

**THE STUDY ON CHARACTER BUILDING IN
ENGLISH TEACHING LEARNING TO THE SECOND YEAR
STUDENT OF *PPMI ASSALAAM SUKOHARJO***



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment as the Requirements
for Getting Bachelor Degree of Education
in English Department**

Proposed by:

**IHWAN NURROZI
A.320 080 341**

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012**

APPROVAL

**THE STUDY ON CHARACTER BUILDING IN
ENGLISH TEACHING LEARNING TO THE SECOND YEAR
STUDENT OF *PPMI ASSALAAM SUKOHARJO***

Proposed by:

IHWAN NURROZI
A.320 080 341

Approved to be Examined by:

First Consultant



Dra. Dwi Haryanti, M. Hum.

Second Consultant



Aryati Prasetyarini, M. Pd.

ACCEPTANCE


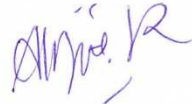

THE STUDY ON CHARACTER BUILDING IN ENGLISH TEACHING LEARNING TO THE SECOND YEAR STUDENT OF *PPMI ASSALAAM SUKOHARJO*

Written by:

IHWAN NURROZI
A 320 080 341

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on July 2012

Team of Examiner:

1. Dra. Dwi Haryanti, M. Hum. ()
(Chair Paper)
2. Aryati Prasetyarini, M.Pd. ()
(Member I)
3. Agus Wijayanto, Ph. D. ()
(Member II)


Drs. Sofyan Anif, M.Si.
NIK. 547

TESTIMONY

Herewith, I testify that all of statements and analysis in this research paper is my original work. There are no plagiarisms in this research paper from the previous research which has been done by the other researcher. The writer only includes the experts' opinion and its sources in this research paper. If there is plagiarism found in this research paper in the next, I will be fully responsible for the clarification.

Surakarta, July 2012



IHWAN NURROZI
A.320 080 341

**THE STUDY ON CHARACTER BUILDING IN
ENGLISH TEACHING LEARNING TO THE SECOND YEAR STUDENT
OF PPMI ASSALAAM SUKOHARJO**

Ihwan Nurrozi

A. 320 080 341

First Consultant

:Dra. Dwi Haryanti, M. Hum.

Second Consultant

: Aryati Prasetyarini, M. Pd.

ABSTRACT

Keyword : education, teaching- learning process, character building education.

This research paper aims to describe the teachers' concepts of making Lesson Plan, to describe the process of English teaching learning, and to identify the problems found in English teaching learning based on Character Building concept to the second year student of PPMI Assalaam Sukoharjo. The research was conducted at PPMI Assalaam Sukoharjo. This research is qualitative-descriptive research. The researcher collects the data by observing English class, especially second year class of each unit, namely; MTs, MA, SMA, and SMK PPMI Assalaam Sukoharjo, documents, and conducting interviews with five English teachers of PPMI Assalaam Sukoharjo. The data include field notes and interview scripts. From the data analysis, research finding and discussion, the researcher draws some conclusions. (a) There are 3 teachers' concepts in arranging lesson plan in PPMI Assalaam Sukoharjo. The first teachers' concept is they use syllabus as the basic principle of creating lesson plan and the lesson plan should be based on PERMENDIKNAS RI no 41 tahun 2007 tentang standar proses (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process). The second teachers' concept is lesson plan is not only designed to make student smart but also good attitude. The balance of intellectual and spiritual are focused. The third teachers' concept, if the situation and condition in the class is not comfortable with the planning, the teacher can change and improve the process in the class according the need. The most important is the material is served and the goal is achieved. (b) There are 3 basic character building values which are suitable and integrated in English teaching learning to the second year student of PPMI Assalaam Sukoharjo. Namely; confidence, cooperation or teamwork, and obedience to social rules that includes religious, care, and orderly inside. The basic character building values which are not integrated in English teaching learning to the second year student of PPMI Assalaam Sukoharjo are appreciation to togetherness sociality, politeness, and independence. But, there are another character building values that are integrated in English teaching learning to the second year student of PPMI Assalaam Sukoharjo, namely; responsibility, discipline, proud, creative, and motivation. (c) There are some problems faced by the teachers on the implementation of character building in English teaching learning to the second year student of PPMI Assalaam Sukoharjo. Namely; the self- commitment of students, student's discipline, and time allocation in the class.

