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2nd ICEL 2014
THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014
Bandar Lampung University, Indonesia
PROCEEDINGS

Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

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Organized by:
Faculty of Teacher Training and Education (FKIP),
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

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BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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TEACHING ENGLISH BASED ON CHARACTER EDUCATION AT SENIOR HIGH SCHOOL METRO

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Abstract

Character education as the deliberate use of all dimensions of school life to foster optimal character development. The aim of this research to give a teaching model to English teacher at senior high school level in Metro especially in teaching English based on character education. This research and development study took subject from all six senior high school in Metro consist of six teachers who teach in tenth grader. This study focus on design and evaluation of teaching instrument. The result of this study show that most of teacher still confuse with character education in teaching and learning process in English subject because most of material in English book do not integrated character education. Therefore this study helps all English teachers to apply material with character education. The teacher is not only taught English material but also teach value and character building. It influences the students' character in their daily life. Students become more polite, honest, diligent and religious.

Keywords: Teaching English, Character Education

1. INTRODUCTION

Character education is one of methods to internalize good character and personality in to young generation in order to prepare them to become the nation's future leader. Unfortunately, this character education in Indonesia ranging from religious value, moral, and citizenship, which has been taught since childhood was considered only get minor success. This can be observed from Indonesian citizen negative behaviours which still persisted, such as indiscipline, corruption, late behaviour, trespass the rule, and abuse of power.

The character educations only being understood as knowledge transfer or teach the good character, while the implementation process is still questionable. Furthermore, some parents and government official who supposedly become moral guidance tend to demonstrate negative behaviours. Therefore, an effort to seriously build character education in Indonesia is needed.

Hamid (2009) states that character education can be quite complicated because of the many values it encompasses. The definition is universal and the outcomes are distinguished. Pearson (1995) feel that there are three interconnected areas that represent good character: self, others, and the community. With their own actual self, students can look at self-discipline, responsibility, trustworthiness, courage, and self-discipline. Character traits such as: honesty, respect, empathy, kindness, and caring play into affect with students who have relationships with classmates, teachers, friends, and family.

Utilizing schools discipline policies, character education programs, and encouragement from parents, schools are beginning to document that they can make a significant difference in the lives of the children they teach. Students will then live the positive character traits they learned through practice by treating others with respect and fairness while recognizing they are becoming responsible, caring, trustworthy citizens.

In fact, there are crisis in human character and culture in Indonesia especially in Lampung. In education, bad habit from students can shows as not comply with the norms in or out of school, wanton act, students brawl, corrupt official, etc. we see that poor behaviour can be happened in the social, politics, economic, and the other. It can see on television, there are many people do not have good character.

Teacher and parents have a role in build of student's character, education which is provided by teacher and parents will be memorized and be followed by students. Whatever is done, the behaviour will give experience for children to deal with the situation.

English teacher in Metro find difficulties in inserting character education in teaching instrument. Some of them still confuse about character education and local content. Therefore, the aim of this study to give a model about teaching English based on character education.

2. CHARACTER EDUCATION

Watz cited in Purnama (2012) what is termed character education in today's world has been called many things throughout the history of education in this country. Character education has been both a formal and informal part of schools. At times it has been integrated in small ways into many other pieces of the curriculum. For example Islamic school include all religion aspect in all subject material such as; speaking, reading and writing. Nowadays this style become popular in Indonesia.

According to Purnama (2012) character education has been transformed, refocused, reconceptualized , and in a constant state of evolution both in theory and in practice. It is rare that any two classroom teachers or education scholars will have the same definition for character education. As with any dialogue on education, individuals tend to mold concepts to fit their particular focus. Some discuss character education as a shift in curriculum, perhaps as simple as adding new and diverse materials and perspectives to be more inclusive of traditionally underrepresented groups. Others talk about classroom climate issues or teaching styles that serve certain groups while presenting barriers for others. Still others focus on institutional and systemic issues such as tracking, standardized testing, or funding discrepancies. Some go farther still, insisting on education change as part of a larger societal transformation in which we more closely explore and criticize the oppressive foundations of society and how education serves to maintain the status quo foundations such as white supremacy, capitalism, global socioeconomic situations, and exploitation. Despite a multitude of differing conceptualizations of character education (some of which will be laid out more fully below), several shared ideals provide a basis for its understanding.

