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PENGANTAR REDAKSI

Segala puji bagi Allah yang karena nikmatnya, sempurnalah kebaikan. Dialah yang telah menunjukkan kita untuk melakukan semua ini.

Lahirnya JPS: Jurnal Riset dan Pengembangan Ilmu Pengetahuan hadir di hadapan pembaca budiman sebagai tuntutan dari berbagai pihak. JPS diterbitkan oleh Pascasarjana Universitas Negeri Gorontalo. Terbit tiga kali setahun. Dewan Redaksi mengundang pakar, pemerhati, dan pelaksana pendidikan untuk menyampaikan gagasan atau hasil-hasil pengalaman/penelitian empiris di bidang peningkatan mutu pendidikan. Gagasan atau pengalaman/penelitian hendaknya dituangkan dalam bentuk tulisan ilmiah seperti dipersyaratkan pada Petunjuk Penulisan Naskah pada halaman akhir Jurnal ini.

Akhirnya kepada semua pihak yang membantu terselesaikannya jurnal ini kami haturkan terima kasih semoga amal kita semua langsung maupun tidak, dibalas setimpal oleh Allah Swt.

Redaksi menyadari bahwa diperlukan elaborasi eksistensi dan konsistensi dalam pengembangan edisi yang akan datang, dengan rasa keterbatasan dan kemampuan, penulis berharap tegur sapa dan kritik dari segenap pembaca demi perbaikan selanjutnya.

Gorontalo, Februari 2016

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BUILDING STUDENTS' CHARACTER BY USING SONG AS AMEDIA IN EFL CLASS

This research is conducted at the 1st Grade of SMP Negeri 1 Tilamuta academic year 2014/2015 Boalemo Regency

Wilson Mkaum, Rasuna Talib, Karmila Mahmud

Abstract

This research describes the implementation of songs related to the English Materials Curriculum 2013 in Building Students' Character in Junior High School. I focused on Students' Character Building with implementing songs related to the English material in curriculum 2013. The objectives of study are; (1) to describe the characters can be built through the song related to the English materials that have been implemented in curriculum 2013. (2) To identify the most dominant character by teaching song related to the material in curriculum 2013. (3) To identify teacher's problem and challenges in building students' character through the song. This research used qualitative method. The data was gathered from observation by teaching process in the class, and the result of interview with the participants who have been observed. The subject of this research was the first grade students of SMP Negeri 1 Tilamuta registered 2014/2015. The total of the students in this class are 20 students, from those students there were five students who has been observed. From findings, it shows that in teaching songs had the characters that have already been determined in curriculum 2013. Songs are chosen related to the English material in building students' character, and the materials are based on two sources, the first is by Fathurrohman and suryana (2013), they have illustrated the values of Character Education which are implemented in curriculum 2013 and the second one is based on Direktorat Pembinaan SMP (2013), it has illustrated the indicators of values Character Education which are also implemented in curriculum 2013. Meanwhile teaching song can build students' characters, it is also had the dominant character and there are also problem and challenges have found in teaching song. In addition the character that occurred in the class can be giving influence their behavior in daily life especially in school environment.

Key words: *Songs, English Material, Curriculum 2013, Character Education.*

INTRODUCTION

As a world language, English plays important role for people who want to communicate and get a better understanding of the language when they talk to any people in other countries in the world. Just like many people say "speak English and world will understand you".

People use English in almost all sectors just like in business, economy, and communication. In this globalization era, people are demanded to be dealt with all the things related with global issues so that they will not be left behind. That is why that no wonder people learn English everywhere no matter they are young or old people. They learn English at school or attending English course outside classroom in their spare time.