A. INTRODUCTION

According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 1) Character building is an effort to uphold the Indonesia Pancasila's and the opening of UUD 1945 values. This is conducted as there occur some national problems such as: disorientating and misunderstanding of *Pancasila's* values; the limited of unit wisdom properties in applying *Pancasila's* values; decreasing of cultural values and ethic in society; national disintegration; and decreasing nation independency:

Pembangunan karakter yang merupakan upaya perwujudan amanat Pancasila dan Pembukaan UUD 1945 dilatarbelakangi oleh realita permasalahan kebangsaan yang berkembang saat ini, seperti: disorientasi dan belum dihayatinya nilai-nilai Pancasila; keterbatasan perangkat kebijakan terpadu dalam mewujudkan nilai-nilai Pancasila; bergesernya nilai etika dalam kehidupan berbangsa dan bernegara; mudarnya kesadaran terhadap nilai-nilai budaya bangsa; ancaman disintegrasi bangsa; dan melemahnya kemandirian bangsa. Buku Induk Kebijakan Nasional Pembangunan Karakter Bangsa 2010-2025 in Pedoman Pelaksanaan Pendidikan Karakter (Character Education Implementation Guidelines) (2011: 1).

According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 11) Character building education is a unit of curriculum educational programs. Therefore, the document of character education program is integrated into the *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. In other words, character building education must be included in the curriculum starting from the vision, mission, purpose, structure and content of curriculum, educational calendar, syllabus, lesson plan (*RPP*):

Pendidikan karakter merupakan satu kesatuan program kurikulum satuan pendidikan. Oleh karena itu program pendidikan karakter secara dokumen diintegrasikan ke dalam kurikulum tingkat satuan pendidikan (KTSP). Dengan kata lain, pendidikan karakter harus tertera dalam KTSP mulai dari visi, misi, tujuan, struktur dan muatan kurikulum, kalender pendidikan, silabus, rencana pelaksanaan pembelajaran (RPP). Pedoman Pelaksanaan Pendidikan

Karakter (Character Education Implementation Guidelines) (2011: 11).

Designing teaching learning involves the implementation of cultural education and nation characteristic. In English teaching learning, there are some characteristics that should be focused. According to Sulistyowati (2011: 12), there are some basic character building values which should be integrated in the English teaching- learning process, namely; appreciation to togetherness sociality, politeness, confidence, independence, cooperation, obedience social rules.

KTSP curriculum integrates Character building education. Actually, the appropriate lessons for the implementation of character building are PKn and religion lesson because the purpose of this lesson is to educate the next Indonesian generations who have good spiritual and attitude which is suitable with *Pancasila* and *UUD 1945* values. However, character building can also be done through language teaching, especially English. Thus, the writer conducts a research entitled: *The Study on Character Building in English Teaching Learning to the Second Year Student of PPMI Assalaam Sukoharjo*.

This research focuses on English teaching learning to the Second Year Student of *PPMI Assalaam Sukoharjo* as the data source and the objectives are to study the process or procedure on Character Building in English teaching learning. This data will be analyzed using *PERMENDIKNAS RI no 41 Tahun 2007 tentang Standar Proses* (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process), and *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines).

This research paper aims to describe the teachers' concepts of making Lesson Plan, to describe the process of English teaching learning, and to identify the problems found in English teaching learning based on Character Building concept to the second year student of *PPMI Assalaam Sukoharjo*.

