CHAPTER I

INTRODUCTION

This chapter provides some descriptions and rationales related to character building of honesty practiced by teacher and students of Junior High School in English language instruction. It consists of background, research questions, purposes, scope, and significance of the study.

1.1. Background of the Study

The latest issue on Indonesian education environment is building the good character. Lickona (1991) describe a good character as applying principles such as respect for others, justice, responsibility, and the truth is constant when faced with ethical choices or behavior. Sojourner (2012, p.2) shows that good character is related to positive behavior and virtue, which is contrary to the bad character associated with crime or negative behavior. Current terminology refers to the character as positive behavior.

In addition, having the desire to do what is right is strongly associated with good character (Park & Peterson, 2006, p.903). The importance of good characters for the students is to provide them with necessary skills in order to overcome multiple challenges and issues within their social environment. By having good characters, they are expected to be able to implement and to improve the moral values and the ability as well as to manifest these moral values in their daily life (Nurhasanah & Nida, 2016).

Character is not formed theoretically only by reading textbooks or journals, but it is a continual process of teaching, example, learning and practice from all aspect of life. One of the aspects is that character promoted through character education. The purposive teaching of character is particularly important in today's society since the youth face many opportunities and challenge to earlier generations.

Currently, the issues of national character have become the public attention in Indonesia. Arising problems in society such as corruption, violence, vandalism, fights mass, political life is not productive, and so become several topics of discussion. To overcome the issues of national character, various alternative solutions have been proposed such as regulation, legislation, increased efforts to the implementation, and application of the law stronger.

Another alternative to resolve the problem of national character is through education. Education is considered as a preventative solution in its role to build a new generation. As an alternative preventative, education is expected to improve the quality of the nation's youth in various aspects that can reduce the cause of various inequality issues of national character. Zubaedi (2011, p.5) defines character education as a teaching program in schools aimed at developing the character of students by living up the values and beliefs of society as a moral force in their lives through honesty, trustworthiness, discipline and cooperation that emphasizes affective (feeling/attitude) without leaving the rational

thinking and skill domains (skill in processing data, expressing opinions and cooperation).

Efforts are made to realize character education through school institutions by pinning the points of character value as one of the indicators of learning and assessment in the lesson plan as part of preparation process done by teachers. After compiling the points of character values in the lesson plan, teachers need to transfer and implement the values to students in teaching and learning process in the classroom. In teaching and learning process, teachers do not merely as a teacher who initiated the transfer of knowledge, but also as an educator who initiated the transfer of values as well as mentors who provide direction and guide for students (Sadirman, 2011, p.125). Hence, teachers need to have the same teaching concept as those listed in the curriculum.

As mandated by the Indonesia Minister of National Education and Culture the use of 2013 Curriculum from elementary to senior high level, is focused on character education for the students. By preparing and implementing the character education at school, government expects that positive character of the students can be integrated to their academic competence. Adeyemi (2009, p.104) justifies that the concept of teaching character education should not be seen as the prerogative of subject alone. It should be taught integrated through any subject such as mathematics, science, humanities, social sciences, civic, sports,

language, and in this case foreign language. Consequently, as English is one of the compulsory subjects at Junior High School level, the implementation of character education of honesty in English language instruction becomes focus of this study. In the level of EFL curriculum design, Shaaban (2005) proposed a comprehensive framework of implementing moral education into the ESL/EFL curriculum. There are seven parts of it, namely message, language skills, methods, outcomes, activities, resources, and assessment. The framework will effectively promote second and foreign language students' linguistics and cognitive development and encourage the growth of their character.

Multiple studies have examined the positive impacts of building the national character in school. In a study that conducted by Lucas (2009) focused on teachers' perceptions of character education implementation in their school. The researcher found that all twelve teachers interviewed in her study agreed that character education is essential and declared the teachers' responsibility of exhibiting good role models. Teacher modeling appeared to be the main method of character education implementation. One of the teachers indicated how vital character education is for middle school students, in particular, because school is a place for them to develop the sense of belonging in a family-like school climate.

Then, the positive effects of building the good character can be perceived not only by the students and teachers, but also the overall climate of the school, and society. White and Warfa (2011) state teaching

students on character and values change the climate of the school. In their study, students reported that learning becomes more fun because the focus remains on the well-behaved kids and their behaviors rather than to the students who are messing around. The students demonstrating appropriate behaviors then become the norm while students demonstrating inappropriate behaviors do not want to be excluded by others, so they quit the behavior to fit in with the rest of the class. The learning has gone beyond the classroom and out into the real world. In short, it can be said that the character education creates students who are ready to be productive members of society.

Another research conducted by Hudha, Dyah, and Husamah (2014) explains that the implementation of integrated character education in teaching and learning process can be done through some basic activities, namely in the preparation part by incorporating character values developed into syllabus and lesson plan, the implementation of learning is carried out by internalizing the values of the characters in the initial, core, and closing activities, students' character evaluation is done by making attitude indicators to be assessed in the rubric of attitude assessment.

Psychological experiments of self-reported outcomes typically involve academic cheating. Students are typically informed that due to time pressures, examiners had been unable to mark multiple choice exam papers (secretly photocopied), which are now being returned for self-grading (with the correct answers being called out). Piazza, Bering, and

Ingram (2011) reported a study where young children were told a story about an imaginary character, named Princess Alice, who was seated on an empty chair and was watching their every move. The children, who were covertly videotaped, were instructed to throw a ball into the center of a target on the wall without crossing a clearly-marked white line. They found 42% of the children cheated under conditions of no supervision (by deliberately crossing the line to physically place the ball in the bull's eye). So that, the present of person with full supervision will help the children to obey the rule.

In reference to the implementation of building the character, Fridiyanto & Khairani (2014) found there are several obstacles and challenges in carrying out the mandate of character education in SMPN 7 Kota Jambi. Time constrains and lack of the teachers' understanding of character education in teaching and learning process, the school management has not actively supported the process of building the character, and the lack of a positive climate and culture in school causes the character education process do not run optimally as expected. However, the process character building will be effective when the obstacles and challenges have been overcome by all concerned.

The implementation of character building in school sometimes requires clarity on the form of the program to be carried out. Anam (2016) indicates that SMPN 29 Surabaya does not have a documented grand design in running the program of students' character building. The grand

design is important as a basic reference for a particular program, in this case character building in school. However, the school makes the best effort to implement student character development programs in teaching and learning activities, intra and extracurricular activities, and the school environment. The purpose of the implementation of character education at SMPN 29 Surabaya is as an effort to improve the quality of students, both academically and non-academically, in a complete, integrated and balanced way according to the graduates' competency standards.

The previous studies above were conducted in other fields while this study focuses on English language teaching. The integration of character values of honesty in English language instruction is expected to give positive impact to students' character of honesty. Language is beneficial to teach good character. It can be used to communicate norms, values, and emotions (Islami, 2016, p.281). The process of integrating the character education on English subjects is implemented during the learning process in the classroom, so it is expected that teachers are able to instill the values of the character to the learners through the subject matter taught and by using the model, methods, and instructional media adjusted to the purpose of learning, so that English teachers can convey the values of the characters effectively.

In 2015, one of public schools in Pekanbaru, SMPN 1 has become the first Junior High School mandated to implement the Curriculum 2013 as its curriculum. The mandate is poured into the school's vision and

mission so that it becomes a guide to running educational programs. Several statements related to character building are listed in the school mission (see Appendix 7). The mandate also made SMPN 1 Pekanbaru a pilot project in implementing the 2013 curriculum at the Junior High School level, while other schools were still implementing the 2006 curriculum which was not based on character building. Therefore, the findings from this study are expected to provide information regarding how the honesty praxis at Junior High School level in the classroom, among the school members outside the classroom, and condition of the school environment.

1.2. Research Questions

Based on the explanation above, the research questions are categorized into main and sub research questions. The main research question as follows:

How is praxis of honesty built at SMPN 1 Pekanbaru?

Then, the sub research problems are:

1. How is the praxis of honesty built in English classroom activities at SMPN 1 Pekanbaru?

2. How is the praxis of honesty built in school members' interaction at SMPN 1 Pekanbaru?

3. How is the praxis of honesty built in school environment at SMPN 1 Pekanbaru?

1.3. Research Purposes

Based on the explanation above, the research purposes are categorized into main and sub research questions. The main research purpose is as follows:

to investigate the praxis of honesty building at SMPN 1 Pekanbaru.

Then, the sub research purposes are these following:

1. To explore the praxis of honesty building in English classroom activities at SMPN 1 Pekanbaru.

2. To describe the praxis of honesty building in school member's interaction at SMPN 1 Pekanbaru.

3. To identify the praxis of honesty building in school environment at SMPN 1 Pekanbaru.

1.4. Scope of the Study

This study explores the honesty praxis in real situation; English classroom, school environment, and school member's interaction. In English classroom, the activities that will be explored start from preliminary, main, and closure stage. Then, school environment will be divided into two parts; activity and sign in school building. Further, the interaction of school members is based on teacher and student discourse of SMPN 1 Pekanbaru as participants of this study

1.5. Significance of the Study

There are two significances of this study; theoretical and praxis. Theoretically, findings of this study are important in order to provide some

information about any actions of government, school principal, and teacher in building the character of honesty in formal education, especially in English subject. In addition, the results of this study can be used as basic for further research, especially for the researcher who is interested in honesty praxis in educational context. Practically, by understanding the importance of building the character of honesty, teachers can formulate teaching strategies that promote and integrate the implementation of honesty in learning process, foster students' positive character, and minimize the deviant behavior of students.