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# **JURNAL BAHASA, SASTRA DAN BUDAYA**

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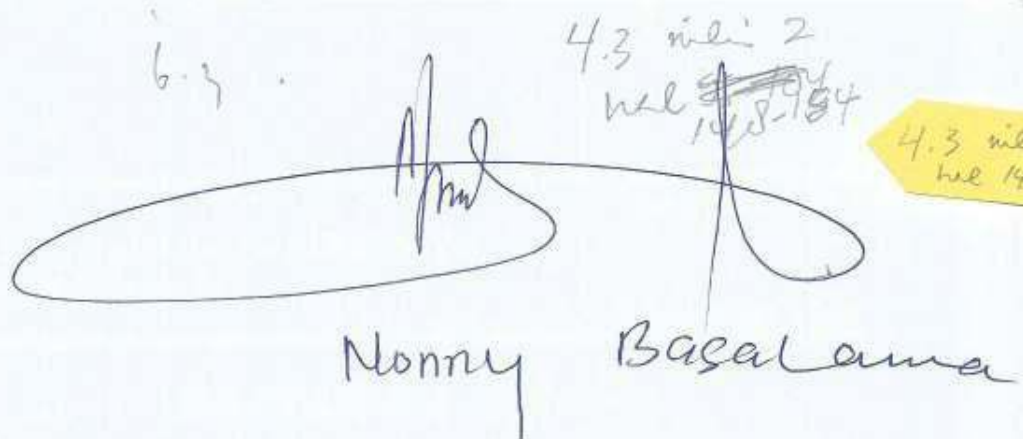
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# THE IMPLEMENTATION OF ENGLISH MATERIALS IN STUDENTS' CHARACTER BUILDING

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**Abstract:** This research describes the implementation of English materials based on Curriculum 2013 in students' character building in vocational high school. The study focuses on several character buildings in speaking skill such as introducing oneself to others, expressing of compliment, and expressing of care. The objectives of the study are; (1) To describe the materials which can actually build the characters based on Curriculum 2013. (2) To identify the dominant character that can be built by teaching each material based on Curriculum 2013. This research applies qualitative method. The data were gathered from the teaching process, the students' interactions outside of the class, and the result of the interview with the teacher. Total subjects are thirty students in the first grade of the accounting department at SMKN 1 Gorontalo registered in 2013/2014. The findings show that teaching each material has several characters within Curriculum 2013. The analysis is based on two sources. The first by Fathurrohman and Suryana (2013) which illustrated the values of implementing character education in Curriculum 2013. The second one is based on Direktorat Pembinaan SMK (2013) which illustrated the indicators of values of character education in Curriculum 2013. Moreover, each material has the dominant characters that can be built during teaching and learning process.

**Keywords:** Character Building, English Materials

## INTRODUCTION

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

According to the curriculum, programmed-English learning divided into four skills, namely listening, speaking, reading and writing. Furthermore, English is used in communication, especially in oral. It is related to speaking skill. Brown (2004) defines speaking as an interactive process of constructing meaning that involves producing and receiving and processing information. There are a variety of patterns in speaking class, namely the usual pattern of preparation, presentation, practice, evaluation, and

extension. In each pattern, teacher has some techniques to develop the students' character building.

A syllabus consists of some materials as a teachers' guide to teach their students in the class. Every teacher should analyze the materials prior to implementing in the class. Tomlinson (2003) states that "every teacher is a materials 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".

Based on the explanation, a concrete experience of developing materials as a basis for reflective observation and conceptualization enables teachers to theorize their practice. The researcher analyze some topics in the syllabus, particularly to three materials such as introducing oneself to others, expressing of compliment for other, expressing of care for others. Some students



consider it easy yet the others are the opposite. That is why a teacher should know the students' characteristics, learning styles, and students' ability in learning English.

All subjects implement the character education. It is achieved by a teacher in teaching and learning process. The fact that students' moral behavior decrease gradually is clearly shown in our surrounding specially in a school environment. Students are lack of respect to others, teacher and parents. It is apparently shown that there should be a changing. I am working as a teacher who always meets the students anywhere with several different characters. There are lots of different student's characteristics that I could find in the class. The students are passive during the learning process. This triggers the lack of values in character education, such as dishonesty, intolerance, not disciplined, unfriendly, not care for the environment, low self confidence, and irresponsibility. The data from counseling at SMK Negeri 1 Gorontalo are collected due to prove the lacks of students' character. There were two to five students came late to school and also came late in every class. Thus, they were definitely not discipline.

