselves reporting other people findings.
d) The students admit their mistakes either when doing their assignment or anything that they do.



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Cooperation (working together

- a) The students working together with their friends in any group work or activities.
- b) The students help and assist other people particularly their friends in any group work or activities.
- c) The students explain the lesson or what they have understood to their friends.
- d) The students possess empathy to other people.

4. Discipline

- a) The students or the learners come on time
- b) The students or the learners complete the task given based on the time that has been scheduled.
- c) The students or the learners obey the rules or regulations that have been approved of.
- d) The students or the learners return the things to their places before.

Based on the learning design above, to measure student performance / activity during learning the teacher compiles an authentic assessment in the form of performance assessment. (Citra et al 2018; p. 30-31)

From the explanation above, it can be concluded that the implementation of character education in teaching English as a foreign language can be integrated in the form of instructional materials, processes, and learning evaluation. By integrating character education into those stages, teachers intentionally can help students develop their skills and good behaviours.

#### **2.4.1 Supporting Factors and Inhibiting Factors of Implementation Character Education**

##### **A Supporting Factors**

The implementation of character education in English learning is life long process. It need times, effort and support from parents, teachers, schools, government. Everyone supports each other to create good character of our

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generation. This idea is supported by Agboola & Tsai (2015) who state that character education does not function as a quick fix of deviated behaviors of students because other factors also impact their behaviors such as family, social and cultural issues.

Kanji *et al* (2020) divide supporting factors of implementing character education and social studies in high classes of primary schools into 2 factors. It is obtained from various elements ranging from internal and external supports at school. Internal support is obtained from students, teachers, and school principals, while external support is obtained from parents

- a Internal
  - Teacher

The teacher's role becomes an important aspect in forming character education. The teacher becomes a target for students in learning process to provide examples of good behaviour which can be emulated by students. (p.6)

Based on the interviews conducted by Khoury (2017) with lower- and middle-school teachers, all participants agreed that their role as character educators included four main key practices. These practices include:

- Community Care building
- Integration into the school curriculum
- Middle-school advisory program
- Character-related training and professional development





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- School principle

The aspect of headmaster can be as an important aspect in forming character education. Evaluation of the planning and implementation of learning has been prepared by teacher so that it always includes character education (p. 7).

Tuff (2009) claims that the role of the principal is important. The principal needs to take ownership of the document and provide staff with opportunities to work with the document by having discussions regarding what it might look like in their schools.

- Students

The student factors become an important aspect in forming character education; namely, peer tutors give examples to other students showing a good behaviour.

- b External

- Parents.

Parents who support to form character education in the family or community, and environment; that is, the commands/recommendations and prohibitions or rules set by parents that are not written in the form of social norms in the family, which become a reference and guide for all family members, especially children to do good things (p.9).

**B Inhibiting Factors**

Kanji *et,al* (2020) also divide inhibiting factors of implementing character education into two factors, internal and external. According to them internal

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barriers were obtained from students, teachers, principals, while external barriers were obtained from parents in forming the student character education.

- a. Internal
  - Teacher.

The thing that becomes an obstacle in building character education is that teachers should ideally become a leader for all students, by displaying various feelings, knowledge, or actions that contain character values but there are actions which are conducted by teachers who can inhibit character education; namely, not to participate in religious values, inhibiting the character of discipline growing in students because there are some teachers who are not present on time to teach in the class room, inhibiting the character of hard work to grow in students because there are teachers who have taught students with repetitive material, inhibiting the character of curiosity growing in students because there are teachers who teach learning using old books. Inhibiting the character of social care grows in students because there are teachers who do not help students in class. Inhibiting the character of responsibility grows in students because there are teachers who have never taught according to what is determined (p.10-11). Those inhibiting factors were found by the researchers when they conducted research in the classroom.

Meanwhile, Collins and Henjum (1999) in Pratiwi (2018) found that some teachers had difficulty in matching character education values toward the materials available which means not all materials contained character values. Meanwhile, virtues in material can be inserted by many methods. Unfortunately, in online learning not all methods can be applied such as what R.Radha (2020)



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states that unlike online learning, the classroom learning method is more real and students have an opportunity to debate, deliberate, and discuss with their class teachers and friends. It also can be inhibiting factors since basically it is really needed by the teachers who have pedagogy competency.

Arifin (2017) in his study findings stated three challenges in promoting moral values.

- a. Lack of training. One of the reasons of this difficulty is due to the lack of training on how to integrate the values into English teaching materials (p.17). He concluded that the findings revealed that teachers seemed to have little consensus on how moral values (or CE) could be integrated into English materials and teaching methods. He finding also indicated that teachers, without consistency, implemented different strategies in teaching moral values. This was, perhaps, caused by teachers` lack of training in integrating values into English teaching materials and methods (p.25).
- b. Lack of collaboration with students` parents. The participants of his research focused more on the difficulties in collaborating with students` parents (p.17).
- c. Lack of confidence in teaching moral values (or as a role model). One of participants indicated her low confidence in promoting values that “before building the students` characters, we as a teacher should build our

characters first. I only have a little confidence. Teaching values is a big responsibility.” (p.18).

Those challenges show us that being a teacher is not easy as needs efforts to prepare their beliefs, confidences, and competencies when training is held to integrate character education in teaching English especially in online learning.

- School principals

It becomes obstacles in building character; namely: (1) Inhibiting religious character from growing in students because principals have never participated in the Duha prayer because Christian school principals are different from the religion of all students who are Muslims. (2) Inhibiting the character of discipline from growing in students because the principal is not present to carry out the flag ceremony (11).

- Students.

Students hinder the formation of character education in social studies in high classes (grades IV, V and VI). A behaviour that is not good to be imitated by students such as (1) Inhibiting the character of discipline growing in students because there are students who are present on time to study in the class room and at home according to the schedule determined by the school. In addition, there are also students who are not disciplined in wearing school uniforms because student uniforms are adjusted to the applicable rules. (2) Inhibiting the character of hard work growing in students because there are students who have never done the assignments given by the teacher. (3) Inhibiting the character of curiosity growing in students because there are students who are still not fluent when

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reading textbooks given by the teacher. (4) Inhibiting the character of friendly/communicative growing in students because there are students who are hostile in the classroom (p.11).

- b. External
  - Parents

Parents who inhibit the building of character education in the family environment is the behaviour of parents who are not good to be imitated by children. From three parents of students who were observed such as (1) Religious characters, some parents did not perform five prayers starting from sunset prayer, evening prayer, dawn prayer, midday prayer, and noon prayer. (2) Honest character, some parents deceived their children because they did not want to give money and finally said there was no money even though the money was available. (3) The character of patriotism, some parents communicate with their children not by using Indonesian but by using local languages that contained unethical words such as using the word "KO" to children, even though the word is forbidden by students. (4) Loving reading characters, some parents are not used to reading books that can be taught to their children. (5) The character of caring for the environment, some parents throw away both organic and non-organic garbage around the house (12). Ideally parents who are closer to the life of children can be the first role model of their children. Hopefully, when children learn good character from parents they can apply it at school since it habitually and automatically becomes their character.

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Menihati (2013) found that the teachers still faced some students who still had bad habits as the teacher said that “... unfortunately at home, my male students, most of them have bad habits. Sometimes their parents do not know and don’t really care about this kind of character. And unfortunately, when they go to school and they need people here, sometimes they bring their habit”. It shows that that parents and teacher factors are important to help students have good characters. They must work together but in fact it is still found that there is team work between teacher and parents as supported by Henson (2001) in Tuff (2009) He also found that parents and teachers were united but their roles were disjointed in the development of character.

- Facility

Another factor that is also important is about facility that can support teachers to implement virtues in teaching-learning process. Unlike traditional class, in online- learning some important tools that teachers and students need are devices such as smartphones, laptops, internet connection and some soft wares. Unfortunately, there are some teachers who still face technical problems such as internet connection such as the finding in the preview research where “E-learning is always depending on a strong internet connection with the high band. It is not always successful because of a lack of connectivity and an acute power shortage.” How can teacher implement character education if the learning process does not in successfully. Moreover, there are some inhibiting factors in media that teachers use. Some schools conduct online learning through meeting conferences such as Zoom. So, there is still possibility for teachers to show how they endorse

character education, but some of them just chat-voice note-video via Whatsapp. It means that students cannot imitate the teachers' behaviours directly. In short, although online learning is proving helpful in safeguarding students' and faculty's health from COVID-19 pandemic, it is not as effective as conventional learning (Adnan, 2020).

2.4.2 How does teacher solve the problems during the application of character education in online- learning English?

There are three skills that teacher should have; that is, personality, pedagogy and social skills. Teachers are expected to have good personality, with confidence, physics and mental health. Good pedagogy will help teacher to create suitable, fun and creative learning that integrate character education in limited learning process. Menihati (2013) suggests "...She (teacher) should be more creative and resourceful in creating activities to promote character education and to promote the students' English language skills". The competence as a teacher must be really comprehended and be able to be practiced by the teacher, especially in pedagogical competence. Teachers' effort to develop their competencies is important to prepare themselves in teaching process even more as United Nation (2020) in Policy Brief states that more important than training teachers in ICT skills is ensuring that they have the assessment and pedagogical skills to meet students at their levels and to implement the accelerated curricula and differentiated learning strategies likely to emerge in the return to school. Teacher should prepare themselves in technology development. Teachers' connection with technology, students and parents also can help them improve their social skill. As

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As a result, when teachers engage with students and parents, character education will be running well. Teachers should have an awareness of character development expectations. Basilaia (2020) stated that learning from the pandemic of 2020 would force a generation of new laws, regulations, platforms and solutions for future cases, when the countries, government and population are more prepared than today.