B. RESEARCH METHOD

The writer elaborates five main points concerning how to conduct the research. Namely; 1. Setting of research is in *PPMI Assalaam Sukoharjo* located in Gonilan, Kartasura, Sukoharjo. *PPMI Assalaam Sukoharjo* has a strategic location because located on Surakarta – Kartasura city, so everyone can arrive to the school easily. This research was done for 2 months, beginning on February until March 2012. 2. Type of Research uses Qualitative-Descriptive method to analyze the data because the data is not numeric but the data come from interview result, field-note, private document, etc. In addition, the purpose of this research is to describe the concepts in making Lesson Plan, to describe processes in English Teaching Learning, and to know the problems found in English Teaching Learning based on Character Building concept to the Second Year Student of *PPMI Assalaam Sukoharjo*. 3. Object of research is the process of English teaching learning based on Character Building Concept to the Second Year Student of *PPMI Assalaam Sukoharjo*. 4. Data and data Source are field note, the answer of the interview and document. The data are taken from the English teaching learning process. There are three sources of the data: events, informant, and document. 5. Method of collecting data uses a) Observation, b) Interview. 6. Method of analyzing data uses technique of analyzing qualitative data, because the researcher uses= non-statistic data to analyze data. The following is the steps; a) Data reduction, b) Data display, c) Conclusion and verification

C. FINDING AND DISCUSSION

1. Research Finding

a. The Teachers' Concepts of Making Lesson Plan

In *PPMI Assalaam Sukoharjo*, the teachers have some concepts in creating the lesson plan. The writer conducted interview to the five teachers who teach in different degree, namely; the first is Mr. S, S. Pd., he is the teacher of *MTs PPMI Assalaam Sukoharjo*, and the interview is conducted at February, 29th 2012. The second is Mr. HG, S. Pd., he is the teacher of *MA PPMI Assalaam Sukoharjo*, and the interview is conducted at March, 31th 2012. The third is Mrs. UAA, S. Pd., she is the teacher of *MTs PPMI Assalaam Sukoharjo*, and the

interview is conducted at March, 1st 2012. The fourth is Mr. ZA, S. S., he is the teacher of *SMA PPMI Assalaam Sukoharjo*, and the interview is conducted at April, 1st 2012. The fifth is Mr. RK, S. Pd., he is the teacher of *SMK PPMI Assalaam Sukoharjo*, and the interview is conducted at April, 2nd 2012.

Three teachers have same argument. They argued that the basic principle in creating lesson plan should be based on syllabus. Two teachers argue that developing lesson plan should be based on PERMENDIKNAS RI no 41 Tahun 2007 tentang Standar Proses (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process). There is one argument that merges the two arguments above. He argues that to create the lesson plan, it is based on syllabus and PERMENDIKNAS RI no 41 Tahun 2007 tentang Standar Proses (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process) as concept. The teacher's lesson plan is suitable with his statement and the theory. According to *PERMENDIKNAS RI no 41 Tahun 2007 tentang Standar Proses* (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process), it is described that the first point of lesson plan is lesson identity. It includes education unit, class, semester, program, lesson name or lesson theme, meeting amount. It is shown by the teacher in his lesson plan. The following is the lesson plan.

Nama Sekolah	: MA PPMI ASSALAAM
Mata Pelajaran	: Bahasa Inggris
Aspek Skill	: Reading
Genre	: <i>Hortatory Exposition</i>
Kelas / Semester	: XI / 2
Pertemuan	: 5
Alokasi Waktu	: 2 x 40 menit (pertemuan)

The lesson plan of character building has prominent thing inside. It is not only designed to make students smart but also good attitude. The balance of intellectual and spiritual are focused.

Lesson plan is made by the teachers. A teaching- learning process is called success if the purpose of teaching learning achieved. So, the lesson plan is

made by the teachers to bring the teaching learning process to the comprehensive and comfortable situation which can make material serving maximally. But, why if the planning doesn't work properly? should it be forced to the class? The teachers said no. in their opinion; the lesson plan is just a guide to make teaching-learning process easier. But, if the situation and condition in the class is not comfortable with the planning, the teachers can change and improve the process in the class according to needed. The most important thing is the material is served and the goal is achieved. The teachers implement character building values in each part of teaching- learning process unnoticed by the students. Values of character building which are integrated vary depending on the material will be delivered and how its delivery.

The teacher's lesson plan is suitable with his statement and the theory. According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 11), it is described that character building education must be included in the curriculum from the vision, mission, purpose, structure and content of curriculum, education calendar, syllabus, lesson plan. The following is the lesson plan.