Students' success is not only oriented on the curriculum, but also depend on the teacher's learning process. The success of learners will automatically impact on the increasing quality of education. Education is the responsibility for the parents, society, and government. In other words, education is not only limited to the children and adulthood, but also as one individual long process that involving educational institution, the school. Arthur (2003) stated that "the purpose of education is to use reason, knowledge, to achieve virtue and happiness."

The implemented character building in each learning material is necessary. Therefore, an in-depth investigation is conducted to know whether the implemented character building-based materials actually build the characters. If so, what is the most dominant character that can be built

by teaching each material which is implemented in the Curriculum 2013?

This research was conducted at SMK Negeri 1 Gorontalo. The school consists of nine departments such as accounting, administration office, marketing, tourism, software, multimedia, broadcasting, computer network, chemistry analysis department. The subject of this research is the first grade of the accounting department at SMK Negeri 1 Gorontalo registered in 2013/2014 academic year. The total of the students in this class is thirty students. There are some reasons in selecting the class. Firstly, I observed them during the teaching learning process. In fact, the students' is gradually loss their moral behavior as shown in our surrounding especially in a school environment. Secondly, the students are lack of character education and also the lack of respect to others, teachers, and parents.

It is assumed that building students' character education through implemented-subject is better to be applied earlier, started from daily activity focuses in a school environment. Therefore, the researcher would like to conduct a research entitled "The Implementation of English Materials Curriculum 2013 in Students' Character Building".

### Focus of the Research

This research is focused on students' character building with implementing some materials that applied in Curriculum 2013. These materials are such as introducing oneself to others, expressing of complimenting for other, expressing of caring for others. The current study is interested in character building because the fact that students' moral behavior decrease day by day is clearly shown in our surrounding specially in school environment. Students have lack of respect to others, teachers and parents.

### Research Questions

Based on the explanation above, the problems of this research are as follows :



1. Do the materials actually build the character which has been determined in Curriculum 2013?
2. If so, what is the most dominant character that can be built by teaching each material based on Curriculum 2013?

#### Objectives of Study

The aim of this research is to know whether or confirm as follows:

1. To describe the materials can actually build the characters that has already been determined in Curriculum 2013.
2. To identify the most dominant character that can be built by teaching each material based on Curriculum 2013.

#### Significance of the Research

The result of this research to give some benefits for teacher, student, school, and the reader as depicted in the following:

##### 1. *Benefit for teacher*

Teacher will be confirmed whether the materials can actually build students' character as being determined in Curriculum. Teacher can also get information about several characters that can be built other than the ones mentioned in Curriculum 2013.

##### 2. *Benefit for student*

Students will have an opportunity to know / experience characters building through this research. Besides that, it can give positive influence to the student character out of class where they are interacting with friends, teachers and others.

Such as honesty, discipline, self confidence, responsibility, tolerant, cooperation, perseverance, creativity, courtesy, responsive, proactive.

##### 3. *Benefit for school*

This research can give more impact to students' character building in English learning through implementing English Materials Curriculum 2013.

##### 4. *Benefit for reader*

This research may provide the reader some information for those who want to know the implementation of English Curriculum 2013 in students' character building.

#### THEORETICAL CONCEPTS

##### Teaching Materials

The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom. McDonough and Christopher (2003) argues that "materials have been designed in order for learners to become more closely involved with the materials so that they can have more meaningful things to talk about and thereby learn more readily and efficiently.

Teaching materials form an important part of the English teaching program. From textbooks, videotapes and pictures to the internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. Most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching.

Tomlinson (2003) stated that there are six Principles of Materials as follows:

1. Materials should be clearly linked to the curriculum they serve.
2. Materials should be authentic in terms of text and task.
3. Materials should stimulate interaction.
4. Materials should allow learners to focus on the formal aspect of the language.
5. Materials should encourage learners to develop learning skills, and skills in learning and,
6. Materials should encourage learners to apply their developing skills to the world beyond the classroom.

Based on the six principles, it can be concluded that the materials are the most important



aspect of the classroom interaction; it means that through the materials teachers can build students' knowledge, skill even the characters.