Zuchdi (2009) concluded that the basic values of character education that need to be developed in character education are devout worship, honest, responsible, disciplined, have a work ethic, independent, synergistic , critical, creative and innovative, visionary, compassion and caring, sincere, fair, simple, nationalism, internationalism. In other words, classes should be designed to actualize or manifest the soft skills. Lectures should be designed to be an active lecture, which is active lecturers act as facilitators in helping students and students themselves are also active to develop her potential. One possible model of learning that can actualize the fundamental values of character education is through learning model awareness training (awareness training). Through this method, according to Schult in Julienne (1991) there are 4 types of development needed to realize the full potential of individuals, namely a) the functions of the body; b) personnel functions including the acquisition of knowledge and experience, ability to think logically and creatively and intellectual integration; c) interpersonal development, and d) individual relationships with social institutions, social organizations and cultural societies. Therefore the purpose of this research is to increase self understanding and awareness of one's own behaviour and the behaviour of others so as to help students develop personal and social development.

2.1. Comprehensive Approach

Lickona (1991) states there are 9 classroom strategies and 3 school-wide strategies for an effective comprehensive approach to character education; The teacher as caregiver, model, and ethical mentor: Treating students with love and respect, encouraging right behaviour, and correcting wrongful actions. A caring classroom community: Training students to respect and care about each other. Moral discipline: Using rules and consequences to develop moral reasoning, self-control, and generalized respect for others. A democratic classroom environment: Using the class meeting to engage students in shared decision making and in taking responsibility for making the classroom the best it can be. Teaching values through the curriculum: Using the ethically rich content of academic subjects as vehicles for values teaching. Cooperative learning: Fostering students' ability to work with and appreciate others. The "conscience of craft": developing students' sense of academic responsibility and the habit of doing their work well. Ethical reflection: Developing the cognitive side of character through reading, research, writing, and discussion. Conflict resolution: Teaching students how to solve conflicts. Caring beyond the classroom:

Using role models to inspire altruistic behaviour and providing opportunities for school and community service. Creating a positive moral culture in the school: Developing a caring school community that promotes the core values. Parents and community as partners: Helping parents and the whole community join the schools in a cooperative effort to build good character.

Successful life, one not solely determined by academic ability, but many factors that influence it. David suggests that a person's performance is strongly influenced by the ability and skills and the drive and attitude. Various factors beyond the academic often called soft skills. Baron and Markham as told by Widhiarso (2009) found that individual skills in managing emotions and decision support effective coping. So did Jordan et al. in his research found that individuals with low intelligence are less visible perform when working in a team.

According to him it is visible from the inability to adapt, to read social situations and managing the tension teams. Based on the results of these studies it is clear that that needs to be developed not only limited to the academic ability but also the non-academic, ie the ability to be able to understand each other. This capability is often referred to as soft skills. According to Widhiarso (2009) Projects Are soft skills set of capabilities that influence how we interact with others. Further said that soft skills include effective communication, critical and creative thinking, team building and other capabilities related to the capacity of individual personality.

2.2. How to Begin Character Education

Purnama (2012) mention some strategies to start, evaluate and enhance the school-based character education programs: form a leadership group, including students, parents, teachers, counsellors, and administrators. Develop a knowledge base: Study the Eleven Principles of Effective Character Education. Look at school's Mission Statement. Does it indicate the school's responsibility for promoting character development or not. Conduct a survey that gets input from staff, students, and parents. Use the data to discover areas of strength and weakness. Involve all staff (custodians, cafeteria workers, administrators, bus drivers, etc.) in a planning meeting. Brainstorm ways you currently promote character development and consider an additional approach to expand or enhance your focus. Identify target virtues for your program. Obtain feedback on how to focus or enlarge the school's program. Design an action plan for implementation to include evaluation points. Hold regular meetings to evaluate and reflect on progress. Share your school's focus and publish activities and celebrations.

3. METHOD

The type of research that is conducted by the writer is developmental research. The research is not mean to generate a theory or verify one, Creswell (2008). It attempts to develop evaluation of English learning material based on character education. The steps of the process in research and development (R&D) refer to R&D cycle. In this research, researcher use formative research. It means that development of evaluation in three kinds of text; narrative, report, and recount. The development evaluation step is below:

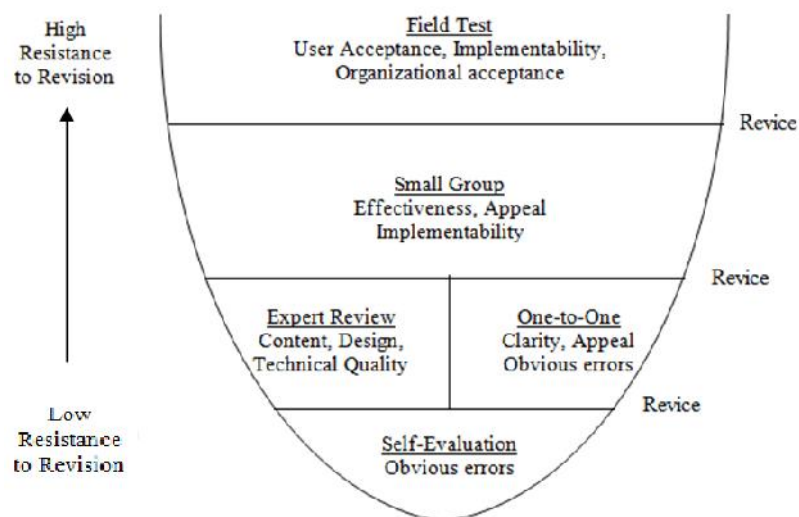


Figure 1. Step of Development Evaluation

Based on instructional design flowchart, it will produce a proto-type (initial product) form in self evaluation step, then move to expert review and one-to-one step to get revision, after that small group and field test to find final product.

3.1. Development Research Procedure

Based on the principle of above there are four procedures. The procedures of research are self-evaluation, expert review and one-to-one, small group, and field test as a way to detect problems and weaknesses in components in order to revise them

3.1.1. Self Evaluation

This product is intended to help developing of evaluations material. The researcher observes what the concept of character education. This product is referred to students of senior high school. This step is stage where researcher does analyzing toward the learning objectives as basic in developing evaluation product. Besides analyzing, designing evaluation is in narrative, recount, and procedure text. Developing based on standard competence in KTSP and character education components. First design of evaluation called first prototype. The research produces three prototypes. Those are first prototype as the result of self evaluation, second prototype as revision from expert review and one-to-one, and third prototype as final prototype as revision from small group, where each prototypes focus on two characteristic; readability, and implementability.

3.1.2. Expert Review and One-to-One

Design result in first prototype is developed based on self evaluation is given to expert as expert review stage and two students as one-to-one stage to observe, comment, and give suggestion. In expert judgment, evaluation has been designed would get critic and evaluation by panelist or expert. Experts include two experts in English instruction studies who review readability, and implementability. Their suggestions are used to revise evaluation product based on character education. This step is process when researcher does advising with expert.

3.1.3. One-to-one

Stage of one-to-one, researcher utilize two students as testier and ask to observe and comment about evaluation based on character education. Result of suggestion and comment is background to revise evaluation product. Result of expert review and one-to-one is nature to revise the first prototype of evaluation product. Result revision of expert review and one-to-one produce second prototype.

3.1.4. Small Group

The researcher applies revision before. This of second prototype get test to five respondents non subject research. After getting better product, the researcher takes small group step. The respondents ask to finish and comment evaluation product based on character education. The purpose of the small group is to determine whether the educational product under development meets its result objectives as they have been formulated in planning until main product revision. Small group conduct six respondents in SMA N Kota Metro. Each respondent is gotten by simple random technique. They are going to be given product and doing lesson based character education. Beside, the respondents are given questionnaire to know readability and implementability product of evaluation for English material as development in learning English activity. The result of respondent evaluation of product and questionnaire are going to be discussed by researcher. It is basic to revise second prototype. The result of those revisions called third prototype.

3.1.5. Field Test

Having acquired a more perfect product, but product testing and refinement still needs to be done once again. This is done so that the products are developed to meet certain standards. Testing and refinement of the initial products focused on the development and improvement of product evaluation, not to pay attention to viability in the context of population. This step means that the product is going to match or suitable surely with evaluation for the principles of content based instruction. The result of respondent evaluation of product and questionnaire are going to be discussed by researcher. The discussion is what the detail tools or part needed as complete the product as final product.

To measure whether the test has a good validity, the writer analyzes the test from content validity and constructs validity. When the result of reliability test get reliability level, it means that result of test have

the same score when given test again. If reliability level is enough, high, and very high, questionnaire can be used. To have the reliability of the test, this research will be used rank order reliability.

These product designs have pre question to know what student interest, need, and want. This worksheet is for teachers. They can explore student's background based teacher rule worksheet. The teacher rule worksheet is as basic to divide group and give evaluation for speaking. There are general and specific ellipsis task for each interest or others. This product called second prototype.

3.2. Data Collecting Instrument

The data is collected by asking to the teacher or expert whether learning process of English in evaluation is suitable to the students or not. The test was designed to measure the effect of specific teaching. Questionnaires of readability and implementability are also given to the students to know how their responding and understanding speaking material through evaluation following the kind of evaluation before.

All data are going to combine in analysis what the last revision to be done. There are two kinds of questionnaires, they are readability and implement ability. Readability will be use to measure the sightings of the evaluation itself. Otherwise, implementability will be applied to know their response and opinion in open questionnaires. In conclusion to get the data the researcher use the two main instruments, they are readability and implement ability.

3.3. Data Analysis Techniques

Readability instrument is in questionnaire one. Because of readability will be use to measure the sightings of the evaluation itself. The goal is finding readability instructions and content of evaluation based content based instruction. The result is finding frequency each answer based questions on questionnaire. Implementability instrument is in questionnaire two. The goal is finding implementation instructions and content of evaluation based content based instruction. The result is finding point each answer based questions on questionnaire to revise each part of evaluation product. The goal is finding implementation in application for instructions and content of evaluation based content based instruction. The result is finding frequency each answer based questions on questionnaire as basic to revision of evaluation product. After getting the data of implementability the researcher will conclude students' answer to get the point of views.

4. RESEARCH SUBJECT

Subject of the research is in root of population in this research development are English teachers in Metro. Respondents are gotten by using stratified cluster sampling. This technique is taking respondent without special criteria. There are 6 teacher as respondents. They will get an evaluation product as testing product based revision from small group as second prototype. This step, respondent ask to finish evaluation based character education.

4.1. Result of the Product Designing

Evaluation English learning material based on character education is a product of design development for evaluating speaking skill. Learning process includes evaluation output. Product design of this research attempts to develop evaluation for English learning material based on character education. It was reviewed by expert and one-to-one. Experts review suggested adding respondent to represent in big class. The other expert said that the product may improve teacher's teaching style or technique. On the other hand from one-to-one step by student is gotten information that they accept the evaluation product but need some simple questions. Based on expert review and one-to-one step analysis above, the researcher revise the product by adding member group and editing elliptical questions to be simple and easy to follow.

4.2. Result of the First Product Testing

This product testing is called small group testing that includes five non respondent students. The respondents ask to finish and comment evaluation product. After getting test, the respondents get readability. It dispraises five aspects names font size, word choice, layout, instructions, content and messages. Each aspect as indicator in the questionnaires is expected to get suggestions concern with the implementability instrument. The result of both readability and implementability are used as the basis of revision.

4.3. Result of Second Product Testing

This second product testing is called field test that involves six teachers class ten as respondent. Researcher did test after getting revision from small group. After getting test, the respondents get readability and implementability questionnaire. The result of readability questionnaire says that all components are very high score. It means that each indicator in readability instrument of evaluation is good. On the other hand, Implementation improving which from implementability questionnaire shows good response from student. The questionnaire says that the respondents interest with evaluation that may improve and explore their English skill.. The result is the evaluation can be applied without disturb their lesson mood.

4.4. Refinement of the Second Product

Based on many revision in some testing that develop this evaluation for English material based on character education, the evaluation was made as simple as possible to make the students able to answer easily in one-to-one. In expert review, first experts suggest that detail information must be given in worksheet and adding respondent to represent in big class. Based on the data gained in small group test, researcher got good response from respondents that show their interest to evaluation because the evaluation product correlates their daily activity and their interest in narrative text. Although, the layout of the worksheet is needed improving. In field test, researcher applied product in the class. The score of each questionnaire show very high and response of respondent is good. The layout is adding more colour side on worksheet to get interesting respondent about instruction. Refine product includes layout besides content of product have refined in revision before. It means that not only interesting material but also good layout.

4.5. Discussion of Final Product

Researcher got good response from six respondents that show their interest to evaluation because the evaluation product correlates their daily activity and their interest in narrative text. Supporting level of difficulty of evaluation is easy, this product of evaluation for English material based on character education need teacher instruction clearly based on user manual to make respondent easy to do evaluation. Although worksheet is given get many revisions in layout and word choice because there is repetition information. Based on explanation below, the result is the evaluation for English material based on caharacter education is success and can applied in class ten senior high school Kota Metro.

5. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research as follows: English material based on character education can apply in teaching learning process at senior high school in Metro. The teacher have same perception about iserting character education in teaching instrument and they can use variative teaching technique. The students enjoy the the process because they can connect the material with their own experience. The most important thing is the students will get good character education along the teaching and learning process.

5.2. Suggestions

Through this research, the writer would like to constructively give suggestions for the institution and the students; to follow up this research, the institution should organize programs to improve the teacher's understanding about teaching English based on character education. For further researcher can make specific research about English skill by inserting local character and local culture.

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