III. Indikator

1. Menunjukkan gagasan utama (main idea) dari text secara berkelompok. Menekankan **kerja sama** tim kepada siswa.
2. Menyebutkan informasi rinci dalam teks secara tersurat. Menekankan **keaktifan** siswa dalam tim.
3. Menyebutkan informasi rinci dalam teks secara tersirat. Menekankan **keaktifan** siswa dalam tim
4. Menjelaskan makna atau ungkapan tertentu dalam teks. Menekankan **kerja sama** tim kepada siswa.
5. Menjelaskan rujukan (reference) yang ada dalam teks. Menekankan **kerja sama** tim kepada siswa.

b. The Processes in English Teaching Learning Based on Character Building to the Second years Student of PPMI Assalaam Sukoharjo

Teaching- learning process consists of three parts, namely: introduction, point of teaching learning, and closing. According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 21), it is said that character building in English- teaching learning process is

integrated inside each part of the process. Additionally, according to Sulistiyowati (2011: 12), there some basic character building values which should be integrated in the teaching- learning process, namely; appreciation to togetherness sociality, politeness, confidence, independence, cooperation, and obedience to social rules.

1) Introduction

a) Religious Value

The teacher in *SMA PPMI Assalaam*, Mr. ZA, S. S., integrated religious value when he taught causative in the introduction step by saying *salaam* in the starting of meeting in the class and prayed together before teaching learning was started. The students and the teacher in starting teaching learning process always do these activities. By doing these activities continually, the teacher hoped that the students usually start their entire activities by praying. The answer of the students about the question of the teacher showed religious value had been built. They answered the question about where was their friend by saying that their friend took *sholat*. It is good development of their character because they used the limited time of break to take *sholat*.

b) Discipline Value

The teacher in *SMK PPMI Assalaam*, Mr. RK, S. Pd., integrated discipline value when he taught conjunction in the introduction step by got the students to sit down before teaching learning process was started. By doing this activity continually, the teacher hoped that the students are usual to do their activity scheduled or on time. They could play again in the breaking time. The teacher also integrated it when got the student who slept in the class to choose what he wanted; continued to sleep but should sleep in the *musholla* or joined with the class. In this situation, the student had opportunity to choose what was better for his self. He would learn by himself the meaning of discipline.

c) Care Value

The teacher in *SMA PPMI Assalaam*, Mr. ZA, S. S., integrated care value when he taught causative in the introduction step by checking the number of student in the class through asked to the students any student who didn't come

into the class or not. In this case, the teacher gave the example to the students to be care to the other.

2) The Point of Teaching Learning Process

I. Exploration

a) Confidence

Mr. ZA, S. S. integrated confidence by giving the assignment for students to explain the material in front of the classroom. It required the courage to do that. He made students be actively involved in learning by asking them to explain the material they had learned at a previous meeting in front of the class. It was not informed to the students at the last meeting in order that they could obtain information about the content by their own understanding of the material. Indirectly, this would facilitate interaction between teacher and students through asking and answering question about the material which they were not yet clearly understood.

b) Responsibility

Mr. S, S. Pd. integrated responsible when got the student who slept in the class to read the second example. He made him realized a thing which he did was a bad thing by his self because he was to be the center of laughed in this class when he was sleeping.

c) Discipline

Mr. S, S. Pd. integrated discipline to this class by making the students join to teaching learning process. He did not let the students be indiscipline in each process. The entire of students should be focus to the material. If there is student who was indiscipline, he will get punishment by being the center object of laughing in the class.

d) Orderly

Mr. ZA, S. S. made students who were not good dressed to tidy up their uniform. The teacher was taking the example of one of the students who is neat for them to be imitated.

e) Active

Mr. RK, S. Pd. Integrated active by letting the students to answer the question with pressed their hand first. The teacher did not choose one of the students to answer it but he let the students who knew and were brave to deliver their idea.

f) Proud

Mr. RK, S. Pd. integrated proud by giving applause for the students who had answered the question bravely. It will increase students' motivation to be better joining to the class.

g) Teamwork

Mr. HG, S. Pd. Integrated teamwork to students by dividing them into some group. They had duty to do some works and answered it with themselves knowledge. So, each student in a group should be active to do the work if they wanted to finish this task. It could not be completed if they could not work as a team.