As one of important subjects, English is one of curriculum that has been applied in various level of education including school and tertiary education. English learning has been programmed by Indonesian government which state regulation of education and culture ministry number 20 in 2003 that is about the education system, (Education and culture ministry 2003)

In junior high school, implementing EFL material has been programmed in curriculum that consist of four language skills, namely listening, speaking, reading and writing. Those skills are really important to be learned, and that is why English should be tough at school, such the reasons that have been explained above. However, before implementing the material in the classroom, it should first be analyzed by the teacher first. Tomlison (as cited in Samad.2015 p. 18) state that" every teacher is a material developer who needs to be able to evaluate, adapt and produce materials so as to ensure a match between the learners and the materials they use". The interconnection between the learners and materials also part of the realization as the most effective ways helping teachers to

understand and apply theories of language learning, and to achieve personal and professional development is to provide monitored experience of the process of developing materials.

Furthermore, Helene (2012, P.40) state that "in 2013 the ministry came with a new concept school curriculum, which is claimed to be a curriculum emphasizing the effective domain of education". Therefore, the desired attitudes and characters expected of the learners are explicitly stated in terms of competences across the curriculum. As a whole, the 2013 curriculum is still a competence based curriculum in that the objectives are formulated in terms of the prescribed or target competence or the outcomes of language learning.

Character education can be integrated in teaching and learning process,every subject must be connected with the norm and value and also improved and applied within daily life. So, the value of character is not only shown in cognitive aspect, but also, they must be internalized as a real accomplishment in social life. Education has responsibility on developing human character, by the effort which can be done by planting of local or national culture, change curriculum, teaching and learning, assessment or evaluation, and habits of all the educators.

Students' successful are not only oriented on curriculum but also depends on the teacher's learning process. The success of these students or learners will automatically impact on the increasing of the quality of education. Education is a responsibility of the parents, society and government, because education is not only children adultery, but also as one individual long processes which is involving school educational institution. Arthur (as cited in Samad 2015, p. 7) stated that "the purpose of education is to use reason, knowledge, to achieve virtue, and happiness."

Teaching English at junior high school is not easy considering that most of students do not have basic of English itself. The other common reason is they did not get this subject when they were at the elementary school. That's why they get confused when they learn it, and the most horrible thing is they often built their own perception that learning English is complicated. These cases make teacher difficult to have students' attention when they are teaching English in the class.

Teachers have the very important responsibility of shaping the lives of young impressionable children. With this responsibility comes great pride and enjoyable. Therefore all teachers should strive for what can be considered to be a "good teacher." A good teacher can be defined as someone who always pushes students to want to do their best while at the same time trying to make learning interesting as well as creative.

Teacher creativity is really important and demanded in teaching and learning process in the classroom. Teachers have to be able to manage his/her classroom well to get students' attention, it can be done by creating a good way to teach them so students will not get bored in learning English, and also by creating the good way is going to break students' perception that learning English is complicated. There are many ways could be done by the teacher in teaching English related to the material to make the class fun and relax, such as using games, puzzle, card, Google applications even song as a media.

Song is fun and interesting when it is used as a media in teaching and learning process, many people love song so much not only young people but also older even children like song. Songs have been part of the human experience for as long as we can remember. Gugliemino(as cited in Kevin2001) stated that "adults sing at religious services, bars, in the shower, and listening to the car radio". Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Fortunately, with the expanding prevalence of the Internet and specifically the World Wide Web into both the classrooms and lives of students, access to music and lyrics has been made easier.

According to Andrew (2015, p.89) in his research that "song has provided students with relax atmosphere and thus intuitively learn English," he also argued " song is enjoyable language learning activities and therefore should be promoted in school especially young learners, since they can easily acquire the language, song can make students happy and fun in teaching and learning process". Furthermore Carol (2012) in his research argued that "song is not only improving four skills, but also it is expanding vocabulary,

practicing pronunciation, developed comprehension and increased grammatical awareness". In other words, song can be used to present an integrated enjoyable and memorable language learning package.