### **The Impact of Character Building**

In teaching and learning process, there are three materials that implemented, they are introducing oneself to others, expressing of complimenting for others, expressing of caring for others. At the school, the researcher always interact with students, whether during the class or the outside of the class, and able to recognize each student's character. They have different character during the interaction with their friends, teacher and the others in school. Rosyidah (2012) stated that character refers to how good a person is. In other words, a person exhibits personal qualities which fit with those considered desirable by a society may be considered to have a good character. The qualities may include, for example, trustworthiness, respect, responsibility, fairness, caring, honesty, and self-discipline, etc.

Teaching character building is necessary to educate the young generation about character. Schools are supposed to be the right place for the purpose. Character building in schools is often called character education. In defining character education, Nucci (2008) stated that it "is about developing virtues - good habits and dispositions which lead students to responsible and mature adulthood". Develop such personal qualities is often regarded as the purpose of education.

### **The Importance of Character Education**

There has been a downgrade to character education discussions of the values and appropriate behavior in our nation's classrooms. Nowadays, the nation's culture and character problems are considered to be a serious issue in the society such as corruption, violence, sexual crime, fight, drugs. We are facing a crisis of character in school environment such as violence between students, fight between students with another school, students use drugs.

Fathurrohman and Suryana (2013) have illustrated the following values of character education which are implemented in Curriculum 2013. These are : Religious, Honest, Tolerance, Discipline, Hard work, Creative, Self Democratic, Curiosity, National spirit, Love homeland, Appreciate achievement, Friendly / communicative, Love peace, Likes to read, Care for the environment, Social care, Responsibilities

The second one is based on Direktorat Pembinaan SMK (2013) which has illustrated the following indicators of character education value which are implemented in Curriculum 2013. The indicators of values are : Perseverance, Cooperation, Responsibility, Caring, Tolerant, Creativity, Honesty, Accuracy, Courtesy, Self Confidence, Responsive, Proactive, Discipline, Obey practice religion.

### **The Efforts in Teaching Character Building**

Character building should be applied to national Curriculum 2013. In Vocational High School, character building includes all subjects. It means hidden curriculum plays an important role in this matter, but through all activities conducted in schools. Rosyidah (2012) stated School can exert some effort for character building. For example, a school may display banners or billboards featuring moral values which fit the society. This can be done by displaying notices such as "Build and guard your reputation" (integrity), "tell the truth and nothing but the truth" (honesty), "Keep secret of those who trust you" (loyalty), "treat others the way you want to be treated" (respect). The banners need to be changed periodically so that every aspect of moral values can be covered finally.

## **METHODOLOGY OF RESEARCH**

### **Method of Research**

This research is designed by using a qualitative method. "Qualitative method deals with the data in the form of words and picture" (Glesne, 2006). The data of this research were explained



descriptively and observed through the process which happened during the data collection.

### **Data Collection**

There were three instruments used in this research. Three data-gathering techniques dominate in qualitative inquiry: Participant observation, interviewing, and document collection (Glesne, 2006).

### **Documentation of Study**

Documentation of the current research is teaching instrument, it consists of the syllabus, lesson plan, learning material, and others which can support the study.

### **Setting of the Research**

This research was conducted at SMK Negeri 1 Gorontalo. This school is located at Ternate Street, Kota Gorontalo. Subject of this research is the first grade of the accounting department at SMK Negeri 1 Gorontalo registered in 2013/2014 academic year. The total of the students in this class is thirty students.

### **Participants**

The participant of this research is the first grade of the accounting department at SMK Negeri 1 Gorontalo registered in 2013/2014 academic year. The total of the students in this class is thirty students.

### **Researcher**

The researcher acted as the main instrument in this research. The researcher's qualifications are: Degree in Language and Art, from Gorontalo State University (UNG) in 2004, as well as having a teaching experience at SMK Negeri 1 Gorontalo for nine years.

## **RESEARCH FINDINGS AND DISCUSSIONS**

The goal is to present the findings and the discussions of this research. The findings section consists of the implementation of English

materials based on the Curriculum 2013 in students' character building, the students character building by teaching "introducing oneself to others", the students character building by teaching "expressing of complimenting for others", the students character building by teaching "expressing of caring for others".

Furthermore, this research is also investigating the most dominant characters that can be built by teaching each material based on the Curriculum 2013; the most dominant character by teaching "introducing oneself to others", the most dominant character by teaching "expressing of complimenting for others", the most dominant character by teaching "expressing of caring for others".

### **Findings**

The research is based on the analysis of the data through descriptive qualitative in which the observation was conducted to collect the data. Researcher also collected the data from observing students' performance when teaching certain English materials in the class. The observation was also conducted to see the students' characters inside and outside class interactions and the condition of teaching and learning process.

### **The Implementation of English Materials Curriculum 2013 In Students' Character Building**

The analysis of these materials is based on two sources to observe the implementation of the English materials based on the Curriculum 2013 in building students' character in the class. The first by Fathurrohman and Suryana (2013) and the second one is based on Direktorat Pembinaan SMK (2013).

### **The Observation Results**

*The Students Character Building by Teaching "Introducing Oneself to Others".*

The assessment result of students' character divided into four criteria. The criteria



are 'very good', 'good', 'enough' or 'less'. Student will be assessed 'very good' if they can demonstrate all indicators of character education

The students will be assessed '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.

The assessment of character by teaching the material "introducing oneself to others" can be described as follows:

There are four characters in this material that should be achieved by the students. These characters are honesty, discipline, self confidence, and responsibility.

The four characters that showed by each student in teaching and learning process. There were 23 students or 77% which showed *honesty, discipline, self confidence and responsibility*. *Honesty* is shown during their interactions with their friends when they introduced one another by informing who really they are related to their identity.

Furthermore, *discipline* was showed by demonstrating the activity orderly and complying with various rules. *Self confidence* could be seen from their expressions to introduce themselves to the other friends more spontaneously in completing tasks. Meanwhile, *responsibility* was illustrated when each student participated in introducing himself to others in a group which showed that he carried out the individual tasks, took the risks and apologized for having mistakes.

In the learning process, There were 100% or 30 students who showed *honesty, discipline and responsibility*. Besides that, in self confidence, there were seven students or 23% who had not self confidence when they interacted with their friends, to introduce themselves regarding to the task in learning process.

In this material, there were three dominant characters such as *honesty, discipline and responsibility*.

### ***The Students Character Building by Teaching "Expressing of Complimenting for Others".***

The assessment of character based on Curriculum 2013 regarding the "expressing of complimenting for others" is described as follows:

There are two characters that should be achieved of this material such as *courtesy and caring*. These character owned by each student during the teaching and learning process.

There were 26 students or 87% who showed *courtesy and caring*. They showed the *courtesy* in interaction with their friends when they are using cultivated (polite words), using the exact phrase, expressing a bright face, and behave decently one each others. While *caring* is showed by students' attitudes and actions of being able to help each other and also to preserve the surrounding natural environment.

Whereas 13% or four students who did not show *courtesy*. They did not show the character based on the indicators. They got less score since they seldom polite words, the exact phrase for their friends in a group and they have lack of *caring* with others during the learning process.

On the other hand, the dominant character of this material is both of the characters that have been determined in Curriculum 2013. These are *courtesy and caring*.

### ***The Students Character Building by Teaching "Expressing of Caring for Others".***

There is an assessment of character that has already been determined in Curriculum 2013 by teaching "expressing of caring for others" which can be explained as follows:

There were 28 students or 93% who showed *courtesy and caring*. They showed the *courtesy* in interaction with their friends by using cultivated (polite words), using the exact phrase, expressing a bright face, and behave decently to each others. While *caring* is depicted through the attitudes and actions of being able to help each



other and also to prevent damage to the surrounding natural environment.

Whereas 7% or 2 students who did not show courtesy and caring. They did not show the character in the indicators. They got less score since they seldom to use polite words, the exact phrase for their friends in a group and they have lack of caring with others during the learning process.

Based on the explanation above, the *courtesy and caring* were as dominant characters of this material.

## CONCLUSION

Firstly, there are three materials that can be taught in class, these materials are introducing oneself to others, expressing complimenting, and expressing of caring for others. They were actually building the characters that has already been determined in Curriculum 2013. The first material is "introducing oneself to others", there were 23 students or 77% of 30 students who showed *honesty, discipline, self confidence and responsibility*, the second material is "expressing of complimenting", from 30 students in class, there were 26 students or 87% who showed *courtesy and caring*, and "expressing of caring" is the last material, there were 28 students or 93% of 30 students who showed *courtesy and caring*.

Secondly, in teaching each material had the dominant characters that can be built from each student in during teaching and learning process. The first material "introducing oneself to others", there were three dominant characters such as *honesty, discipline, and responsibility*. The second material "expressing of complimenting", and the last material "expressing of caring for others" had two similarities dominant characters. These characters are *courtesy and caring*.

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