

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study; (2) problem of the study; (3) objectives of the study; and (4) significance of the study.

1.1 Background of the Study

It is commonly believed that education is very important thing in someone's life. The state has also regulated the right of every Indonesian citizen to obtain education as a means to improve the knowledge and quality of life. The Indonesian national education system law number 20 the year 2003 explains that the functions of national education are to develop capabilities and shape the nation's character. In the same spirit, Lickona (1993) affirms that helping the students become smart and helping the students become good are the goals of education throughout the world. It requires character for both. Moreover, Nunn (2004) confirms that the aims of education are to shape character and prepare a complete life. In brief, education plays a significant role in humans to create a good quality of human beings with character values.

Building students' character through education is a crucial aspect to create good quality of the students. Building an education with good character and intelligent through educational activities will shape the students with high nationalism, the spirit of nationalism, and be able to participate in advancing world civilization (Sagala, 2013). Apart from this, Pala (2011) indicates that the important human qualities such as justice, diligence, compassion, respect, and

courage can be developed through character building in education. It is related to research study conducted by Fadlilah (2016) who mentions that there was positive impact on students' behavior in building the character through education. Therefore, it can be inferred that education is not only transferring knowledge and delivering a lesson but also shaping students' character and providing the opportunities for the students to build their character.

On the other hand, today's fact shows that there is a moral decadence. There are lots of issues related to Indonesian students that need to be solved effectively for instance discipline problem, bullying, violence, crime, drugs, and students' unexpected behavior. This condition becomes one of the activators for the Indonesian government to implement strengthening character education (*Penguatan Pendidikan Karakter*). Law No. 87 of 2017 explains that the aim of *PPK* program is to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character values in order to face the dynamics of change in the future. Briefly, the integration of character building through teaching and learning activities plays a major role in shaping students' character into good ones.

Character is a personality that typical to each individual. Berkowitz and Bier (2005) affirm that character relates to psychological aspects. This means that the good psychological development of the students is the result of effective character education. In addition, Park and Peterson (2006) indicate that being morally competent or having the desire to do what is right is strongly related to good character. Moreover, Lickona (1991) describes that character has three

interrelated parts: Moral knowing, moral feeling, and moral action. Therefore, in education, teacher needs to build the students' knowledge about morality, the sense of morality, and make the moral knowledge can be manifested become real action. Furthermore, Lockwood (2015) asserts that character education consists of school programs designed to improve the quality of value-based behavior for students. Briefly, building the character through education is an effort to help and provide the students to be aware and have a noble character values.

Apart from that, character-building is not a short process. It is relevant to research study conducted by Hutami (2013) emphasizes that character is not shaped automatically, because it builds through a continuous process. Character building starts at home with parents who embed their kids about moral values. Even though, parents are the main effect on kids' character development, the school also has the responsibility to build students' character. Kunjufu (1993) as cited in Lewis & Ponzio (2016) assert that schools teach more than academic subjects but they teach values. In addition, Lickona (2004) reveals that as parents and educators should make efforts to teach the kids with character. It is relevant to the guideline for implementing character education published by Kementerian Pendidikan Nasional (2011, p. 7) that character building is carried out through various media, namely: families, education units, the community, government, business world, and mass media. To sum up, all the elements need to support and participate actively in building students' character.

Character building gives a chance for student to learn and build good character value and obtain good academic accomplishment. Therefore, character

building through education is very important to be integrated into all subjects, including English subject. This means that character building should also be able to be integrated into learning English reflected in all English learning activities. Furthermore, various studies investigate the implementation of character building in English as a Foreign Language (EFL) classroom. Tsui (2008) as cited in Milal, et al (2020) assert that providing a content-based environment for students to learn the language as well as the ethics is the purpose of integrating character education into English classroom. Thus, by integrating moral values in English classroom, the teachers do not only teach English for the sake of the language itself, but also introduce moral contents and instill the students with the values.

Additionally, in the level of ESL/EFL classroom, Shaaban (2005) proposes a comprehensive framework of implementing moral education into the English classroom. The framework consists of the following parts, they are: message, language skills, methods, outcomes, activities, resources, and assessment. Briefly, the framework will effectively promote second and foreign language learners' linguistics and cognitive development and, at the same time, encourage the growth of their character.

Furthermore, there are many levels of school. One of them that implement character building through English language teaching is SMP IT Izzuddin Palembang. The teachers integrate character building through all learning stages, starting from planning stage, teaching and learning stage, and evaluation stage. It is relevant to the guideline of character building through education published by Kementrian Pendidikan Nasional (2010) which explains that integrating character

building should be an integral part of those stages. Additionally, teachers need to facilitate the students with an active learning environment. Shaaban (2005) affirms that active learning is enabling students to engage in the class. Apart from this, teachers have to believe in the role of facilitator and monitor in the classroom (Richards, 2006). Therefore, teachers do not only teach students about English skill but also build good character with designing, motivating, encouraging, and assessing students' English competence and character.

Based on informal interview done with English language teacher at SMP IT Izzuddin Palembang as the preliminary study, the problem was found that students tended to show less good character especially in the early year of 7th grade who come from different school background. Therefore, to face this condition the teacher considers the purpose of teaching English is not only helping students to develop abilities in English but also educating the students. Thus, each lesson including English subject should integrate character values in teaching and learning activities in the class. To implement character building, the teacher needs to design lesson plan and teaching materials that promote character building. Definitely, teachers determine the character values to be achieved in relation to English material. In addition, in teaching and learning activity in the classroom, it was found that the teacher facilitate students to have learning activities which build students' character. Therefore, the students will not only acquire skills of English but also good character values.

In conclusion, based on the phenomenon that English language teacher faces some strategies in learning activities of English classroom has made the researcher interested to conduct this research. According to the description and preliminary study above, an investigation of teaching strategy to build students' character in English classroom has been done. In this case, the research was conducted at SMP IT Izzuddin Palembang in order to find out the teaching strategy of English language teachers at SMP IT Izzuddin Palembang. Therefore, a research was conducted entitled "Character Building through English Language Teaching: A Case Study at SMP IT Izzuddin Palembang".

1.2 Problem of the Study

Based on the background, the research problem of this research was formulated as: "What are the teaching strategies of English language teachers to build students' character in English classroom at SMP IT Izzuddin Palembang?".

1.3 Objective of the Study

In accordance with the problem above, the objective of this study was to find out the teaching strategies of English language teachers to build students' character in English classroom at SMP IT Izzuddin Palembang.

1.4 Significance of the Study

The results of this study are expected to be input for principals and teachers especially English teachers. It is also hoped the result of this study can be

as a feedback to improve the quality of teaching and learning process by considering various appropriate teaching strategy. Therefore, the improvement of the program can be gained effectively. Next, the result of this study can give the information for the students about character building, be expected, they need to be aware that they are in the process of developing character values. Further, the result of this study will add my knowledge about building the students' character through English language teaching. Finally, this study is expected to provide useful information for the next researcher who wants to have similar research.