Menihati (2013) suggests that character education is still a new program in teaching English that must be integrated properly. Therefore, it is necessary for the teacher to learn more about how to implement it successfully. The teacher should be more aware of the importance of English language skills as well. She should be more creative and resourceful in creating activities to promote character education and to promote the students' English language skills. Besides, the teacher must also establish a good communication with students, principal, administrators, other teachers, government, and parents, so that the relationships can be sustainable.

Hence, Faiziyah in her study suggests that English teachers are advised to gain more knowledge of how to develop lesson plans that contain character building. To gain the knowledge, they can join seminars or at least read guide books of the implementation of character building published by the Educational Authority. The knowledge they obtained can be a good reference to develop lesson plans containing character building and implement the values they have planned. It is also suggested to the teacher that they make the students realize that they are in the process of building characters by using more direct statements in



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teaching character values so that the students can sense the character building directly.

## 2.5 Related Studies

Here are several relevant studies with this research:

The first study entitled “*Character Building in ESL Materials: Values and Malaysian English Curriculum*” done by Mohamad Hassan Zakaria and Koay Dong Liang. The study aimed to evaluate the upper secondary levels (Form 4 and Form 5) Malaysian ESL textbooks from a character building perspective. This paper conceptualized values within character building, a desirable element which was integrated into Malaysian ESL curriculum. It examined Malaysian upper secondary school textbooks and found the prominence of the portrayal of such materials. Interview data suggested the need for character building among ESL learners and the positive role of such materials. The findings also suggested that the integration of values in ESL curriculum, when translated into ESL materials, problematized further the notions of value-laden curriculum and value-education.

The similarity of both studies is about how to build character through teaching English and the difference is that this study focused on ESL textbooks, when writer in this thesis focused on teachers’ EFL perspective and implement character education.

The second is a study entitled “*Bring Character Education into Classroom*” conducted by Alex Agboola and Kaun Chen Tsai. Character education



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is a growing discipline with the deliberate attempt to optimize students' ethical behavior. The outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow. The promotion of character education should not just a leap service but has an action plan for practice. In order words, education policy should take the lead to actualize moral education. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives. The outline of this paper is that first, the definition of character education is provided. Then, the historical perspective of character education is reviewed. Third, the issue of context in character education is disclosed. The challenge and controversy of implementation of character education is also presented. Finally, the implication and further research is discussed.

Similarly, this study is about the promotion of character education but when study is about implementing character education as general (for all of subjects) the researcher's study is specifically focused on the English subject.

The third entitled "*Character Education as a Bridge from Elementary to Middle School: A Case Study of Effective Practices and Processes*" conducted by Raba Khoury. This qualitative single-case study illuminated the significance of effective character education implementation during elementary school years as students transition into middle school. The researcher conducted the study in a American school that consisted of two divisions: K-6 lower division and 7-12 upper division. The lower-school division was a National School of Character Sinner. The data were collected via individual interviews with educators in both

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school divisions, one focus-group interview with lower-school teachers, and a review of documents and artifacts. The findings revealed distinctive key practices and processes based on the different roles of participating educators and shared key practices employed by all educators alike. The data also revealed multiple indicators of effectiveness in both school divisions. The researcher also highlighted the main challenges in the way of character education effective implementation based on participants' responses. The researcher made a conclusion with recommendations for further study and final reflections.

The similarity of both study lies in the objective of the study which is about the way of character education is effectively implemented in the classroom. but the difference is my study is specifically deals with the English subject.

The fourth study entitled "*Character Education: Themes and Researches. An Academic Literature Review*" Chiara Pattaro (2016). Character education is both a rooted and developing discipline. Even though there is no consensual definition, it can be widely described as a school- based process to promote personal development in youth, through the development of virtue, moral values, and moral agency. Starting from the growing interest about this theme in recent years, this article aimed at using "character education" analysis category to conduct an exploratory research on the main tendencies in the international literature, defining which were the main topics, exploring the way these topics developed in terms of theory and empirical research and analyzing how they related to each other. In view of this goal, titles and abstracts of 261 articles published in 145 peer-reviewed academic journals over the period 2005-2014

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were selected from Education Source, ERIC, Psychology & Behavioral Sciences Collection and SocINDEX databases. Article titles and abstracts were analyzed through the T-Lab software using different content analysis techniques. Although many ambivalences and ambiguities affected the meaning attributed to the character education, some key trends emerged from this literature review and the considered studies seemed to agree that character education could play an important role in the construction of children and adolescents' identity and can be a distinctive intervention for youth education and socialization.

The similarity of both studies was about the topic about character education. But this study focused on exploratory research on the main tendencies in the international literature while my study was focused on the teachers' perspective and the implementation of character education in the classroom.

The fifth study entitled "*Structural Analysis of Character Education: A Cross- Cultural Investigation*" carried out by Stephen Sivo, *et al* (2017). The primary objective of this cross-cultural investigation was to compare patterns in student responses to an empirically scrutinized character education measure administered to students in four school districts in Florida with students in a school in Kenya. In this way, the generalizability of findings for scale scores could be compared across cultures. A mean structure analysis was conducted using structural equation modeling to observe whether multivariate mean differences existed among the factor structures underlying student responses. The results suggested that while students at a school in Kenya rated their school higher on the four scales, overall the latent scores for students within school districts in

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the United States appeared higher. Thus, with respect to the underlying construct of character, this character education measured evidences of some multicultural bias at the level of the latent scores. Based on these results, it was concluded that the character education measure did not completely yield generalizable results across cultures.

The similarity of both studies was about the topic which was about implementing character education. But this study focused on students' responses to an empirically scrutinized character education when my study was focused on the teachers' perspectives.

The sixth related study was undertaken by Fitri Alfarisy and Kijambu John Baptist entitled "*The Importance of Character Education: Comparison of the Implementation of Character Education in Uganda and Indonesia*". The implementation of character education has become an important issue in the world since the impact of its implementation is significant. This study aimed at finding out the importance of character education through observation of its implementation in Uganda and Indonesia since both countries are categorized as developing countries. The data were taken through library research and interviewing the practitioners. The results showed that the implementation of character education had a big impact on the children's development, attitude and behaviors. This study suggested that all of countries could apply character education at all educational levels and it should also be integrated and stated in the curriculum.

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Although having similarity in finding out the implementation of character education, in my study I specifically wanted to find out the implementation of character education in teaching English.

The seventh related study was done by Lone Tuff entitled “*Teacher Perception of Character Education*” This study explored teachers’ understanding of character education, their perceived role in curriculum development, implementation effectiveness, and their teaching practices. These two-part investigation surveys participated by teachers from two schools followed by an interview process with six of those participants. The school staffs of one elementary school and one elementary-junior-high school were surveyed to provide a general overview of teachers’ understanding of expectations, their knowledge of character traits identified in the curriculum goals of their Board of Education, and opinions about how their current teaching practices addressed the development of character. The interview data provided in-depth information about teacher interpretation of character by their Western Canadian urban Public Board included details about their current teaching practices, including techniques and strategies incorporated, and their feelings about how character education should be taught in the school. The research revealed that teachers were generally unaware of the board’s curriculum expectations of the 11 character traits to be taught in school. There were mixed responses about who was responsible for teaching character: Some felt the responsibility belonged to the parents, while others felt it should belong all adults. The study found that teachers were, in fact,

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currently teaching and assessing students on many of the traits identified as being significant as part of the hidden, lived curriculum.

The similarity of both studies was about the topic which was about implementing character education that focused on the teachers' perspectives. But in this study the focus was placed on the responses to an empirically scrutinized character education.

The eight relevant study entitled *"Implementing Of Character Values In English Language Learning And Teaching"* done by Erwin Pohan and Abdul Malik. Studies of character building have been being discussed in all disciplines involved in language learning and teaching. It means that it has a central position in creating a good life of human beings in general and teachers as models of change in particular. The main points of character building are its universal values such as trustworthiness, responsibility, respect, caring, fairness, and citizenship. The good teacher's character can be seen from the quality of his/her character personally or inter/intra personally. Discussing teachers with good characters and students is still becoming a current and serious issue and challenge in the educational context. Therefore, the purpose is to explore character building through media and language education. In this case, the focus is on the theoretical review of the implementing character values in English language learning and teaching in the classroom. The sub-themes are (1) teacher's role in internalizing of character values in English language learning and teaching, (2) internalizing of character values in learning and teaching media and materials, (3) internalizing of character values in learning and teaching processes. So, the integration of the

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Character values in the learning and teaching system is very needed in order to produce best teachers and students with high knowledge and best behavior. Then, the character values are not taught but implemented in the real action model explicitly and in learning and teaching media and materials implicitly performed by teachers and students inside and or outside the classroom simultaneously, continuously, and consistently. They are also supported by references from inspiring good character values of people from various countries in the world. In other words, they have been successful and consistent with the character values.

The similarity of both studies is about the integration of character education in teaching English as a foreign language, but participant of this study were the English teachers as general when in my study the participants were English teachers of a junior high school.

The ninth related study was conducted by Menihati Pramita Hutami entitled” *Portraying The Integration Of Character Education In Teaching English As A Foreign Language To Grade XI Students Of SMA Negeri 4 Yogyakarta In The Academic Year Of 2011-2012: A Case Study*” This research aimed at describing the integration of character education in teaching English as a foreign language to Grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012. The study was conducted at SMA Negeri 4 Yogyakarta, as one of the pilot schools in Yogyakarta to integrate character education. This research could be categorized as a case study which employed the qualitative approach. The instruments used to gather the data were observation sheets, interview and documentation. The subjects of the research were the English teacher of grade XI



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students and grade XI students of SMA Negeri 4 Yogyakarta. The trustworthiness was gained by using triangulation. The result of this study showed that the implementation of character education in teaching English as a foreign language to grade XI students of SMA Negeri 4 Yogyakarta in the academic year of 2011-2012 was integrated into the planning stage, the teaching and learning stage, and the evaluation stage by developing essential virtues, including friendliness, independence, democracy, responsibility, discipline, curiosity, perseverance, creativity, honesty, cooperation, confidence, respect for others, interest in reading, being religious, and being communicative.