The two result of researches above has been explained the advantages of teaching song in the classroom, which is mean that song is really good to be used as a media in teaching and learning process in the classroom. Students' characters can be built by asking students to identify or understand the meaning of songs and also give some tasks related to the song.

a. The Concept of Character

Character education helps students to learn more about their own behavior. It is very important thing in teaching and learning process. Character educations can stimulus students for doing activity in learning process. With character education, teachers can increase students' academic achievement, attitudes and behaviors and also decrease negative behaviors such as truancy, violence, discipline problems, and bullying. Teaching character building is necessary to educate the young generation about character. School is supposed to be the right place for the purpose. Character building at school is often called character education. In defining character education,Nucci (2008) stated that it is about developing virtues – good habits and disposition which lead students to responsible and mature adulthood". Develop such personal qualities is often regarded as the purpose of education.

b. The Importance of Character Education

Character education is a process that will never end. The government might be changed but character education has to be continuously and straight away. Character education is not a project likes building a big house where when it is started and ended. Character education is needed in order every individual is being better, to be a good society and became a good citizen, Soemarno, (2011). Character education is not a new thing in human history. Parents, used to be tried to teach their children followed by the norm that occur in their culture, it happened when there was no formal place for education like school.

c. The Concept of Song

Songs are part of daily life for most people who doesn't enjoy music at home, while travelling or studying, or even at work. Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language. In addition Kasihani (2007, p.113), stated that "song is a set of words and it sung with a certain rhythm and tone. By singing, teacher encourages students to engage in activities that are associated with daily life".

Bases on the statements above I can get conclude that songs are good used as a media in teaching and learning English process, because if it is used in coordination with a language lesson they can be a great value. And also by teaching song we are going to provide a relax classroom atmosphere and bringing variety and fun to learning. Furthermore, According to (Andrew 2015 p, 89) in his research that" songs have provide students with relax atmosphere and thus intuitively learn English, he also argued that song enjoyable language learning activities and there-for should be promoted in school especially young learners, since they can easily acquire the language, song can make students happy and fun in teaching and learning process". Furthermore, (Hans Mol, 2009) in his research state that songs are also known to lower the "affective filter" or, in other words, to motivate learners to learn. So, there are several positive contributions can song make.

Socio-emotional growth

You will often find learners of any age singing together socially – when they are visiting friends, at a party or in karaoke bars. Teenagers and young adults seem to know an endless number of songs by heart and share them continuously through the Internet and portable music players. Even though it's not always easy to copy this spontaneous love of music in the classroom, singing songs in and with a class is a social act which allows learners to participate in a group and express their feelings, no matter what their English is like.

Physical development

Songs provide a great opportunity for young learners to move around. Clapping, dancing and playing instruments

stimulate memory, which makes it possible for learners to hear chunks of language as they sing and use them in different situations later. Older learners can also benefit from clapping, dancing, rocking, tapping, and snapping their fingers to music and songs.

Cognitive training

We all know the phenomenon of the song-that-is-stuck-in-my-head. With the right kind of song it is easy to simulate that in the classroom. Interacting with songs again and again is as important to language learners as repeatedly practicing a tennis technique is for a tennis player. The skill which develops from this is called 'automaticity'. Learners get to know what to say and to produce language rapidly without pausing.

Cultural literacy

Now that most music is accessible to almost anyone anywhere, either through radio, CDs, DVDs and downloads from the Internet, learners can enjoy songs from all corners of the globe. Songs used in English classes can, in that way, shed light on interesting musical traditions in countries, but can also teach teens, young adults and adults to appreciate other cultures. For adult learners they can be "a rich mine of information about human relations, ethics, customs, history, humor, and regional and cultural differences' (as cited in Lems, 2001).

Language learning

In a world where non-native speakers of English are likely to produce the majority of songs in English, learners have the opportunity to listen to pronunciation in a wide range of varieties of the language. Songs will help learners become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization. Again, this will enable learners to remember chunks of language which they can then use in conversations or in writing. As language teachers, we can use songs to practice listening, speaking, reading and writing.