II. Elaboration

a) Confidence

Mr. HG, S. Pd. integrated confidence by choosing one student in each group as teacher. The student who was chose should be confidence and able to lead his group in finishing the task. The success and failure of a group depended on the student's ability as the teacher in controlling their group.

b) Responsibility

Mr. RK, S. Pd. integrated responsibility by letting the students corrected their work by their selves. It was the best way in integrated responsibility aspect. The teacher walked around while he watched the students' work. So, when the teacher called the students to report their mark, he knew the students who was honest, or don't.

c) Discipline

Mr. ZA, S. S. integrated discipline by punishing the students who came late. By seeing their friends who got punishment when did indiscipline, the

students would be motivated to be discipline. They were motivated to go ahead with the school's rule, and the students should be confidence.

d) Creative

Mr. RK, S. Pd. integrated Creative by asking them to make the sentence by themselves. He got the students to make a sentence with coordinating conjunction and sub-ordinating conjunction.

e) Active

Mr. HG, S. Pd. Integrated active by dividing them into some groups to finishing the task. The students in the group should be active in the discussion. They should be active in delivering their opinion in order to finishing the task. In order to stimulate students' activation, the teacher scored their all participation.

f) Proud

Mr. S, S. Pd. integrated proud by providing competition in the class. He facilitated the good competition for the students. They should be competition each other to be the first one who could answer correctly the task. The first one would get a prize from him. The student who would be the winner would be very proud of his self and would try to keep his proud by kept and improved their knowledge. In other side, the other students would get a good example from their friend who was success and made them be motivated to get the same thing. So, the clear competition in the class would be happen and automatically the spirit of learning would be built too.

III. Confirmation

a) Proud

Mr. ZA, S. S. gave a positive feedback in empowering the students orally for the students' success and gave information to make more exploration based on this material in order to preparing the test. It was shown in praising the students who did the task well.

b) Responsibility

Mr. HG, S. Pd. gave confirmation from exploration result and students elaboration. He integrated responsible in delivering material on his confirmation step. They should be responsive of their result of discussion and should be master

their result and could answer the question from other team in presentation next week.

c) Motivation

Mrs. UAA, S. Pd. gave positive feedback and empowering through oral and gave confirmation of students' exploration and confirmation result. She integrated motivation in delivering material on her confirmation step. The motivation was integrated in her said that this material is not hard. They just should focus on transformation of verb.

3) Closing

a) Motivation

Mr. ZA, S. S. gave information that next meeting would be held test. The students were supposed to prepare for this test. The motivation was integrated by giving them the information that would be held test next week and they should prepare with study the material hardly

b) Religious

Mr. ZA, S. S. integrated religious by saying *salaam* in closing the teaching- learning process.

c) Confidence

Mr. RK, S. Pd. integrated confidence by making competition in the class. He gave the question to the students and the students should answer it one by one by pressing their hand first. The student who could answer the question, he could go home first. He did it until the entire students answered the question. The students decided their selves alone when did they go home and they should be confidence to take a chance by pressing their hand if they wanted to go home first.

d) Proud

Mr. S, S. Pd. integrated proud to the student when he said congratulation to the successful student.

c. The Problems Found in English Teaching Learning based on Character Building Concept to the Second Years Student of *PPMI Assalaam Sukoharjo*

The first problem is about self- commitment of students. As the writer knows, all scheduled activities in this school that is started from 04.00 A. M. until 10.00 P. M. purposed to improve students' development maximally. It will be very good if there is self- commitment on their selves. Most of them just go the flow with the situation and condition without including fighting spirit inside. So, they just get bad effect, feel tired in the teaching learning process, moreover they sleep in the class. It makes the teachers should get them to wake up. The second is the students' discipline. They do not enter the class immediately when the time of break is over. When the teacher was asking them where they came from, they said that they came from library to read newspaper. They feel want to know about everything outside because they are isolated in the *pondok* and allowed to go outside two weeks once. Actually their action is a good action, but if it does not do in the correct time, it will be worse because can block teaching- learning process. In addition, the third is about time allocation in the class. The teachers feel hard to create teaching process maximally. They should be creative to use limited time in delivering so many materials.