The similarity of both studies was about the integration of character education in teaching English as a foreign language, but the participants of this study were English teachers of Senior High School while in my study the participants were English teachers of Junior High School.

The tenth related study was undertaken by Fenny Thresia entitled *Teaching English Based On Character Education At Senior High School Metro*". The aim of this research was to give a teaching model to English teachers at senior high school level in Metro especially in teaching English based on character education. This research and development study took the subjects from six senior high schools in Metro consisting of six teachers who were teaching ninth grade students. This study focused on design and evaluation of teaching instruments. The result of this study showed that most of teachers were still confused with character education in teaching and learning process in English subject because most of the materials in English text books do not integrate

character education. Therefore, this study helped all English teachers to apply materials with character education. Teachers not only teach English materials but also teach values and character building which influence the students' character in their daily lives so that students become more polite, honest, diligent and religious.

The similarity of both studies was about teaching model to English teacher in teaching English based on character education but the participants of this study were English teachers of Senior High school while in my study the participants were English teachers of Junior High School.

## 2.6 Theoretical Framework

As cited in O'Sullivan (2004), in etymology, the word character first appeared in Greek which means "to engrave", in the sense of the engraved traits will affect us to behave in certain manners. In Bahasa Indonesia, Kamus Besar Bahasa Indonesia (2008) defines character as psychiatric traits, morals, or manners that distinguishes one person from another (Departemen pendidikan nasional, 2008). In terminology, Lickona, as cited in Muslich (2011), defines character as "a reliable inner disposition to respond to situations in a morally good way". A value will become a person's characteristic if she or he has already fulfilled three main elements; knowing the good, loving the good, doing the good. Thus, character refers to a series of cognitive, attitude, motivation, behavior, and skills. This condition implies that education that includes character should not

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only develop cognitive ability, but also develop moral values which will be further internalized by the students.

In Indonesian secondary education context character education is not treated as a subject but the component that is integrated within the subjects, self-development, and school culture. Consequently, teachers and schools need to integrate values mentioned in Buku Induk Pembangunan Karakter in their subject by following the principles of character education utilization (Kementrian Pendidikan Nasional, 2010). Classroom is a place where students do an activity of learning. In the process of learning activities, teachers implement the lesson plan which includes character education values such as, persistence, honesty, tolerance, discipline, independently, social responsibility, literacy (reading), appreciation on achievement, communication, democracy, religion, responsibility, and peacefulness. In addition, character values such as creativity, nationalism, curiosity, patriotism, care for environment can be built by the context of situation and school environment (Kementrian Pendidikan Nasional, 2010). The indicators of the concept of the character values in classroom activities are formulated in Buku Induk Pembangunan Karakter (Kementrian Pendidikan Nasional, 2010).

**Table 2.7. Character Values and Indicators in Classroom Activities**

NO	Value	Indicators
1	Religiosity	Praying before and after session of meeting Giving opportunity for learners to do worship
2	Honesty	Providing facilities for finding lost item and



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		properties
		Banning cheating
3	Tolerance	Providing equal opportunities for students to perform religious duties in all religious, race, social status background Providing service to students with special needs
4	Discipline	Students attendance on time in classroom  Students obey the rules in classroom
5	Hard work/ Persistence	Creating the situation competition which is healthy  Creating the condition of work ethic, to never give up, and persistence in learning  Creating the situation of learning which spur the endurance work.
6	Creativity	Creating the condition of learning that can show higher order thinking and creativity  Authentic or modified teaching materials for creativity
7	Independence	Creating the condition of classroom that give opportunities for students to work independently
8	Democracy	Taking the decision through classroom discussion Implementing the learning models which are dialogic and interactive
9	Curiosity	Creating the classroom situation that



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		supports curiosity. Exploring environment  Access to media ( electronic media or printed media)
10	Spirit of Nations/Patriotism	Collaborating with students who have different ethnics, cultures and social status backgrounds discussion on national events
11	Nationalistic/ nationalism	Pictures of the president, vice president, state symbol and Indonesian map. Student and teachers prefer using local brands and products
12	Appreciation on achievement	Giving rewards to excellent students' work  Displaying students' excellent works in classroom  Creating the condition of learning environment that motivates students in classroom
13	Friendliness/ communicative competence	Facilitating interaction between students  Dialogic learning between teacher and students  Accepting feedback from students  Maintaining good communication to students
14	Peace loving /Tranquility	Creating the condition of classroom remained peaceful  No violent attitude in school



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15	Literacy	Reading book time in the classroom  Learning environment that motivates students to use the reference of book
16	Care for environment	Environment Keeping the environment of classroom clean There is a trash bin in around the classroom Habituation of energy saving
17	Social responsibility	Empathy to classmates with social act Building harmony with the classmates
18	Responsibility	Enforcement schedule of cleanliness of classroom by students regularly. Active role in school events or classroom activities.

The Ministry of Education Indonesia expressed a big concern and commanded every school to implement character education on every occasion, including SMP Muhamadiyah 4 Pekanbaru. However, it should be interesting to find out how the teacher implements online teaching. Through this research, hopefully the integration of character education in teaching English at SMP Muhamadiyah 4 Pekanbaru becomes reality.

## CHAPTER III

### METHODOLOGY

This chapter is concerned with the methodology of the research covering the research design, research setting and participants, data collection and data analysis technique. First of all, the chapter begins with the research design.

#### 3.1 Research Design

Qualitative research was employed in this study in the form of phenomenological research. It systematically describes the situation or object in the real fact. The characteristics of research subject and object are investigated accurately, exactly, and appropriately as the real case. Phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the live experiences of individuals about a phenomenon as described by the participants. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon (Creswell, 2014; p. 42). The phenomenon the writer wanted to find out was about character education that English teacher being implemented in their classroom. Pashant (2013: p. 119) states that phenomena may be events, situations, experiences or concepts. Phenomenology is a way of describing something that exists as an integral part of the world in which we are living. English teachers' concept, experiences and implementation of character education in the classroom were writer's focus in this study.

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In qualitative research, the writer collected and analyzed data. Therefore, the writer had to be involved herself in the process of data collection using all kinds of necessary instruments. The subject of the study was English teachers and the object of the study was the process of the implementation of character education in English teaching and learning.

The informants in this research were English teachers of SMP Muhammadiyah 4 Pekanbaru. The data was collected in natural setting without any manipulation. To collect the data, observation, interview and documentation were used. As described by Miles and Huberman (Sugiyono, 2011, p. 246) data analysis techniques used in such a study involve scanning, organizing and analyzing the data in order to make them meaningful.

### 3.2 Time and Location of the Research

This study was conducted for three months from October 2020 to December 2020 at SMP Muhammadiyah 4 Pekanbaru which is located on H.R. Soebrantas, Street, Panam, Pekanbaru.

### 3.3 Participants of the research

The informants or participants of this research were two English teachers at SMP Muhammadiyah 4 Pekanbaru with the following criteria Firstly, it was imperative that the teachers had been implementing character education (CE) in their classes and the school as well for more than one semester. Secondly, it was crucial that the teachers were implementing the latest curriculum; that is, the 2013 Curriculum. Thirdly, it was essential that the teachers had undergone training in



implementing character education in order for them to provide a comprehensive understanding (Gray, 2014). According to the criteria above, the writer chose both English teachers at SMP 4 Muhammadiyah Pekanbaru as participants of this research as can be seen in the table below:

**Table 3.1 A Summary of participants' Identity.**

Respondents	Sex	Age	Years of teaching experience
Teacher A	Female	26 years old	2 years
Teacher B	Female	28 th years old	2 years

### 3.4 Instrument and data collection techniques

To carry out the research, the research herself was the instrument using interview, observation with field notes and some documents including photos, sounds and a video recorder as shown below:

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**Picture 3.1 Field Notes**

Date : .....

Place : .....



**Table 3.3 : Interview Guidelines for the English Teachers**

The Blue Print of Interview Guide

Interview Guide

Date : ..... Place : .....

- 1 According to your opinion, what is character education?
- 2 How do you implement and get feedback from your students about character education in terms of:
  - Religiosity
  - Honesty
  - Tolerance
  - Discipline
  - Hard work/ Persistence
  - Creativity
  - Independence
  - Democracy
  - Curiosity
  - Spirit of Nations/Patriotism
  - Nationalistic/ nationalism
  - Appreciation on achievement
  - Friendliness/ communicative
  - competence
  - Peace loving /Tranquility

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Literacy

Care for environment

Social responsibility

Responsibility values?

- 3 What are supporting factors and inhibiting factors of character education through online learning in teaching English at SMP Muhammadiyah 4 Pekanbaru?.
- 4 How do you solve the obstacles during the application of character education in teaching English through online learning ?

### 3.5 Technique of Data Collection

Three main techniques of collecting data were used; that is, observation, interview, and documentation. The observation was in the form of a sheet which was useful to obtain the information about the description of the implementation of character education based on the situation in the classroom activities. The second instrument was an interview using an interview guide to get the information from the informants. Documentation was in the form of recording, photos and the like. For more details, each instrument is further described as in the following:

### 3.5.1 Observation

Creswell (2012; p. 213) states that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. There were only two teachers as the research participants, but only one teacher who used Google Meet as the teaching media. The other teacher used Whatsapp group so it could not be observed. In this research, the researcher only observed the first teacher's class directly. As an observer the researcher had a role as a nonparticipant observer that is an observer who visits a site and records notes without becoming involved in the activities. Creswell (2012; p. 213).