Based on the positive contributions that have been explanation above, it can be concluded that songs are good as a media to build students' character in teaching and learning process. Song can make some positive contributions such as; Socio-emotional growth, Physical development, Cognitive training, Cultural literacy, and language learning.

II. METHOD

This research employs a qualitative method. Qualitative research requires deep explanation start from preparation, process until interpreting the data. Glense (2006) states that" qualitative method deals with the data in the form of words and picture". In relation to this method, the researcher would like to investigate qualitatively the students' characters building and also teacher's problems and challenges in building students' character by using song in EFL class. The participant of this research is the students of seven grade (class 7.1) at SMP Negeri 1 Tilamuta in 2014/2015 academic year. There are some reasons why I choose this class. Firstly, I saw and observed them while teaching learning process, in the fact that students' moral behavior decrease day by day is clearly shown in our surrounding specially in the classroom. Secondly, the students have lack character education and also the lack of respect to others, to teachers and to parents. Data collection in this research will use the instrument that is direct observation and interview.

III. FINDING AND DISCUSSION

The characters can be built by using song as a media in EFL class.

In building students characters, I used song as a media in teaching and learning process. The fact that song can build students self confidence, responsibility and team work character, it is proved by teaching and doing the direct observation in the class, it is also supported by having the interview to the students who being observed. The songs are chosen related to the materials that have been implemented in curriculum 2013. The materials are "how are you" and "I love people around me "and the songs are mother how are you today related to how are you material and thanks to you related to I love people around me material. The result of observation can be seen in the following table.

Building of character by teaching song "*mother how are you today* "related to the material "How are you" can be seen in the following table.

Table 3
Self Confidence Character

Name	Self Confidence			
	Do the presentation in front of the class	Brave to give the idea, asking and answer the question	Not easily discouraged	Not awkward in the act
Student 1	4	4	4	4
Student 2	4	4	4	4
Student 3	4	4	4	4
Student 4	4	4	4	4
Student 5	4	4	4	4

Statement
always, if always perform appropriate statement
often, if often perform appropriate statement and sometimes do not perform it
seldom, if seldom perform the appropriate statement
never, if never perform the appropriate statement

The previous table showed that all students were very good at self confidence. It can be seen that all the indicators of each character can be achieved by all students in the first and the second song. Students' achievements in all indicators were showing by doing some activities in teaching and learning process in the class, the activities were singing in front of the class, by singing in front of their friend in the class has proved that they have a good self confidence, because they can fight their felling shy, they showed that they were able to do that, it was not only singing in front of the class, they were also trying to ask something they did not understand, sometimes they asked the meaning of the word that they could not find in their dictionary, they were trying to answered the question given by the teacher, even though in Bahasa Indonesia.

Table 4
Responsibility Character

Name	Responsibility		
	Doing individual task well	Implemented what was ordered by the teacher	Carry out and complete the task on time
Student 1	4	4	4
Student 2	4	4	4
Student 3	4	4	4
Student 4	4	4	4
Student 5	4	4	4

Official Statement
4 = always, if always perform appropriate statement
3 = often, if often perform appropriate statement and sometimes do not perform it
2 = seldom, if seldom perform the appropriate statement
1 = never, if never perform it

The above table was showing that all the students were very good at responsibility. It can be seen that all the indicators of each character can be achieved by all students in the first and the second song. The achievement of all indicators of each character was achieved by implementing all of the indicators on each character. To build this character, there were some activities were done, first was asking the students to find out some verbs, adjectives and nouns in the song. The students did the task by their own self by pay attention to the time was determined by the teacher. Second is, the students implemented all the things were ordered by the teacher such as, did the task well, to find the meaning of the verbs, adjectives, and nouns that they already found and did not allow them to cheat the answer of other students, it means that they have to do the task by their own self.

Table 5
Team Work Character

Name	Team Work			
	Willingness carry out the task by agreement	Focus on the purpose of the group	Actively involved in the group task	Encourages others to work together to achieve a common goal
Student 1	4	4	4	4
Student 2	4	4	4	3
Student 3	4	4	4	4
Student 4	4	4	4	3
Student 5	4	4	4	4

The table above was showing the results of the achievement of indicators on each of the character at the first and the second song, although not all students achieve all the indicators, but all students were categorized as very good. It was shown from the results achieved by each student even though there was one indicator that is not achieved by two students in the second song, but still considered very well. In building this character there were some task given by the teacher, but before gave them the task teacher divided them into five groups, every group was consist of five students, this means to make teacher easy to see and asses the students who being observed.

Furthermore, to see the students team work, the teacher asked the students to find out the meaning of song, not only to find out the meaning of song, teacher also assessed their focus to do the task in team work, how their involvement in doing the task, and how they being active to finish the task. In building students' team work, the cooperation can be built through mutual encourage other friends to be directly involved in the task, the teachers pay attention to each group if they can encourage their friends to engage in cooperation or continue to work without regard to other friends.

To give more understand about the number in each table, it can be explained on the official statement bellow;

Official Statement
4 = always, if always perform appropriate statement

3 = often, if often perform appropriate statement and sometimes do not perform it

2 = seldom, if seldom perform the appropriate statement

1 = never, if never perform it

Table 6
The Assessment All the Characters

Name	Students' characters			Average	Categorize
	Self confidence	Team work	Responsibility		
Student 1	4	4	4	4	Very good
Student 2	4	3.75	4	3.91	Very good
Student 3	4	4	4	4	Very good
Student 4	4	3.75	4	3.91	Very good
Student 5	4	4	4	4	Very good

The table shows the result of all characters that achieved by all students. The scores in every column of character showed students achievement in all characters related to the indicator of each character that have been observed by teaching song in the class, and the students can be categorized very good, good, enough and less by paying attention to the score they got based on the result of observation by teaching song in the class. The observation was done for two meeting by implementing some activities that has been done in building students' self confidence, responsibility and team work. The score that student got from the first meeting and the second meeting are accumulated and divided with the mount of characters that have already been observed, so that the researcher could determine whether the students are very good, good, enough or less in all characters.

Based on the result of observation, it can be seen that all students are very good in all characters, where they achieved the indicators of each character by doing some activities given by the teacher in teaching and learning process in the class. There are three students get grade (4) or the high score, and there are two students got grade (3.91). These values were accumulated from the process of teaching the song at the first and the second meetings through some activities were done in teaching and learning process, and it was also by paying attention to the indicators of each character, then the total of number that already got are divided by the number of characters built. By the result that already got, it can be seen clearly whether the students' characters are built by the use of song in teaching and learning process in the class, with regarded the value of their result. All the students get score more than 3.85, so it can be categorized very good, we can see the explanation of score categorize such as very good, good, enough and less. The result of the assessment of students' character was based on four criteria. The criteria are 'very good', 'good', 'enough' or 'less'. The students will be assessed 'very good' if they achieved all the indicator of each character, 'good' if they miss one indicator of character education, 'enough' if they miss two indicators of character education, 'less' if they miss three indicators of character education.

IV. CONCLUSION

The first conclusion is there are two songs related to the materials that have been taught in class, these songs are "mother how you are today" related to the material "how are you" that has been implemented in curriculum 2013 and "thanks to you "related to the material "I love people around me". These songs are to build students character that already

been determined in curriculum 2013. The first song is "mother how are you today", these six students showed that all the characters are built in the first song are achieved, all the indicators on self confidence and responsibility are achieved, only one indicator is missed on teamwork character.

Secondly, in teaching these songs mother how are you today and thanks to you related to the material that has been determined in curriculum 2013, had the dominant characters that can be built from each student in during teaching and learning process, they are self confidence and responsibility, it is showed all the indicators of the two characters are achieved by the students.

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