2. Discussion

Based on the fact in the field, the writer finds some concepts of arranging their lesson plan. The first teachers' concept is teachers of *PPMI Assalaam Sukoharjo* use syllabus as the basic principle of creating lesson plan and the lesson plan should be based on *PERMENDIKNAS RI no 41 tahun 2007 tentang standar proses* (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process). The first teachers' concept of arranging lesson plan in *PPMI Assalaam Sukoharjo* is suitable with the theory. According to *Standar Proses* (Process Standard) *PERMENDIKNAS* (The Minister of National Education Regulations) (2007: 8), lesson plan is broadly defined from syllabus and the teacher has to make lesson

plan completely and systematically in order to reach based competence that is to be the goal of teaching- learning process.

The second teachers' concept of arranging lesson plan in *PPMI Assalaam Sukoharjo* is lesson plan has prominent thing inside. It is not only designed to make student smart but also good attitude. The balance of intellectual and spiritual are focused. The second teachers' concept of arranging lesson plan in *PPMI Assalaam Sukoharjo* is suitable with the theory, especially with the purpose of character building development its self. It is described in the *Buku Induk Kebijakan Nasional Pembangunan Karakter Bangsa* (Main Book of Character Development The National Policy) 2010-2025 in *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 1), the Character building is a tool in applying substance of *Pancasila* and UUD 1945 which is caused by nationality's problem happened, they are: disorientating and miss understanding of *Pancasila's* values that can make decreasing of cultural values in society; threatening of nation disintegration. It has been understood that the good result of teaching- learning is not only make the smart students but also the good students with good attitude, spiritual and mental which goes along with *pancasila's* and spiritual values in his daily activities.

The third teachers' concept of arranging lesson plan in of *PPMI Assalaam Sukoharjo* is teaching- learning process is called success if the purpose of teaching- learning achieved. But, if the situation and condition in the class is not comfortable with the planning, the teacher can change and improve the process in the class according the needed. The most important is the material is served and the goal is achieved. The third teachers' concept of arranging lesson plan in *PPMI Assalaam Sukoharjo* is almost suitable with the theory. According to *Standar Proses* (Process Standard) *PERMENDIKNAS* (The Minister of National Education Regulations) (2007: 8), it is described that lesson plan is made in order to help the teacher in reaching based competence, every teacher should make a lesson plan before he teaches. In another theory, According to Mulyasa (2008: 154), a good lesson plan is lesson plan that can be implemented

optimally in teaching- learning activities and can be a instructor in the class, started from beginning until the end of teaching- learning process. So, lesson plan has great function to the teacher. But, they argue that lesson plan is not always a key for successful on the teaching- learning process in the class. The situation and condition in the class is a key of success. So, they choose to be more flexible. If it is relevant with the lesson plan, they will go ahead with it. If it is not, they will change their planning and improve the teaching- learning process. The most important is based competence can be reached.

In giving the material, indirectly the teachers give character building through material serving. The students are trained to behave properly and appropriates with the rules of religion, every culture in the following learning. According to Sulistiyowati (2011: 12), there some basic character building values which should be integrated in English teaching- learning process, namely; appreciation to togetherness sociality, politeness, confidence, independence, cooperation, and obedience to social rules. Based on this theory, the integration of character building in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo* is almost suitable with theory because there are 3 basic character building values which are integrated in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo* too. Namely; confidence, cooperation or teamwork, and obedience to the social rule that includes religious, care, and orderly inside.

The basic character building values which are not integrated in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo* are appreciate togetherness, politeness, and independence. But, there are another character building values that are integrated in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo*, namely; responsibility, discipline, proud, creative, and motivation.

The teachers do not only give the material by integrating character building inside, but also develop student's character with self- development. According to *Pedoman Pelaksanaan Pendidikan Karakter* (Character Education Implementation Guidelines) (2011: 8), there are four self- development concepts

which are suitable with condition in *PPMI Assalaam Sukoharjo*. The following is the description.

The first is routine activity. The students in *PPMI Assalaam Sukoharjo* always say *salaam* before the teaching learning process and after it. The teachers always check attendance of students in the beginning of meeting. The students who come late to the class do not allow sitting on the chair, but should stand up in front of the class first. Some of the actions above are routine activities in the class which aim to develop their religious, discipline, and responsibility.