The researcher only observed and recorded the learning process without actively involving in the participants' learning activities. Before conducting the observation, the researcher contacted the teacher to ask for a permission and to make an appointment to ensure the schedule. Because at that time teachers worked from home (WFH), they could teach the students from using online media. On the 16th of November 2020 the researcher came to T1's house because there were schedules to teach class 8.8 and 8.9. When the class was beginning, the researcher recorded the teaching process and made a note in an observation sheet from the pre-teaching), while teaching until post-teaching. The focus of the observation was about teacher's implementation of character education in online-teaching.

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### 3.5.2 Interview

It is known that qualitative interviewing is usually seen as being flexible; the interviewer adjusts and responds to the interviewee; there is a great interest in the respondents' point of views; detailed and rich answers are desired; the interviewer is allowed to depart from any schedule that is being utilized; new questions may arise due to respondent's replies and the order of questions may be revised (Bryman and Bell, 2007).

There are different approaches to qualitative interviewing; unstructured and semi-structured interviewing. During an unstructured interview the researcher might start the conversation with a question and then actively listens to the respondent who talks freely while a semi-structured interview follows a checklist of issues and questions that the researcher wish to cover during the session (Darmer, 1995; Bryman and Bell, 2007).

Thus, semi-structured interview was chosen to collect the desired data in the form of information. In a semi-structured interview the interviewees can share their own opinions freely. Before conducting interview, the researcher contacted the participants to make an appointment because in this pandemic covid-19 era, the teachers worked from home and had different schedules at school. Both teachers agreed to hold the interview at school but in different times, and students were interviewed after online learning. There were three mains questions for the interview and eighteen points of character values that teachers had to answer. Questions in the interview were based on the research questions about how teachers implemented character education in online-teaching, the supporting and

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inhibiting factors, also how teachers solved the problems. The researcher recorded the interview for the purpose of not missing any information from the teachers. The researcher also interviewed and made notes during and after each interview. There were two students as the interviewees, for the purpose for getting more information after doing observation by phone because it was rather hard to meet them face to face since there was Social Distancing because of the Covid-19

### 3.5.3 Documentation

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. There are three primary types of documents:

- **Public Records:** The official, ongoing records of an organization's activities. Examples include student transcripts, mission statements, annual reports, policy manuals, student handbooks, strategic plans, and syllabus.
- **Personal Documents:** First-person accounts of an individual's actions, experiences, and beliefs. Examples include calendars, e-mails, scrapbooks, blogs, facebook posts, duty logs, incident reports, reflections/journals, and newspapers.
- **Physical Evidence:** Physical objects found within the study setting (often called artifacts). Examples include flyers, posters, agendas, handbooks, and training materials.

In this research the writer collected public records from the teacher such as lesson plans, syllabus and teaching materials. These documents were analyzed to find out the teachers' preparation in implementing character education in the

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planning stage of teaching because it is important for teachers to prepare themselves before teaching process. The writer also took audio recordings, photographs, and field notes as the documents.

### 3.6 Procedures of Data Collection

The study was conducted during the pandemic Covid-19 era. The data was collected from the teaching and learning process in the classroom via online learning but only one English teacher used Google Meet as virtual learning media, while another teacher used Whatsapp group which was hard to be observed. The writer conducted the research using following procedures.

- First, the researcher contacted the teachers to make an appointment for the interview and observed class.
- Second, the researcher conducted an observation using an observation sheet to collect the data. The researcher observed virtual classes to get the data of what character education included in the teaching and learning process. The results of the observation were in the form of field notes, describing activities in the classroom from opening to closing.
- Third, the researcher composed an interview with the English teachers to get information about their understanding in reference to character education. Examples of lesson plans, and syllabus were also analyzed.

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### 3.7 Data Analysis Technique

Data analysis is very important in research. According to Lodico *et al.* (2010:165), in all qualitative research, data analysis and interpretation are continuous throughout the study so that insights gained in initial data analysis can guide future data collection. In addition, according to Ary (2010:32), a qualitative researcher must organize and categorize or code the large mass of data so that they can be described and interpreted.

He also explains that the data analysis in qualitative research is a time-consuming and a difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. According to Miles and Huberman (1994:10), analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the researcher used Miles' and Huberman's theory in analyzing the data by employing the following stages:

#### 1. Data Reduction

Data reduction becomes the first step to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written field notes or transcripts.

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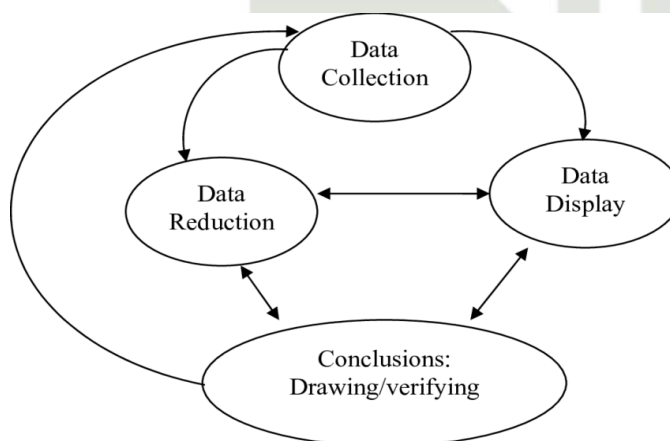
## 2. Data Display

The second step is data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.

## 3. Conclusion Drawing

After completing data reduction and data display, the last step to analyze the data in this research was drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concluded the result of the research based on the research problems and theories that were used.

**Picture 3.2 Interactive Analysis model of Miles and Huberman**



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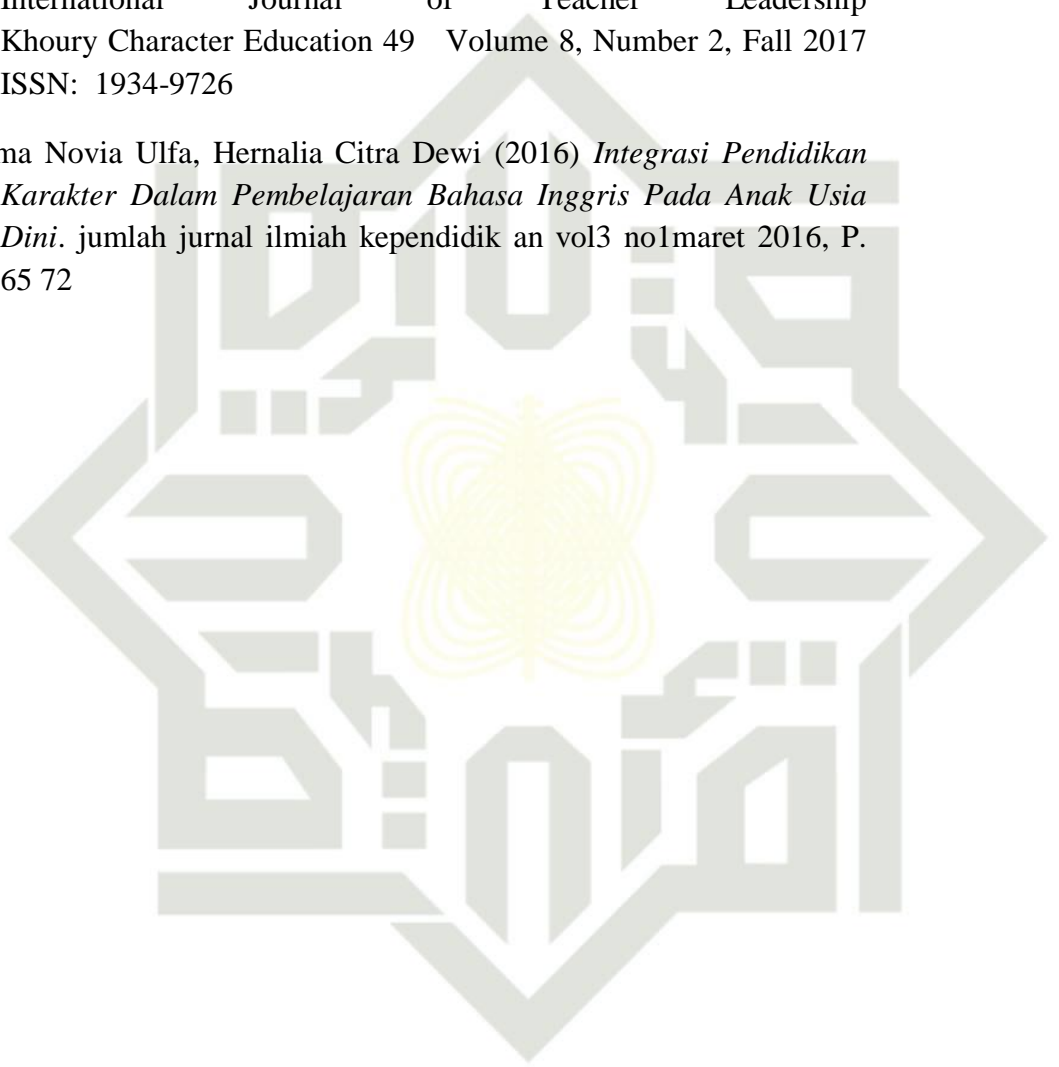
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**APPENDIX I**

**Interview transkrip**

**Interviewer** : Master degree student of English department

**Interviewee** : Two English teachers at SMP 4 Muhammadiyah Pekanbaru.  
Two students in grade 8 at SMP 4 Muhammadiyah Pekanbaru

**Interview Setting:** Interview teacher was conducted at SMP Muhammadiyah 4 Pekanbaru. The interview was conducted from 9 to 11 a.m on Thursday morning and from 9 to 11a.m on Friday morning.

**Abbreviation**

- R : Researcher
- T1 : Teacher 1
- T2 : Teacher 2
- S1 : Student 1
- S2 : Student 2

**(Start of Interview)**

Interview 1

R : Assalamualaikum buk Eri, good morning?.

T : Waalaikumussalam warahmatullah morning miss Nisa.

R : How are you today?

T : Very well thank you how about you?

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**R :** I'm good too thank you (cough) hmm thanks for having me today. I would like to ask you about some questions relate with your teaching process ahmmm.. and character education. So, according to your opinion what is character education itself.

**R :** “In my opinion it is effective way that teacher should have to educate their students to have good behaviour and good habit and then from the effective way the students hopefully can be better in their think, how they act and they speak and this this character education need process teacher need to be patient and also follow up every day on their proces

**R :** Okay thank you for your answer, so, next to the second questions. How do you implement and get feedback of your students about charcater education in religiosity aspect?

**I :** Okay thank you miss Nisa for the second question how I implement the character about religious, religiosity is I ask my students to pray before we start our lesson and also after we finish our lesson and then, but before we start our class to learn a lesson we usually ask our students to read Al-quran first together and sometime we ask them juz 30 not only juz 1 to 27 but also they and then we also ask our students sometime to memorize their short surah especially juz 30 in Al-quran and also sometime we have also religious event in Friday we ask ustadz or ustadzah to go to our school to give them ‘ceramah’ and then and we ask student to be the.. what we call. They can be MC then read Quran, give ceramah also and to be leader of praying. But recently in online learning today we can not meet directly at school, I just ask them to reads Al-Quran by video call in whatsapp. I give them a schedule maybe the attendance list from one until five on Monday and Tuesday attendance list from 6 until 10 am for the students. I called them first in the morning or before the last evening before tommorow morning i send the text to remain them to participat my video call to see they are reading Quran and then if any respons I also asked them to take wudhu and read Qur'an.

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How about honesty?

: “To know the honesty of my students, sometime I give the task of English, may be three variation, I want to know about their honesty by giving them a task. Sometimes I record my voice to practice the dialogue and then I asked them to record their own voice. But I asked them to mention their names and their class and this is a way to know their honest by asking them to record their voice to practice dialogue based on the example that I have given in the whatsapp grup and students send the dialogue to my whatsapp. And the second way is to know their honesty is to ask my students to do the exercise. I asked them to write in exercise book of English, not but directly write on students worksheet book or English package book I asked them to write in exercise book. And also I asked them to write their name and class & subject and be time sometime, I remember that almost my students handwriting, and I save their previous task. I asked students is it your handwriting, if i is not, I will ask them to re-write it

R:How about tolerance? Is there any problems with student tolerance in here?

: Because most of the have similar religion. Races. So there is no any problems.

R: Ok next, how do you implement discipline to your students?

:Ok about discipline. After I give explanation about English topic and I asked them to do the task and I give instruction if if You can finish their task maybe before 10 a.m I will give them extra points and after 10 a.m. I will not give them an extra point. And then if my students cannot do the tasks based on my instructions, I will ask them to change or to rewrite again based on my instruction in online learning like today. before I give them a link to enter maybe I use application like Google meet or zoom especially I mean that an example last day yesterday. I asked them to join my class on google meet before they join my class on Google meet before they join my class I asked them to wear uniform on Wednesday “batik” when they



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join my my class on google meet by link, I asked them whether they wore their uniform or not. moreover when when I asked my students to do daily test. I asked them to add the signature and their parents signature to know their discipline and their honesty. Whether their parents look at their daily test or not. And also if if my students are late to collect their daily test or or their tax in English, I will reduce their score because they cannot be disciplined as my instruction even though that they get a higher score, but they are late to collect their task. I will reduce their score.

R : So far, how is it affecting the students?

: Based on my opinion, may be some of students are affective, but may be other are not affective but I have tried that way to make them collect their task.

R : How about the implementation of hard work and creativity values?

T1 : Firstly I should know what thing that my students interests. I observe when they study English. They usually ask me to listen to the music Well after going home I create about my lesson plan how if I combine between music and speaking and because the topic is a about simple present tense, I search about English music or English song that is related to the simple present tense and the lyric of the song. Is it appropriate? If I ask my students to make a video presentation about simple present tense. after that in my class at school, I present first about the about present tense and I explain first what is present tense and the formula and also the example of the about simple present tense and After that, I give them I bring what is what we call speaker, yeah speaker and I connect speaker with the my handphone and I open YouTube and open the English song and I I I turn on the music and I asked my one one of my students to write the lyrics of the song and I asked other students to listen to the music and also read the in the English song lyrics after that. I asked them to identify which one which the sentence of English that that has that have formula as same as simple present tense

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formula after they can understand I make them in a group the group consist of five until six students and I asked them to make the name of the group complete name maybe in Europe like England French German and others or maybe the the name of English artist and after I asked them to make the name of a group I would I asked them to preper to discuss about some questions. The first question is what is the title of the song and then the singer one who is the singer of the song and then they're feeling about their song and then their opinion about the song and also I asked them to find one of the present and sentences why the sentence in the English song. Lyric is We can categorize as the present tense. So I asked them to make the video the video presentation I give them the format how how they present the English presentation about simple present tense. And I also I also give them a special appreciation if one group can be the best presentation in their class or their level, of course. Then I give each group to make a video at their house. Maybe two weeks or one month to finish their their project in English presentation, and I also announce to my students to maximize their project if The group that that can that can present their project well can and can be the best. I will give a special present to to the group. And also I will post their project on my YouTube channel. The present can be a certificate or something that can be useful for them. the present can be for the motivation for them to do the project well and Maximal.I give a suggestion to my students when they make a video they can use some application that I suggest like kinemaster photo grid and inshoot they are easier application that can be used to make and to modify to make video interesting. If they want to use other application they can use moviemaker and filmora.

Next. Mr. Eri. How about the independence values?

: Okay, thank you ms. Nisa for the question. I will twll when my prevoius teaching proces about expression of willingnes, in the end of the class I give my students of class 8 about asking them to make a dialogue based on my situation that are given in the group of whatsapp. Well, I give them to

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to make to create to write one dialogue based on situation I give my students five situations and I asked them to choose which one of the dialogues that they think is the easiest to make the dialogue and the dialogue consists of opening and then there are expressions of asking willingness stating willingness ask and stating unwillingness based on the situation and after that the last is I asked to create a closing of the dialogue and I also Implement about independent in class 9. I asked my students to do the English task it's about label. But the question I mean that the question is based on the dialogue. So I train the class 9 students to practice the dialogue about label and answer the question based on the dialogue they choose. I I prepared three dialogues of English about labels and each dialogue consist of five questions, if the dialogue has more than five questions. I asked my students to choose Max. Maximal is 5 questions. I give them a freedom to choose which one is the easiest dialoguee and the easiest questions to do.

R: How can you implement democracy?

T1: I think it's difficult to interact with my students as long as it is online learning. yesterday I tried to interact with them I I initiated to to meet them on virtual meeting by Google meet, so So last evening before the before the class was starting in the morning, I give I gave an announcement about about my students must answer to the Google Meet Room before they can join my English class in the morning when the class start date on 8 a.m. On 7:45 a.m. I give link to. In order to my students to can join my Google meet and after all of my students can join my google meeting. First I give an opening. I called their names one by one to four attendance list and after that to prepared themselves to make them focus, I give them a little a little game about what change so I want to know that how many words of English that are still they can remember and this game also can be interactive to to ask to know the s tudents of english word the game I gave like like this. I mean that when I when I mentioned one what



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English word and the last word Maybe can be the first word to say an English word that students will mention first of all, like I If I say **school** and the last letter is L. I will call one name from the students Maybe Sefti and Sefti should tell us what English word the start from L and if she say **low**, it is one of the English word. And after that I also asked about the the Indonesian meaning about low if they cannot So they just get one point after that. I call another student and if they cannot remember what the last word that Sefti mentioned before I will remind them that the last letter of the English word is W and i will call another for example Dwi. Dwi will mention an English word starting from W maybe **Why** and so on. And if they can mention about in one English word and the Indonesian meaning they can get two points. The point that I have gotten from the interaction between me and students can be a consideration. Whether the students can can get more score or not. Best on their process of learning in the end of the semester. Before we have finished the class. I give my students three questions of quiz about for example about procedure text, the quiz can be additional score and to make students more understand about proceure text. But when when I when I ask my students to do the quiz, some of them ask about the meaning of Indonesian of the questions, and I give a chance to other students. If they If they understand and know about the the question I let them to to speak what what the meaning of the questions. From the three questions and then Students that can tell the meaning of Indonesian. I let them to speak and other students will listen to the explanation from the student who know about the meaning.

R Next ms. T1 how about curiocity?

T: I make them curios by making an interesting material made by myself. For example, like power point I design my English material by myself by making it with picture and then video. I am I making it up on YouTube to make them interesting that that there is any difference between the previous lesson and the next lesson and then I also make them more curios

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to use technology like application that maybe we are familiar today like google meet. I want my students having a different. Situation before I think that. I and my students also want to have a new new condition in learning. I think that there will feel bored because the condition of learning on online is just same like previous week. So sometimes I also make them more curious. I give them for the first meeting before I start to give explanation. Sometimes I asked them to To find motivation from English song. I give a link youtube on study group and then I asked For their opinion what kind of motivation words that can be found in English song on YouTube link And sometimes I also maybe just it in English class.

R : Okay. Thank you. And how about the spirit of nations and nationalistic?

T1: to build the spirit of nation and nationalism, sometimes in the opening I give them a quote of national hero like Sukarno and Ki hajar dewantara and I give them quote in English I also give the meaning in Indonesia about what the quote is about. I hope that from the quote they not only know about Indonesian hero but also something that they can learn from the quotes.

R : How can you appreciate their achievements?

R : yes..well mmm..the way I appreciate what they have done in English class maybe for their achievement may be when I ask them to practice dialogue or making video, I give them an information first before they make their creation. If they can make a creation based on my creation, I will give them extra point because they have in time to finish their task also, and if I give an English task more difficult like practice dialogue by making a video and if the students can follow my instruction well, I make a certificate as a appreciation and also I upload their video on YouTube on my youtube chanel and I make a certificate for them and I found a comment on my youtube chanel about what I have done in English task of



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my students. One of my student’s parents also agree that I make their appreciation like that.

R : So in learning process, how do you use friendliness or good communication with your students?

R : In the opening when I greet my students I ask their news. How are how are their news? And are they have their breakfast or something just like that. I call my students by saying “ananda” and “anak ibu” because if I say “”kamu“ I think it is not appropriate and not good, .

R And how about the students, how do they communicate with their teacher?

T1 : When they communicate with their teacher, they call teacher like “ibu” or “bapak”, and English teacher as “Miss”.

R : In this online learning how do you create a peaceful loving.?

T1 : Ok, about peace loving I give them some instructions to obey my word to make learning process situation is not not too noisy. As long as my English class in progress, I explained to my students to mute their mic when we use an application like to google meet to make them in a comfortable zone. And also in Study groups I make the group only the admin can send the message if I need their response, I will open the group and the students can give respon. I also give them a rule if they cannot obey my rules. I will kick them from the group or my students go out from study group or the forum application like google meet, so other students feel comfortable, peaceful and focus on my lesson.

R What is your understanding about literacy and how do you implement literacy in your class?

R : Literacy means reading not only reading text book but also story book to entertain their mind and feeling. But maybe today there is no literacy in our class because we are still new school. But we have plan to make it maybe next time or next year we have plan for that program.



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R: Okay, then how about care of environment? It means to keep you class clean or ask your students to throw the trash into the dust bins. So have you ever done this in your classroom?

F: Yes, I have it before online learning. when we have studied it at school and face to face before starting the lesson, I ask my students to observe their environment whether there is a rubbish or not. If there is a rubbish, I ask them to collectow it into the dustbin and after that I can start my lesson.

R: And how about their own responsibility?

F: about resposibility, my students have schedule to clean their clases after the class finish or they g home, they clean the class. Also to improve their responsibility, I asked them to be commitee maybe in Muhadoroh event, in daily the students have responsibility to finish their task on time. also in online learning, each students have to do their task by themselves.

R: What are the supporting factors of the implementation of CE in teaching?

T1: The supporting factor is from head master. He asked all of teacher to make study plan on the document, the description of implement character as long as to the study in the class or now in online learning it is based on k13. But it is little bit different because In online learning there is just make study plan there is description to improv to applied CE. From yhe tachers, to them I have given a character card to know their spiritual and social as long as they study at home. we mention it as K1 card and K2 card. K1 cadr the content is about spiritual activity like prayi read Qur'an and from thek2 it is about social activity such helping their parents, brother, or doing positif activity. Advisor tachr vryday in th morning. Can I join us together the next day? Um The teacher and the advisor I usually have to write their name and this class on the top of their work. I can't thank you. So all value that you have room in your classroom applications through online learning in teaching English at your school.

R: What are the supporting factors in implementing character education?

F: Some factors that support to applicate character at school are head master, teacher and parents.

F: From the headmaster, he asked all of teacher to make a lesson plan on the document the description to implement the character as long as students study in the class or now in online learning. It is based on k13. But it is

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little bit different because in online leaning the teacher just make what teach study plans, also on lesson plan there is a description how to improve or implement CE.

From the teacher students are given a character card to know their character as long as they study at home we mentioned as K1 and K2 card. K1 card cointain about spiritual activity like pray, read Quran and K2 card is about social activity at home like helping parents or brother ad sister or another positive activity. The teacher will discuss with students parents about the achievement of students or something that can be improve to students. And also teacher can discuss about Advice and also something that can help the students. Their Improvement on learning

R: And how about inhibiting factors? Why is CE hard to implement in online learning process?

T1 : as long as in online learning, It is difficult to know about student character. Because we just contact by application like whatsapp and Sometime by phone and we can't face to face. Say yeah, there is technical error when I want to know about it. Sometimes the signal is not good and sometime there is no enough "kuota" to call the students or meet students by virtual meeting.

From school, there is no special training, how to educate character for students. So, teachers must learn how to eduacte their students' character they need to study by themselfe.

R: So that's one of the ways for the teacher who can acknowledge themselves to implement character education by learning by themselves?

: Yeahh,, if they want, they can.

R: How can you solve the problems? You said before there is technically an error and lack of training. One of the ways is you have to learn by yourself. And what is another way, is there another way to solve this problem?

: Maybe back to our intentions. What is our intention to be a teacher? Because is not teaching but also educating. If I want to solve my problem to know about character education. I need to try again and again eventhough there is no respons from my students today and then sometimes if I give an information about school in class group, I will see my message. Who are seeing message when they didn't respond my message. I directly send message to them and clarify why they didn't respond my message. I think





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if we feel that it is hard just take a rest first. We tried. We need to stronger than them.

How do you examine their characters since you cannot observe them directly?

To know about their character, maybe in class group, I send an attendance list, sometime there is students write their name and first name, I know I give them warning. They maynot write their first name even though they ask their help. I want them to be honest. and send a message to me to inform them they cannot fill attendance list. I also know about students don;t have a good character from their fast respond or not. If they have many reasons. Why they cannot do what I ask them. It is not good. Sometimes I need. Two days or three days to wait for my students to replay my message.

Okay, What's a great interview with you miss T1, so many informations that I can get from you. I can learn from you as an English teacher. How can you implement character education in your learning teaching process, especially in online learning? Thank you very much miss T1. Nice to meet you. Wassalamualaikum

T1 : You are welcome, it is nice to meet you to. Waalaikumsalam.

**Interview 2**

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R : Assalamualaikum Kak H .

H : Waalaikumsalam

R : Gimana kabarnya kak, sehat? terima kasih ya Kak ada waktu buat interview. sekarang Nisa mau nanya berhubungan sama penelitian ini saya ini tentang pendidikan karakter kalau menurut Kakak sendiri pendidikan karakter itu apa sih Kak?

T2 : Pendidikan karakter itu adalah kita ambil dari katanya dulu ya, pendidikan itu adalah bagaimana cara siswa dan seseorang itu mendapatkan kualitas belajar baik di sekolah maupun di rumah sedangkan karakter, karakter bagaimana sifat atau tabiat anak itu. Itu dibawah karakter baik di rumah maupun di sekolah. Jadi kesimpulannya pendidikan karakter itu adalah bagaimana kita mendidik siswa, karakternya di dalam belajar”

R : Terus kak, bagaimana penerapan nilai-nilai pendidikan karakter ini dalam mengajar, terutama dalam mengajar bahasa Inggris secara online?

T1 : Karena kita sekarang belajar secara online, bisa dibilang penerapannya susah karena offline saja terkadang tidak terjalin komunikasi dengan siswa. Namun ada 2 nilai yang paling penting yakni kejujuran dan kedisiplinan. Terkadang murid masih belum jujur saat mengumpulkan tugas. Bilang sudah namun ternyata belum. Kemungkinan masih ada sikap anak SMP apalagi kelas satu yang masih peralihan dari SD masih ada ego anak anak disini. Dalam kedisiplinan, sekolah sudah berupaya seperti memberi sosialisasi kepada orang tua murid tentang belajar online dan murid harus mengumpulkan tugas tepat waktu, namun kenyataannya belum. Jadi sebenarnya balik lagi kepada anaknya, bisa dibilang motivasi belajar anak masih rendah, masih malas mengupulkan tugas. Kita harus ada pendekatan dulu kepada siswa kalau kita terlalu paksain untuk mengumpulkan nanti murid makin tertekan.

R : apa sih hambatan terbesar dalam penerapan nilai ini kak?

Masih adanya anak yang tidak on time dalam mengumpulkan tugas. Sebagai contoh ada yang mengumpulkan tugas habis maghrib atau malam padahal sudah disebutkan tugas itu dikumpulkan jam sekian dan kalau telat mengumpulkan nilainya akan dikurangi. Apa lagi hambatannya yang pertama maslah on time gitu, terus yang kedua masalah ketepatan instruksi. Kita nyuruhnya A anak itu memberikan C. misalnya kakak suruh yang halaman sekian sudah jelas Kecuali sudah ada konfirmasi dari orang tua. Kita sebagai guru juga paham kok. Selain itu ke Motivasi murid yang terbilang cukup rendah, bukan semua sebenarnya seperti masih ada murid yang bertanya instruksi tugas, padahal sudah diberi

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petunjuk yang jelas, kerjakan halaman 40 yang a. soalnya ditulis ya nak,. Sudah jelas instruksinya namun masih ada yang bertanya.

R: kalau seperti itu apakah itu karena usaha anak itu yang tidak ada atau motiivasinya yang kurang.?

T2: Motivasinya, tapi kakak mau bilang disini kaka tidak menjudge semua anak seperti itu. Ada sebagian 50% lah anak itu baik yang orang tuanya ikut campur mbrung dengan tugas anaknya. Yang sebagian lagi tidak. Namun kita maklum ya dikawasan sekolah ini memang kebanyakan dari ekonomi bawah. Itu berpengaruh loh, sedangkan anak-anak dari kalangan atas saja mungkin kurang perhatian dari orang tuanya, apalagi dari menengah kebawah. Apalagi kebanyakan orang tuanya pedagang dari pagi sampai sore, tak tahu anaknya ada tugas atau tidak. jangankan tentang kapan dikumpul, ada tugas anak pun tidak tahu. Memang tidak semua, tapi memang seperti itulah keadaannya yang kita hadapi disini. Jadi tentang permasalahan tentang kejujuran tadi, terus tentang on time, dan terakhir tentang instruksi, sering misskonunikasi. Cara mengatasinya kakak minta mereka untuk memahami lagi instruksinya.

R: bagaimana dengan nilai kesopanan dan keramahan dalm berkomunikasi?

T2 : kira kira 30% murid masih belum sopan, seperti kalau mengirim tugas tidak dengan mengucapkan salam ketiga chatting. Bahkan mengatakan apa tugasnya buk, saya tidak tahu buk. Ada juga yang tidak membuat identitas atau nama di lembar tugas, padahal sudah diinstruksikan. Bagaimana kita mencari cari nama anak, sedangkan satu kelas itu ada 30 murid bahkan lebih. Kakak paling malas tanya satu satu anak, apalagi dia tidak jawab. Kalau dikelas biasa bisalah kita tanya ini punya siapa. Balik lagi itulah salah satu kelemahan daring ini. Jadi kalau tentang keramahan itu baru 70% anak yang bersifat sopan. Ada faktornya itu dek. Terutama faktor orang tua. Bagaimana lingkungan dia memepengaruhi. Belum tentu yang sopan ini dari lingkungan yang baik, tapi belum tentu juga yang gak sopan ini dari lingkungan yang baik begitu juga sebaliknya. Tapi kebanyaak orang tua dari lingkungan baik ini biasanya dekat dengan anaknya. Jadi sebisa mungkin tugas guru disini sebisa mungkin tidak mengatur anak apalagi online. Tugas guru hanya memberikan tugas. Tergantung feedback dari anak lagi Usaha dan motivasi anak lagi.

R: kalau dari segi teknis ada gak kendalanya? Ntah jaringan atau paket?

T2: kalau masalah jaringan memang dari awal kami sudah merencanakan pembelajaran dengan google classroom, namun karena kebanyakan siswa kami dari kalangan menengah kebawah, ada kendala banyak anak anak yang mengaku



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Ss1 : waalaikum salam iya boleh bu.

R : ananda tahu apa itu pendidikan karakter?

Ss1 : setahu saya pendidikan karakter itu mendidik perilaku siswa di sekolah.

R : ananda tahu contoh karakter?

Ss1: contohnya suka menolong orang lain, disiplin, rajin beribadah, dan tanggung jawab

R : Apa pelajaran bahasa inggris sudah menggunakan pendidikan karakter?

Ss1: sejauh ini yang saya rasakan kayak mengumpulkan tugas on time, menggunakan kata yang sopan contohnya di pelajaran asking permission, kita diajarin menggunakan kata please atau tolong, dan bu T1 juga sering memberi apresiasi berupa tambahan point kalau kita ngumpulin tugas on time ada juga ngasih sertifikat dan suka mengoreksi kalau ada yang salah. Itu kan bagus buat perbaikan kita juga.

R: menurut ananda apa manfaat positif dari pendidikan karakter ini?

Ss1: kita semakin disiplin karena mengumpulkan tugas ada deadline nya, dan semakin semangat juga karena sering ditambah nilai. Juga membuat kita bersikap positive.

R: Baiklah, terima kasih banyak ya.. ananda sudah berkenan di tanya-tanya. Semangat terus belajarnya. Waalaikumussalam.

Ss1 iya bu, terima kasih juga wassalamualaikum warahmatullah

Interview 4

R : Assalamualaikum ananda, boleh ibuk tanya-tanya ni?

Ss2 : waalaikumussalam, boleh bu?

R : ananda tahu pendidikan karakter?

Ss2 : kegiatan yang menunjukkan sifat, budi pekerti, terus perilaku.

R : bisa ananda berikan contoh karakter?

Ss2 : disiplin, tepat waktu, percaya diri, jujur juga.

R : kalau dalam pembelajaran bahasa inggris ada gak nilai pendidikan karakternya?



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Ss2 : kalau saya rasa Alhamdulillah ada bu, contohnya mengucapkan salam sebelum bertemu guru, tepat waktu dalam mengumpulkan tugas, tepat waktu sebelum belajar, kalau dalam materi misalnya kita diajarkan untuk memuji orang dengan kata yang sopan, atau menolak ajakn pun dengan ungkapan yang sopan,

R : ananda merasa ada manfaatnya gak pendidikan karakter ini?

Ss2 : ada bu, kitya jadi mlebih tepat waktu karena kalau dengan ibu t1 ini, kalau kita on time ngumpulin tugas, kita bakal dapat tambahan skor, bahkan kalau diberi tugas misalnya buat video, terus hasilnya bagus ibu t1 juga memberi hadiah kayak sertifikat gitu. Jadi kita bisa semangat terus, terus sekarang belajarnya di google meet jadi lebih menarik dan mudah dipahami.

R : wah... makin semangat ya belajarnya, terima kasih dah meluangkan waktu buat ibu.

Ss2 : aamiin, sama sama buk.

R : wassalamualaikum

Ss2 : wassalamualaikum warahmatullah, wabarakatuh.

## APPENDIX II

### Field Note 1

Date : .....

Place : .....

#### Observation 1

At 09.48 t1 started the online class via google meet, after saying “Assalamualaikum” T1 said “Ok, anak-anak ibu bisa open kamera!”.

She check students’ camera one by one and called the name who did not open camera yet.

Approximal at 10.00 O’clock, teacher asked one of students lead to pray and le students to pray together before class activity. By saying

“ ayo, siapa yang bisa mimpin do’a? “H” *Silahkan pimpin baca do’a dulu*” “come on class, who can lead your friends to pray? “H”

Please lead your friends!”. T1 checked students attendance list and made a note by calling students’ name one by one. She said “ *siapa yang sudah gabung?*” and she made a note to check the name. all of

ss wore uniform. When the students are ready to study T1 presents slide show in PPT she showed the topic about “invitation and permission” she asked ss about what is the meaning of invitation and permission. Ss can search in google. Some students answered the question and they wrote via chat box. T1 said “well done, good,

good job” when the students can answer the question. While T1 explained the material, if there is a student who still unmute the

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speaker, T1 asked her students to mute the speaker by saying “anak anak ibu, bagi miknya masih hiup, tolong di matiin dulu ya,”

“ my students,, if your speaker is still in unmute mode, please change it into mute mode, please.” It is usefull to make sure, all class join the class without noisy and ss focused on the material. After explain the material, T1 also asked about ss’s opinion “any questions? Atau ibu yang akan bertanya?” t1 gave a task by reading the sentences and ss should match the sentences with the picture. T1 asked them to submitted the task as soon as learning activity. T1 also gave homework and deadline to submitt the task before 5 p.m. if ss submitted their task the score will be reduced.

Before finished her study, reviewed the lesson and said “terima kasih sudah gabung di kelas ibu, thank you for joining my class, sampai ketemu minggu depan, see you on the next week, wassalamualaikum”





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**Field Note 2**

Date : .....

Place : .....

**Observation 2**

After the first class have finished, T1 continued, the second class (8.9). T1 started learning at 11.04. the second class by using Google Meet too. T1 asked students to type their own name to check their attendance list. All students wore uniform and came on time. T1 and students prayed together. T1 asked students knowledge in topic about invitation and permission. Students gave response in chat box. While teaching proses, T1 asked students to mute the speaker to make sure students can follow the learning process in well. T1 created interested presentation dan simple. T1 also asked students opinion by any questions or should I gave question? And give appreciation to students that's very good, good. Some of students submit their task as soon as after learning activity.



**Appendix III**

**LESSON PLAN AND SYLABUS**

**RENCANA PELAKSANAAN PEMBELAJARAN  
JARAK JAUH (RPPJJ)**

**Satuan Pendidikan:** SMP Muhammadiyah 4 Pekanbaru  
**Mata Pelajaran :** Bahasa Inggris  
**Kelas/semester :** VIII/1 (satu)  
**Materi Pokok :** **Inviting Someone and Asking for Permission**  
**Alokasi Waktu :** 1 pertemuan (2 JP) 90 menit

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mengidentifikasi ungkapan mengajak seseorang dan merespon ajakan.

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- 2) Mengidentifikasi ungkapan untuk meminta izin dan merespons permintaan izin.
- 3) Menggunakan ungkapan mengajak seseorang secara lisan dan meresponnya.
- 4) Menggunakan ungkapan untuk meminta izin secara lisan dan meresponnya.

**C. Metode Pembelajaran**

1. Metode Ilmiah
2. CLT

**D. Media, Alat, dan Sumber Pembelajaran**

**1. Media**

Laptop, Speaker, Aplikasi Google Meet

**2. Alat**

Power Point materi

**3. Sumber Pembelajaran**

- a. Zaida, Nur. *Bright: An English Course for Junior High School Students*. Jakarta: Penerbit Erlangga. Hal. 54-64.
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
- c. Sumber dari internet, seperti:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
  - <http://learnenglish.britishcouncil.org/en/>

**E. Langkah-langkah Kegiatan Pembelajaran Pendahuluan (10 menit)**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar
- 5) Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran

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- 7) Guru menyampaikan cakupan materi dan uraian kegiatan

**Kegiatan inti (65 menit)**

**Mengamati**

- 1) Peserta didik bermain game “Words Chain” untuk melatih kefokuskan dan mengingat kosa kata Bahasa Inggris.
- 2) Peserta didik menyimpulkan kosa kata yang sudah dipelajari dalam game.

**Mengeksplorasi**

- 3) Peserta didik mengamati gambar pada power point untuk bisa menebak materi yang akan dipelajari.
- 4) Peserta didik memberikan komentar pada chat room Google Meet untuk bisa menebak materi yang akan dipelajari. Lalu, guru akan meresponnya.
- 5) Peserta didik memperhatikan definisi dan contoh tentang ungkapan *Inviting Someone* dan cara menggunakannya dalam kehidupan sehari-hari.
- 6) Peserta didik memperhatikan unsur kebahasaan kalimat untuk mengajak seseorang dan responnya.
- 7) Peserta didik memperhatikan definisi dan contoh tentang ungkapan *Asking for Permission* dan cara menggunakannya dalam kehidupan sehari-hari.
- 8) Peserta didik memperhatikan unsur kebahasaan kalimat untuk meminta izin dan responnya.
- 9) Peserta didik mengingat keywords untuk bisa membedakan mana ungkapan *Inviting Someone* dengan responnya juga mana ungkapan *Asking for Permission* dengan responnya.
- 10) Peserta didik diberikan waktu bertanya tentang kedua materi.
- 11) Peserta didik diberikan tugas di LKS halaman 41-42 *Competence Test* bagian A dan B.
- 12) Batas pengumpulan tugas tersebut adalah pukul 17.00 WIB.
- 13) Peserta didik yang mengumpulkan tepat waktu diberikan nilai tambahan.

**Penutup (15 menit)**

- 1) Peserta didik dan guru melakukan refleksi terhadap

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kegiatan pembelajaran.

- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pekanbaru, Juli 2020

Mengetahui

Kepala SMP Muhammadiyah 4

Guru Mata Pelajaran

H.A.RAHMAN, S.Pd.I  
NBM.598467

ERI VIANTI,S.Pd  
NBM. 1 307 694

## SILABUS

Satuan Pendidikan : SMP Muhammadiyah 4 Pekanbaru  
 Mata Pelajaran : Bahasa Inggris  
 Kelas /Semester : VIII/Ganjil  
 Tahun pelajaran : 2020/2021

Kompetensi Inti:

- KI 1: Mengetahui dan mengamalkan ajaran agama yang dianutnya  
 KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
 KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah  
 KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.4Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang	<b>Religius Mandiri Gotong royong Kejujuran Kerjasama Percayadiri Kerjasa ma</b>	A Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. B Struktur teks	3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin,	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan	8 JP	<ul style="list-style-type: none"> <li>• Buku bahasa inggris</li> <li>• Kamus bahasa inggris</li> <li>• Interne t</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

<p>melibatkan tindakan menyuruh, mengajak, memintai, dan sebagainya, serta menanggapinya, sesuai dengan penggunaannya</p> <p>4.4 Menyusun teks interaksional interpersonal dan tulisan yang dapat memperkuat dan sederhana yang melibatkan tindakan menyuruh, mengajak, memintai, dan sebagainya</p>	<p>- Memulai</p> <p>- Menanggapi (diharapkan/di luar dugaan)</p> <p>Unsur Kebahasaan</p> <p>- Ungkapan a.1 <i>let's ...</i>, <i>can you ...</i>, <i>would you like ...</i>, <i>may I</i>, <i>please</i>.</p> <p>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <p>- Ucapan, tekanan kata, intonasi,</p>	<p>serta menanggapinya, sesuai dengan konteks penggunaannya</p> <p>3.4.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks</p> <p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p> <p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta</p>	<p>tekanan kata yang benar</p> <p>- Mengidentifikasi ungkapan yang sedang dipelajari</p> <p>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</p> <p>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami</p>				
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	<p>di dalam dan di luar kelas</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	<p>informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin, sesuai dengan konteks penggunaannya</p> <p>4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan</p>	<p>ejaan, tanda baca, dan tulisan tangan</p> <p>Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>meanting pinadendandempenh tikafungsi sosial strukt tekunsat kebahasaan yang benar sesuai konteks</p>
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		memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks			
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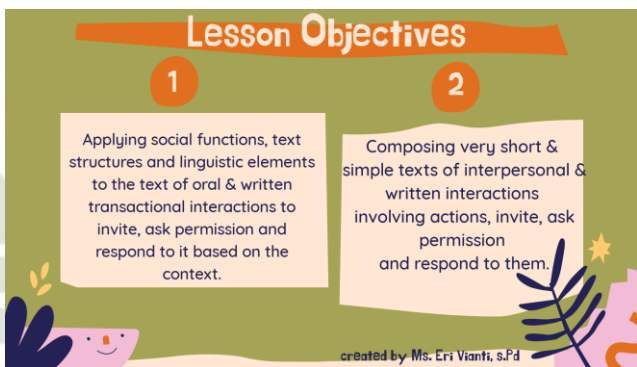


### APPENDIX IV

#### Teaching material



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Hak Cipta Diini

1. Dilarang m

a. Pengutip

b. Pengutipan

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### Expressions of Asking for Permission

#### A. The definition

It is an English expression to ask permission to other people for doing something.



created by Ms. Eri Vianti, S.Pd

### B. Kinds of Expression of Asking for Permission

- Asking for Permission
  - May I use your handphone?
  - Can I go with my friends?
  - Do you permit me to fly kites?
  - Do you give me a permission to buy a book?
- Accepting a Permission
  - Yes, you may.
  - Okay, you can.
  - Yes, I do.
  - Of course, you can.
  - Sure.
- Refusing a Permission
  - I'm sorry.
  - No, you may not.
  - No, I don't.
  - Sorry, you can't.



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### Keywords

- Expressions of Inviting Someone
  - Will / would (maukah)
  - Let's (ayo)
  - Can (bisakah)
- Expressions of Asking Permission
  - Permit (mengizinkan)
  - Permission (izin)
  - May (bolehkah)
  - Can (bisakah)

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### Your Task

Follow those instructions !

- Open your worksheet page 41-42.
- Do "Competence Test" part A on Exercise book.
- Write the answer with the sentence. Example : A. wonder
- Write your identity on the top of answer sheet. (name & class)
- After you finish, send the task photo to teacher's WA number.
- For those who collect it before 05.00 pm get extra points.

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### Thank You For Attending!

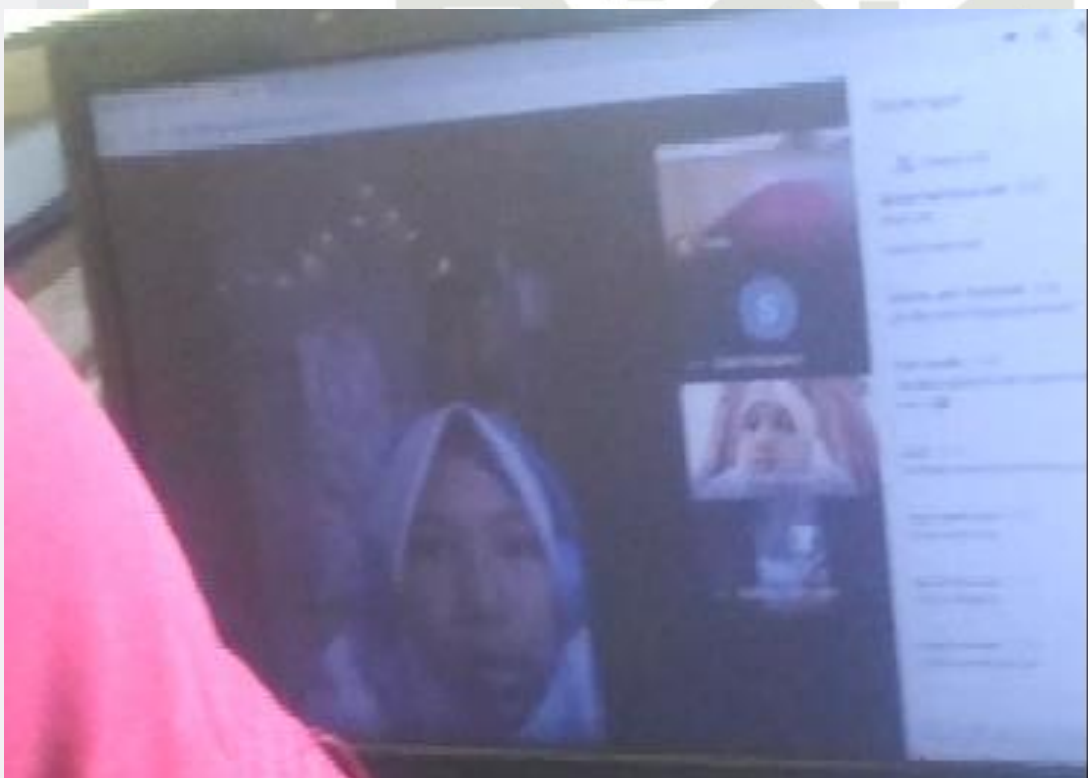
If you have some questions, contact me on  
 YouTube : Eri Vianti  
 E-mail: erivianti.ev@gmail.com  
 Instagram : @erivianti



Kasim Ria  
tu masalah.

## APPENDIX V

### Learning Process Documentation



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