The second is spontaneous activity. The students in *PPMI Assalaam Sukoharjo* pressed their hand directly when they knew the answer of the teacher question or when they did not know about the material. They did not wait the teacher to call the name of the student to answer and they did not feel scare asking to the teacher. Some actions above give good effect of their characteristic development. They felt brave and confidence.

The third is modeling. The teachers give a good example for entire students. They always keep their neat. They always keep their attitude, good in action and speaking. It motivates the students to do as same as their teacher in daily activity. So, it develops their neat and attitude.

The last is conditioning. The setting of the class and environment is suitable for students' character building. There are some good sentences in the wall that can motivate and improve them in action. The clean environment makes them look after the environment. There are green plant make them loving their environment.

There are three problems that happen in the implementation of character building in teaching of English in the second year students of *PPMI Assalaam Sukoharjo* and the problems are come from student's side, they are self-commitment of students and student's discipline. The problem of school's side is time allocation in the class.

D. CONCLUSION

The conclusions are:

1. There are 3 teachers' concepts in arranging lesson plan in *PPMI Assalaam Sukoharjo*. The first teachers' concept is they use syllabus as the basic principle of creating lesson plan and the lesson plan should be based on *PERMENDIKNAS RI no 41 tahun 2007 tentang standar proses* (The Regulation of the Minister of National Education Republic of Indonesia No. 41 Year 2007 on the Standard Process). The second teachers' concept is lesson plan is not only designed to make student smart but also good attitude. The balance of intellectual and spiritual are focused. The third teachers' concept, if the situation and condition in the class is not comfortable with the planning, the teacher can change and improve the process in the class according the needed. The most important is the material is served and the goal is achieved.
2. There are 3 basic character building values which are suitable and integrated in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo*. Namely; confidence, cooperation or teamwork, and obedience to social rule that includes religious, care, and orderly inside. The basic character building values which are not integrated in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo* are appreciation to togetherness sociality, politeness, and independence. But, there are another character building values that are integrated in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo*, namely; responsibility, discipline, proud, creative, and motivation.
3. From the interview result, the researcher concludes that there are some problems faced by the teachers on implementation of character building in English teaching learning to the second year student of *PPMI Assalaam Sukoharjo*. The problems are the self- commitment of students, student's discipline, and time allocation in the class.

BIBLIOGRAPHY

- Gunawan, Heri. 2012. *PENDIDIKAN KARAKTER Konsep dan Implementasi*. Bandung: Alfabeta.
- KEMDIKNAS BALITBANG PUSKURBUK. 2011. *PEDOMAN PELAKSANAAN PENDIDIKAN KARAKTER*. Jakarta: BALITBANG KEMDIKNAS.
- Khaaeruddin. Junaedi, Mahfud. 2007. *KURIKULUM TINGKAT SATUAN PENDIDIKAN Konsep dan Implementasinya di Madrasah*. Jogjakarta: Nuansa Aksara.
- Khoiriyah, Siti Inayatul. 2006. *The Application of Competency- Based Curriculum in English Teaching- Learning Process for The First Year Student of SMP Negeri 2 Trangkil Pati*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta.
- Mulyasa. 2008. *Implementasi Kurikulum Tingkat Satuan Pendidikan Kemandirian Guru dan Kepala Sekolah*. Jakarta: Bumi Aksara.
- PERMENDIKNAS NO 41. 2007. *Standar Proses*. Jakarta: Badan Standar Nasional Pendidikan.
- Sulistiyowati, Endah. 2011. *Prosedur Penyusunan Silabus dan RPP Terintegrasi dengan Pendidikan Budaya dan Karakter Bangsa (PBKB)*. Workshop Presentation File. Jawa Tengah: Pusat Kurikulum BALITBANG KEMDIKNAS.
- UUSISDIKNAS NO 20. 2003. *Sistem Pendidikan Indonesia*. Jakarta: KEMDIKNAS.
- Widyawati, Indah Agus. 2007. *The Implementation of Competency-based Curriculum Using Literacy Approach in Teaching English at the Seventh Year of SMP Negeri 1 Kartasura in 2006/ 2007 Academic Year*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta.