THE IMPLEMENTATION OF CHARACTER BUILDING IN ENGLISH WRITING CLASSES

(A Descriptive Study of the Eighth Grade Students of SMP N 1 Salatiga in the Academic Year of 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners as Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan(S.Pd)

By:

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Salatiga, August 13th 2018

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ATTENTIVE COUNSELOR NOTE
Case: Latifahul Rizka’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Latifahul Rizka’s graduating entitled “THE IMPLEMENTATION OF CHARACTER BUILDING IN ENGLISH WRITING CLASSES (A Descriptive Study of the Eighth Grade Students of SMP N 1 Salatiga in the Academic Year of 2017/2018)”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

THE IMPLEMENTATION OF CHARACTER BUILDING IN ENGLISH WRITING CLASSES

(A Descriptive Study of the Eighth Grade Students of SMP N 1 Salatiga in the Academic Year of 2017/2018)

WRITTEN BY:

Latifathul Rizka
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Has been brought to the board of examiners of English education department of teaching training and education faculty at the state institute for Islamic studies (IAIN) Salatiga on September 24th 2018 and hereby considered to have completed the requirements for the degree of Sarjana pendidikan (S.Pd.) in English education.

Board examiners

Head : Dr. H. Sa’adi, M. Ag
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Salatiga, September 24th 2018

Dean of Teacher Training and Education Faculty

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DECLARATION

In the name of Allah, the Most Gracious and the Most Merciful.

Hereby the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted openly. The researcher is responsible for the researcher’s graduating paper if in the future, it is proved containing others’ idea. In addition, this declaration is written with the full concern of the writer.

Salatiga, August 13th 2018

The researcher,

Latifahul Rizka

NIM.11314079
MOTTO

“INNA MA’A AL-‘USRI YUSRAA”

Indeed, with hardship [there will be] easy

(QS: Al-Insyirah:6)
DEDICATION

This graduating paper is dedicated to:

My beloved parents,

My sister,

My big family,

All of my friends.
ACKNOWLEDGEMENT

Assalamualaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil al-'alamiin, allpraise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the researcher so the researcher can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Mr. Dr. Rahmat Hariyadi, M. Pd, the Rector of Institute of Islamic Studies (IAIN) of Salatiga.

2. Mr. Suwardi, M. Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

3. Mss. Noor Malihah, Ph.D, the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

4. Mss. Rr. Dewi Wahyu Mustikasari S.S., M. Pd, the counselor of this graduating paper, who gives great attention, suggestions, and guidance for this paper from beginning until the end.

5. All the lecturers and staff of State Institute for Islamic Studies (IAIN) of Salatiga.
6. All of big family in SMP N 1 Salatiga, especially for Mrs. Sri Wuryani S. Pd. and all of VIIIA and VIIIC students, thanks for your help and permission for me to conduct a research in your English classes.

7. All of my friend in 2014 English department thanks for your friendship and kindness.

8. My beloved family, thanks for your support and patience.

9. Those cannot be mentioned one by one.

   Eventually, this graduating paper is expected to be able to provide useful information and knowledge for the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, August 13th 2018

The researcher

Latifathul Rizka
NIM.11314079
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ABSTRACT


This research investigates the implementation of character building in English writing classes. There are 3 objectives research in this research: 1) to find out the teacher’s planning of character building; 2) to describe the teacher’s implementation of character building in English writing classes; 3) to investigate the evaluation of character building in English writing classes.

In this research, the researcher used descriptive qualitative method. The research focused on analyzing the implementation of character building in English writing classes. It was conducted in eighth grade students of SMP N 1 Salatiga. The data collected through observation, interview, transcribe and translate, and document techniques.

After analyze the data, the researcher finds several findings. They are: 1) The teacher inserts some character values in the lesson plan, 2) The teacher implements character building in the teaching and learning process. The ways of the teacher in implementing character building is habituation and being character role model. The teacher teaches character value through direct statements and indirect statements, 3) The teacher evaluates student’s character through observation, self assessment, and peer assessment techniques. Thus, character building has been implemented in English writing classes.

Key Words: Character Building, Planning, Implementation, Evaluation.
CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, problems of the research, objectives of the research, significances of the research, limitation of the research, definition of the key terms, and research outline.

A. Background of the Study

Education is considered as an alternative institution to prevent the problem because it can build a new better generation (Kemendikbud, 2010:4). As a mechanism institutional national, character can be installed and has functioned as a place of reactivation of history, ways of building innovative and competitive and internalize it in daily life to develop national character through education (Muslih, 2011:2&3). Because of that, education has to realize that education does not only produce good academic graduated but also have good character.

The national education ministry has a big effort in increasing the quality of national education. Thus, the term of character building is included as ones of priority program to give students the opportunity in improving their abilities. Pohan(2014:65) states that character building refers to an effort of internalizing unique thing and good values which are done by him/her or one person to another. The character building is an effort of realizing the instruction of Indonesia pillar of nationality.
Indonesia national education system law No. 20 year 2003 paragraph 3 states that national education has a function in developing character and the ability of national civilization in prestigious to an educated nation living. National education has a function in developing students to educate the live nation. In line with this, education has a very close relationship with character building.

In education, a curriculum is a center of education. In the curriculum, all activities in the school have covered. Seeing the importance of character building in education, Indonesia government integrate character building in the curriculum. In the system of national education in Indonesia, 2013 curriculum is applied to integrate character building in education. According to *Permendikbud* No. 58 years 2014 the goal of 2013 curriculum is to prepare the Indonesian in order to have the ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in social life, nation, country, and the world civilization.

The 2013 curriculum is the next steps of the development curriculum based competency that is 2004 curriculum and 2006 curriculum. In the curriculum 2013, character building has a big portion in interest. Based on *Permendikbud No.58 year 2014 chapter III*, the 2013 curriculum is the curriculum based on competency that covers three aspects namely cognitive (knowledge), psychomotor (skills), and affective (attitude) aspects.
The 2013 curriculum revised many times in order to develop and improve the congruence of the idea, design, document, and application. The 2013 curriculum was last revised in 2017. The implementation of 2013 curriculum revision has to adjust with Peraturan Presiden No.87 year 2017 about the strengthening of character education program or Program Penguatan Karakter (PPK). In the program of PPK teacher has to strengthening student’s character to internalize the main character values of PPK that is religious, nationalist, independent, cooperative, and integrity in teaching and learning process.

Basically, character building is taught indirectly. It is inserted in each subject matter in the school, school culture, and student’s self-development activities (Kemendiknas, 2010:24). The teacher can include character values into teaching materials, likes syllabus, and lesson plan in their everyday teaching activities. The teacher’s ability in integrating character building in the process of teaching and learning is very essential. Character building can be integrated through the learning process, from planning, implementation, and evaluation. The integration of character building in teaching and learning activities is not a simple activity because a character is not taught in one day. Building a student's character through teaching and learning process is not easy done by some teachers.

Talking about character building in teaching and learning process, there is some previous research investigated about the implementation of character
building in teaching and learning process. The first research is a research from Kusumawardani (2013), the research is about the implementation of character values in SMK Negeri 4 Jogjakarta. The second research is a research from Yuniardi (2015). The research investigates the implementation of character education in a social subject in SMP N Ciputat. The third research is about the teacher’s implementation of character education in mathematics. It was written by Ardan (2017). From this research, character education has been implemented by the teacher in teaching and learning process. Thus, the researcher chooses the topic of this research in investigate the implementation of character building in English language teaching, especially English writing classes.

Character building is hoped to be implemented in the teaching and learning process of all subjects matter, especially in English language teaching. As declared by Kumaradivelu (2008:3), learning language is very important, because every aspect of the human experience were permeated, created or reflected by language. Language can be expressed through the way they speak and write. Despite writing is different from speaking in the action often less spontaneous and permanent (Broughthoun, 2003:116). Thus character building is very important to be implemented in teaching and learning process to promote students character when using the language.

Character building in English language teaching has the correlation with *Permendikbud* No. 58 year 2014 about the aim of English subject in junior high
school that is improving students potential in order to have communicative competence in the interpersonal, transactional, and functional discourse using the kinds of text in oral or written language, using the element of language, which is accurate and acceptable, in systematically, about factual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community.

Character building is also implemented in English language teaching in SMP N 1 Salatiga. SMP N 1 Salatiga is one of a well-known school in Salatiga region with good quality. The students of its school have achieved many awards on many contest and Olympiads, in almost the entire education field, including academics, art, religion, etc. in the region or national stages. Being superior school does not forget them to still build student's character, because the school society aware the importance of having good character. Therefore character building is one of the missions of SMP N 1 Salatiga.

Based on the background above, the researcher did a research to know about the implementation of character building in English language teaching, especially focused on English writing class. Therefore the researcher gives the title of the research “The Implementation of Character building in English Writing Classes (A Descriptive Study of the Eighth Grade Students of SMPN 1 Salatiga in the Academic Year of 2017/2018)”.

B. Problems of the Research

Based on the description of the study above, the researcher formulates some of the problem statement as follow:

1. How is the teacher’s planning of character building in English writing classes?
2. How is the implementation of character building in English writing classes?
3. How is the evaluation of character building in English writing classes?

C. Objectives of the Research

Based on the research questions, this study aimed:

1. To find out the teacher’s planning of character building in English writing classes.
2. To find out the teacher’s implementation of character building in English writing classes.
3. To find out the evaluation of character building in English writing classes.

D. Significances of the Research

This research is formulated as an effort to give some significance. The significance of this research is:

1. Theoretically
a. The result of the research can be used as input and contribute useful information for the development of learning activities, especially in the implementation of character building in the English writing classes.

b. The result of the research can be used as a reference for those who want to conduct a research in the implementation of character building, especially in English writing classes.

2. Practically

a. For the researcher’

Conducting this research enriches the researcher knowledge about character building and the implementation of it's in English writing classes. It inspires the researcher to conduct another research related to this theme.

b. For the English Teachers

The researcher hopes that this research will be used by the teachers as a reference in implementing character building in their English language teaching, especially English writing classes starting from the process of planning, implementation, and evaluation of character building.

c. Students

The result of this study will motivate the students to aware about character building in the teaching and learning process and build their character to be a good human being.
E. Limitations of the Research

In this research, there are several limitations to the problems discussed. This research focuses on analyzing the implementation of character building. It was focused on English writing classes of eighth-grade students in SMP N 1 Salatiga. Furthermore, it used to find out the teacher’s plan, implementation, and evaluation of character building.

F. Clarifications of the Key Terms

1. Character building

   According to Scerenko (1997) character building is an effort to boost and empowerment the positive characteristic of personality through example, studies (history, and biographies of great thinkers), and maximum effort to realize the wisdom (Samani & Hariyanto, 2013:45). Character building is defined as an effort to help the students promote their psychological aspects in order to have relation and ability to work with each person in many situations (Djailani, 2013). It can be said that character building is an effort to promote the students to have good character and have good relationship between other.

2. Planning

   Planning is the formal process of taking decision relates with the objective, selecting correct strategies, determining and supplying the resource to achieve the aims and to assure the plan has connected with all concern (Aggarwal &
Takur, 2003:9). Planning relates to teachers lesson plan. Teacher’s planning of teaching character building represented in the teacher’s lesson plan.

3. Implementation

Implementation is an action, realization, or process which is used to transfer the idea/program arranged in the systematic plan based on a certain limitation of norm through serious action (Yuniardi, 2015:8). This is the realization of teacher’s planning in lesson plan which is applied in teaching and learning process.

4. Evaluation

Evaluation is a process of gathering, analyzing, and interpreting information during teaching and learning to make an informed decision and enhance student’s achievement and the success of the program (Dickens & Germanie, 1993; Genesee & Upshur, 1996; O’Mally & Pierce, 1996; in Jabbarifar, 2009:1). In the evaluation, assessment is the important component of the evaluation. It is the part of evaluation which consists of measurement and analyzing the information.

G. Research Outline
This research organizes into five chapters, in order to make the reader understand the content of this research. The researcher conveys this graduating paper in the following.

Chapter I consist of an introduction that discusses the background of the study, problems of the research, objectives of the research, significances of the research, limitation of the research, definition of the key terms, and research outline.

Chapter II consists of the previous research and supporting theories. In the previous study, the researcher writes down about the previous research related to this research. In the supporting theories, the researcher explains about character building, planning of lesson plan, implementation of lesson plan, and evaluation of character building theories.

Chapter III organizes the methodology of research. It explains about research design, time and place of the research, participant of the research, data sources, techniques of the data collection, technique of the data analysis, and technique of the data validation.

Chapter IV is about findings and discussion. It is the explanation of research findings and the discussion of the research findings.

Chapter V is the closure. In the last chapter of this research, the researcher states the conclusion and suggestion of this research.

References and Appendices.
CHAPTER II

REVIEW OF LITERATURE

In this research, the researcher presents previous research and supporting theories.

A. Previous Research

There are several related research had been conducted previously. The information about the previous research could be seen in the following:

The first research was done by Faiziyah and Fahrurrary (2013). The research aimed to describe the way of the teachers develop and implement character building in English subject. This study was conducted in SMP N 3 Malang, one of favorite school in Malang. This research used descriptive qualitative method. The data of this study was collected through observation, interview, and document study. The result of this research showed that from 6 teacher’s lesson plan, there were 12 characters values written in special sub titled. Then 2 of three teachers elaborated the values in teaching and learning activities. As the observation result, one of the teacher taught character values directly by using statements, and another teacher tended to integrate teaching values in the activities.

The second research was a research by Mustikasari, (2014). The research was about student’s awareness of character building in writing class. This study
was focused on analyzing the types of character building which were showed by
the students during conducting group discussion and peer to peer review in
English Foreign Language (EFL) classroom and pros and cons factors that
influence the implementation of enhancing character building in group discussion
and peer to peer review in EFL classroom. This research used descriptive
qualitative as research method. The data gathered through observation, interview,
and documentation. The result of this study is the students’ awareness of
character building improves in discussion and decreases when conducting peer to
peer review.

The third research was about character building through language teaching
was written by Suci (2015). It used qualitative method for present the result of the
research. The subject was the eighth grade female students of MTS Roudhlotul
Ulum Guyangan, Trakilan, Pati. The data of this research collected through
interview, observation, and documentation technique. In this research, there were
3 research questions. The research questions are the implementation of character
building, the evaluation of character building, and inhibit and support factors of
character building through language teaching at MTs Raudhotul Ulum,
Guyangan. From this research it could be known that the implementation of
character building conducted through the use of material in English on the sky
book. There were some stories about public figures in the book. The teacher slips
the point of character in the teaching and learning process. The evaluation of
character building conducted through teacher’s observation of students behavior in class, students self assessment, and journal assessment. Then, the supporting factor of character building through language teaching is from Roudhotul Ulum foundation itself that emphasize character building, whereas inhibiting factor was the student’s interest in some other subject, not English.

From the research report above, this research has the distinction with the previous research because the researcher took the different subject of the research that is the eighth grade students of SMP N 1 Salatiga. The second previous research is same with this research which is conducted in writing class, but this research focused on the teacher’s perspective. Thus, this research is a new research which different from other research because this research investigated character building in English writing classes of the eighth grade students focused on the teacher’s perspective.

B. Supporting Theories

1. Character building

Scerenko (1997) in Samani and Hariyanto (2013:42) defined character as characteristics which distinguish someone or a group is viewed from individual feature, ethical feature, and mental of complexity. Pearsal (1998) defines character as quality of moral and mental distinctive the individual with other (Freeks, 2015:1). From the definition, it can be concluded that
character is an individual distinctive mental features which makes someone different from others.

According to Scerenko (1997) character building is an effort to boost and empowerment the positive characteristic of personality through example, studies (history, and biographies of great thinkers), and maximum effort to realize the wisdom (Samani & Hariyanto, 2013:45). Character building is defined as an effort to help the students promote their psychological aspects in order to have relation and ability to work with each person in many situations (Djailani, 2013:1). It can be said that character building is an effort to promote the students to have good character and have good relationship between other.

Samani and Hariyanto (2013:41) states that character is not inherited because it builds out of thinking and action every day. Character cannot be shaped instantly. According to Lickona (2013:74&75), building of good character involves the third components of good character, there are moral knowledge, moral feeling, and moral action. Moral knowledge is about the awareness of moral, knowing moral values, taking perspective, moral reasoning, taking decision, and self understanding. Moral feeling is someone ability in feeling about the moral knowledge, whether it is good or not for their self and another person. Therefore, moral action is someone’s action takes based on the consideration of moral intellectual quality and emotional.
The third component is related, someone knowledge involve their thinking and also their decision of doing an act. Beside of that, our behavior can influence our thinking and feeling about an act. As cited in Mulyasa (2014: 136) it has to be the concern in character education to grow student’s awareness of character, so they can feel, understand, and act in the straight line of good values. Thus the three components have to flow in a line to build someone’s in good character.

Character building is integrated in the structure of curriculum. In the revision of curriculum 2013, character building is integrated with Program Penguatan Karakter (PPK). In the curriculum PPK can be integrated in subjects matter, extracurricular, and routine activities. According to Albertus (2015:15), character building applied through the basic of curriculum that is education based on teaching and learning process, school culture, and society.

Perceive the important of character building in education, Curriculum center of Indonesia’s education (2009:10) explain 18 characters which should be integrated in teaching and learning process as follows:

1) Religious, 2) jujur, 3) toleransi, 4) disiplin, 5) kerjakeras, 6) mandiri, 7) kreatif, 8) demokratis, 9) rasa ingintahu, 10) semangat kebangsaan, 11) cintatanah air, 12) menghargai prestasi, 13) bersahabat/ komunikatif, 14) cintadamai, 15) gemar membaca, 16) peduli lingkungan, 17) peduli sosial, 18) tanggung jawab.
In the last revision of 2013 curriculum, character building integrates with *Program Penguatan Karakter (PPK)*. Which have 5 principles of character values and have many sub character values. Below is the description of the character values:

Table.2.1. Character values in *PPK*.

<table>
<thead>
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<th>No.</th>
<th>Focus character values</th>
<th>Description</th>
<th>Sub values of character</th>
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<tr>
<td>1.</td>
<td>Religious</td>
<td>Having faith to god and has obedient in doing teaching’s religious, tolerance other worship, and live in piece with other faith.</td>
<td>Love, peace, tolerance, appreciating the diversity of religion and trust, confidence, cooperative with other, no bullying, friendship, sincere, no force, love environment, and protect other.</td>
</tr>
<tr>
<td>2.</td>
<td>Nationalist</td>
<td>The way to think, act, and behave show loyalty, care, highest appreciation to language, environment, social, culture, economy, and national politics.</td>
<td>Appreciation of national culture, loving national culture, sacrifice, having achievement, love nationality, keep environment, obedient the rules, discipline, respect the diversity of culture, ethnics,</td>
</tr>
<tr>
<td></td>
<td>Independent</td>
<td>Attitude and act of not depend to other use all of power, think, and time to realize hope, dreams, and future.</td>
<td>Hard work, strong, struggle, professional, creative, brave, long life education.</td>
</tr>
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<td>---</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>Cooperative</td>
<td>The act of appreciate cooperative spirit, and work together to solve a problem, communicate and friendship, giving help to other.</td>
<td>Appreciation, cooperative, inclusive, having commitment to together decisions, discussion to reach agreement, helping other, solidarity, empathy, no violence, volunteer.</td>
</tr>
<tr>
<td>5.</td>
<td>Integrity</td>
<td>The value of an effort to be trusted in saying, action, and working, has a commitment and loyalty to humanity values, and moral.</td>
<td>Honest, love the trust, loyal, moral commitment, no corruption, fair, responsibility, modeling, and respect other especially disabilities.</td>
</tr>
</tbody>
</table>

Character building should be integrated in the teaching and learning process. Ryan in Almerico (2014:2) declared the emphasizing of character building in teaching and learning process can develop students’ academic achievement and communication ability in order to build stronger self confidence and independent (Albantani & Madkur, 2016:404). The integration
of character building in the teaching and learning process can be applied through education process, which is generally consist of three main activities, namely planning, implementation, and evaluation (Rahmi, 2014:323). Thus the teachers have to instilled character building in those activities.

The instilling of character building in English teaching and learning process can be conducted through four ways (Rahmi, 2014:323). The first is through habituation. In the habituation, the teachers habituate the students to do routine activities. The teacher can habituate the students in the discipline value. For example, the teachers’ come on time to the class. The teachers also are a character models in habituate the students. Norberg (2006) argued some teachers teach character building through their action (Kinprof & Casey, 2016:4). Through teacher and students interaction in the teaching and learning process, the students can see, feel, and imitate the teachers’ action. Thus, the teachers the role of teacher’ in character building is very essential.

The second is the developing of learning materials. The teachers can use some teaching materials which contain character in it. Using text with character values in it is very essential in the character building. Text selection which contains character encourages the students to build their character (Tyra:4). The students can learn about the material and also character values from the text.
The third is through classroom activities. The teachers should provide the activity to develop students’ behavior. In the classroom activities, the teacher can design teaching method which can build students’ character. In the 2013 curriculum, the government requires the teachers to apply scientific approach. Beside of that in Lampiran Menteri Pendidikan dan Kebudayaan No. 103 tahun 2014, the teacher can use teaching model such as project based learning, problem based learning, and task based learning. In applying this model, the teachers need to use some teaching strategies such as collaborative learning, presentation, discussion, debate, and using technology.

The fourth is through instructional media. Media is very useful in teaching and learning process. It is not only to integrate students’ attention but also as a medium to teach. As a medium to teach, there is good and bad thing around the world so they can imitate the good one and avoid the bad one till it growing up inside as a character. Many kinds media can be used by the teacher such as visual media (chart, photos), non visual media (voice recording), and other.

The teacher can follow those activities to build students’ character during teaching and learning process. In Panduan Pendidikan Karakter SMP, it is important to students to aware that they are in the process of building good character. One way to make students aware with character building is using direct statement by the teacher during teaching and learning process.
(Kemendikbud, 2010). Beside of that, teacher also can teach character values by inherent in teacher instruction, so the students can infer it and teacher confirm it (Fahrurrazy & Fauziyah, 2012:16). Thus, the teacher can use both of two techniques, which are direct statement or teacher instruction, to teach character in teaching and learning process.

2. Planning of Lesson Plan

In Lampiran Menteri Pendidikan dan Kebudayaan No. 22 year 2016, planning is the process of arranging lesson plan and preparing media, learning resources, learning evaluation, and scenario of learning. Planning has the objective to help the teacher focuses their minds, give the guidance, and show to the students teachers’ professionalism and care (Harmer, 2010:125). Thus, managing planning is very important process in learning process.

In general, according to Peraturan Menteri Pendidikan dan Kebudayaan No. 22 year 2016 about standard process, the component of lesson plan are main competence, basic competence, objective learning, learning materials, learning method, learning media, learning resource, steps of learning activity, and learning evaluation. Then, in the 2013 curriculum there is main competence (KI) which consist of religion (KI1), social (KI2), knowledge (KI3), and skill (KI4) competence. Character building is emphased
in the first and second main competence that is in the religion (KII) and the social (KII2) skills.

In the teaching and learning process, the teacher has to provide character in the lesson plan. As states by Mulyasa (2014:78), it is the short term plan to make a desire and connected the character values with another component of lesson plan in the learning. Lesson plan is designed to reach the target of learning that is the basic competence. Indonesia’s education ministry has provided the ways to adapt character values in the lesson plan through these ways *(Kemendikbud, 2010: 46)*:

a. Adding and modifying learning activities which build character.
b. Adding and modifying indicator about student’s achievement in characters building.
c. Adding and facilitating the evaluation technique to evaluate and build students character.

In designing lesson plan, according to *Lampiran Peraturan Menteri Pendidikan dan Kebudayaan No. 57 year 2014* in the chapter III (2014:552), the teacher have to follow these ways: 1) give more attention to the principles of developing lesson plan, 2) analyze the syllabus, 3) formulate the indicators using operational verb, 4) identifice learning materials, 5) choose learning
model, 6) develop learning activities, 7) choose media and source of learning, and 8) design learning evaluation.

From the explanation above, the teacher can follow those ways to design the lesson plan which integrate character building. Therefore, the teacher can plan to teach character building since in the process of planning the lesson plan. It will guide the teacher in teaching character building through teaching and learning process.

3. Implementation of Lesson Plan

In teaching and learning process character building is not taught separately, but character building is integrated in the teaching and learning process. Teacher can build student’s character during some activities in the teaching and learning process. According to attachment of education and culture ministry regulation No. 22 years 2016 about standard process, lesson plan is implemented through opening, main and closing activities.

a. Opening activity

According to attachment of education and culture ministry regulation No. 103 (2014:10), there are many activities can be done by the teacher in the opening activity, those are:

1. Preparing students physic and mental to follow learning process.
2. Giving students learning motivation to get benefit and apply learning materials in daily.

3. Asking question related last material is taught.

4. Explaining objective learning and basic competency learns to be achieved.

5. Delivering scope of material and explain learning activity based on syllabus.

To implement character building in the opening activity, the teachers can do some activities which promote character (Panduan Pendidikan Karakter di SMP, 2014:52), those are:

1. The teachers come on time to the class, to implement discipline value.

2. The teachers greet students friendly when coming to the class, to implement polite and social care.

3. The teachers and students pray before start learning activity, to implement religious.

4. The teachers check student’s attendance, to implement discipline.

5. The teachers pray for student who sick or other obstacle, to implement religious and social care values.

6. The teachers ensure all of students come on time to class and warn student’s late politely, to implement discipline, social care, and polite.
7. The teachers correlate competency with character.

8. The teachers deliver characters values develop in syllabus, lesson plan, and teaching materials.

Those are the activities which can be implement by the teacher in the opening activity of teaching and learning process. Through those activities, the teachers can start to build students character in the opening activities.

b. Main activity

According to Peraturan menteri Pendidikan dan Kebudayaan No. 103 year 2014, teaching and learning process consist of 5 stages of learning experience that is observing, questioning, experimenting, associating, and communicating. The 5 stages of learning experience are in accordance with scientific approach which has to be implemented during teaching and learning process. Through these activities the teachers’ can build students’ character. The correlation of learning activity with the competence is described in the following.

Table.2.2. Correlation of Steps of Learning with Learning Activity and the Meaning.

<table>
<thead>
<tr>
<th>Steps of learning</th>
<th>Learning activity</th>
<th>Developing competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing</td>
<td>Reading, listening, observing attentively, observing (using media or not)</td>
<td>Training seriousness, carefulness, and look for information.</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Questioning</td>
<td>- Asking questions of misunderstanding information from the observation.</td>
<td>Developing creativity, curiosity, and formulate questions to build the ability of critical thinking.</td>
</tr>
<tr>
<td>Experiment</td>
<td>Doing experiment, reading many resources, observing an object/event/activity, or doing interview with informant.</td>
<td>Developing carefulness, honest, polite, respect others opinion, communication ability, implement collecting information ability, and learning habit.</td>
</tr>
<tr>
<td>Associating</td>
<td>Processing the information of observing/questioning/</td>
<td>Developing honest, carefulness, discipline, obedient rules, hard</td>
</tr>
</tbody>
</table>
experiment to find solution from any sources to get deep and broad information.  
work, and the ability to think inductive, deductive, and procedural.

| Communicating | Communicating and making conclusion of observation result in written, spoken, or another media. | Developing honest, carefulness, tolerant, systematic thinking, and giving opinion clearly and briefly using good language. |

**c. Closing activity**

In the closing activity, there are some activities to implement character building (Attachment of Education and Culture Ministry Regulation No. 103, 2014:10) that are:

1. Teachers and students make conclusion of learning material, to implement independent, cooperative, criticize, and logic.

2. Teachers and students do evaluation or reflection about learning activity consistently, to implement honest and knowing self.

3. Teachers give feedback to result and process of learning activity, to implement confidence, polite, criticize, logic, and respect diversity.

4. Teachers plan and deliver next meeting learning activity.
4. Evaluation of Character Building

In *Lampiran Peraturan Menteri Pendidikan dan Kebudayaan* no. 103 year 2014, evaluation is a process of gathering information/ evident of students learning achievement in competency of spiritual and social attitude, cognitive, and skills during and after learning process through systematic and programmed plan. It means that evaluation of students learning assessment is conducted in the cognitive, psychomotor, and affective aspects during and after teaching and learning process. It is in accordance with the classification of learning achievement development declared by many scientist (Bloom, 1956; Simpson, 1966; Gagne, 1977; Merril, 1983) which is classified the development of learning achievement in: 1) cognitive, 2) affective, and 3) psychomotor aspects (Kamaluddin, 2012:59).

According to *Lampiran Peraturan Menteri Pendidikan dan Kebudayaan* No. 22 year 2014 about standard process, the evaluation of teaching and learning process use authentic assessment to assess student’s readiness, process, and learning result. The use of authentic assessment gives the instructional effect in the cognitive aspect and nurturing effect in the affective aspect. The evaluation of teaching and learning process is conducted during teaching and learning process. The teacher also can evaluate student’s attitude after teaching and learning process.
Meanwhile, the evaluation of students’ character in the learning result is included in the affective competence aspect. Affective aspect is about someone attitude. Attitude is feeling like or dislikes to an object. According to Lampiran Peraturan Menteri Pendidikan dan Kebudayaan No. 57 year 2014 in the chapter III, the teacher can use observation, self assessment, peer assessment techniques in evaluating student’s character in learning result, those techniques are described as follows:

a. Observation

Student’s attitude and daily behavior is recorded through observation using format which contain a number of indicators observed behavior, both related to subjects and in general. The teachers observe students attitude and behavior which related to subject during teaching and learning process, such as persistent of learning, confidence, knowledgeable, diligent, cooperative, honesty, discipline, and environmental care, and for the students to be in the school or outside of the school during the students’ behavior can be observed by the teacher. In the English subject, character values evaluate by the teacher is in accordance with second basic competence (KI2) in 2013 curriculum.

b. Self assessment
Self assessment is used as reinforcement to the students’ learning progress. To prevent students assess subjectively, self-assessment should use clearly and objective criteria of assessment. Therefore, the students’ self-assessment in the class is conducted through these ways:

1. Explain to students about the objective of assessment.
2. Decide competency be assessed.
3. Decide assessment criteria.
4. Formulate evaluation format, use checklist or rating scale.

Those ways are used to give students understanding about how to assess their character and to prevent the students assess subjectively.

c. Peer assessment

Peer assessment or between all students is an evaluation technique which is conducted by asking students to assess each other related to competency achievement. The instrument of peer assessment is students’ observation sheet. Peer assessment carried out by a student to 3 classmates or vice versa.

2. Writing

There are four basic skills in English that are reading, listening, speaking, and writing. Writing is considered as a productive skill (Harmer, 2007:265). Writing is used to communicate in written text. As claims by Farbain and Wims
Ghufron and Hawa (2015:48) state that writing is about informing a meaning by using selected words and composes in written or printed form. Thus, they should use their knowledge to produce the language by using selected words and compose it in written form.

English is taught as a compulsory subject in junior high school. According to Per mendikbud No. 58 year 2014 about the aim of English subject in junior high school that is improving students potential in order to have communicative competence in the interpersonal, transactional, and functional discourse using the kinds of text in oral or written language, using the element of language, which is accurate and acceptable, in systematically, about factual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community. Then, writing is seen as one of skills must learn by the students.

According to Setyowati (2017:1), opinions, ideas, argument, and critical thinking appear when someone start to write in piece of paper. Furthermore, from someone’s written it can be found some character, like politely, caring, environment awareness, responsibility of the researcher when write it. Through writing someone also learn to state their opinion creatively, having responsibility with their work, and expressing some character to be conveyed to the reader. It shows that character building is very essential in writing activities.
In writing there are 2 different views that are writing as product and process (Brown, 2001:335). When the teacher is focused on the result of the writing likes the essay, the report, and the story, it is called as product view (Brown, 2001:335). On the other hands, when writing is seen as a process of writing, it is concerned with the stages that any writing is goes through (Brown, 2001:336). It can be concluded that the process of writing is concerned with the final product of writing. Meanwhile in the process of writing, it is concerned with the steps or process of creating the final product.

According to Oshima and Ann, (2007:15), there are 4 steps of writing process that are:

1. Prewriting

   This is the stage of getting ideas to creating and developing a topic(Oshima and Ann, 2007:15). It is the process of generating ideas to find a writing topic. In the prewriting, the students can do some activities such as reading a passage, skimming or scanning a passage, observing something, brain storming, listing, discussing a topic or question, instructor initiated question, free writing (Brown, 2007: 332). Those activities are used to create the ideas.

2. Organizing
For the next steps is organizing. It is the process of creating a simple outline of the ideas. When organizing the idea, you have to choose the idea which you will go first, second, third, and so on. It is very useful to write and attach the topic and the main idea.

3. Writing

This is a stage of writing general ideas as quickly and as much as possible based on the outline without thinking about good writing, including content, form, grammar, and style. The students can take 5 minutes to write the sentences as much as possible. There will be many errors in the writing but you just left it and add some ideas and conclude sentence at the end.

4. Polishing

This step is consisted of 2 activities that are revising and editing. Revising is about criticized content and organization of large issues. Then, editing is working with the smallest characteristics of writing, that are punctuation, grammar, etc. Brown states some strategies in drafting and revising that are: getting started, optimal monitoring of one’s writing, peer editing, reading aloud technique in small groups or pairs, and proof reading (Brown, 2007: 335).
The four writing process above can be applied by the students when conducting writing. Those processes can help the students write easier. The teacher can design writing activities as the product or process views which encourage the students to have writing skill.
CHAPTER III

METHODODOLOGY OF RESEARCH

In this research, the researcher presents research design, time and place of the research, participant of the research, data sources, techniques of the data collection, technique of the data analysis, and technique of the data validation.

A. Research Design

The research was designed as qualitative research. Cresswell (2016:4) stated that qualitative research is a research method used to explore and understand the meaning of problems or sociality or human done by some individuals or groups. According to Anderson (1987:384), qualitative research is a paradigm of research focused on inductive and interpretative methods applied in the society as personal and social created (Hatch, 2002:6). Meanwhile, Bogdan & Taylor (1975:2) stated that qualitative research is

“Research procedures which produce descriptive data: people’s own written or spoken words and observable behavior. [it direct itself at settings and the individual within those settings holistically; that is, the subject of the study, be it an organization or an individual, is not reduces to an isolated variable or to a hypothesis, but is viewed instead as part of a whole” (Hatch, 2006:6).

From the definition above, the researcher concluded that qualitative is a research which is used to analyze natural condition of social phenomenon represent in descriptive data collecting through inductive and interpretative ways. Thus, the researcher has clearly observed the whole phenomena and described the information in detail.
B. Place and Time of Conducting the Research

The research is conducted in SMP N 1 Salatiga. SMP N 1 Salatiga is located on Jl. Kartini No. 24, Sidorejo, Salatiga sub district, Salatiga city, Central Java. SMP N 1 Salatiga has an A accreditation. SMP N 1 Salatiga has vision in realizing the best service human quality or character and leader in faith, taqwa, science, and technology. In line with it, the researcher conducted the research in SMP N 1 Salatiga because SMP N 1 Salatiga has vision in character building and it is the same topic with this research.

Then, the researcher made the schedule in collecting the data and the schedule is follows:

Table 3.1. Time of Conducting the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Day and date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saturday, April 21\textsuperscript{st}</td>
<td>The researcher gave permission letter in relation to pre observation activities to SMP N 1 Salatiga and asked permission to conduct observation.</td>
</tr>
<tr>
<td>2.</td>
<td>Friday, April 27\textsuperscript{nd}</td>
<td>The researcher arranged the schedule of doing observation with the teacher.</td>
</tr>
<tr>
<td>3.</td>
<td>Monday, April 30\textsuperscript{th}</td>
<td>The researcher conducted first observation in VIIIA and VIIIC class.</td>
</tr>
<tr>
<td>4.</td>
<td>Wednesday, May 2\textsuperscript{nd}</td>
<td>The researcher conducted second observation in VIIIA.</td>
</tr>
<tr>
<td>5.</td>
<td>Thursday, May 3\textsuperscript{rd}</td>
<td>The researcher conducted second observation in VIIIC.</td>
</tr>
<tr>
<td>6.</td>
<td>Monday, May 7\textsuperscript{th}</td>
<td>The researcher conducted third observation in VIIIA and VIIIC.</td>
</tr>
</tbody>
</table>
The researcher conducted fourth observation in VIIIA.

The researcher conducted fourth observation in VIIIC.

C. Participant of the Research

The participant of this research is a teacher of 8th grade and 53 students of 8th grade. The teacher was a senior English teacher. She has taught for 47 years. Beside of that, she is also an instructor of curriculum 2013. As an instructor of curriculum 2013, the teacher has sufficient knowledge about the implementation of character building because in curriculum 2013 character building is emphases to be implemented in school. The teacher teaches in some 8th grade classes and 7th classes. Furthermore, the researcher just observes two classes of her class that were VIIIA and VIIIC because English writing class is done in 8th grade.

D. Data Sources

According to Arikunto (2006:223), data sources of research is the subject where the data gathered. Data sources are classified based on the data collection method. Data source from questionnaire and interview technique called as respondent. Respondent is a person who response or answer research question in the form of written or spoken. Data source of observation technique is things, activity, or process. Data source of documentation technique is notes or documents itself. In this research, the researcher used observation, interview, and documentation as data collection method. Thus, the data sources of this research
are the teacher as respondent, teacher’s and students’ activity in English writing class, lesson plan, document of Lampiran Peraturan Menteri Pendidikan dan Kebudayaan No. 103 year 2014 and No. 20, 21, 22, 23, and 24 year 2016.

E. Technique of the Data Collection

The research collected the data through some techniques of data collection. Data collection technique which is used by the researcher was described in the following:

1. Observation

   Observation is observing people and place at the time for gathering open-ended and first hand information (Cresswell, 2000:213). There are many types of observation. The researcher used the roles of non-participant observation in conducting the observation. As cite by Cresswell, non participant observation is the researcher comes to the class then sit on behind of the class and record class activities without involve in the activities (Cresswell, 2011:215).

   In this research, the researcher came to the class, sat behind the class, and observed teaching and learning process. The researcher recorded the class activities in video recording and wrote some notes as a field note related to the teacher’s and the students’ activities in English writing class. From this collecting data technique, the researcher gathered the information of the implementation of teacher planning of character building in teaching and
learning process in English writing classes. The researcher conducted eighth times observation from eighth meetings. The observation was conducted in VIIIA and VIIIC class of SMP N 1 Salatiga. The learning topic observed by the researcher was short message and notice text.

2. Interview

According to Mishler (1986) and Spradley (1979), Interview is the researcher investigation of the informant’s experience or explanation through conversation or speech events in a particular style (Hatch, 2006:91). In an interview, there is an interviewee who asks certain question and the interviewer response to the question in order to collect the information from the interviewee (Kothari, 2004: 97). Thus, interview is seen as a method of data collection where there is an interviewer asks some question to get some information from the interviewee. Thus, the interviewee has role as informant.

The researcher conducted interview with an English teacher of 8th grade in SMP N 1 Salatiga. The researcher conducted twice interview with the teacher. The first interview was used to make sure about the teacher planning of lesson plan in build students character in English writing class, the implementation of the lesson plan in English writing class, and the evaluation of character building in English writing class. It was conducted on 10th May during 5 minutes. Then, the second interview was to make a confirmation of
some findings from observation and get deep information from the interviewee. It was conducted on 27th July during 15 minutes. The researcher performed the interview in Bahasa. Then the researcher transcribed and translated it into English language.

3. Transcribing and translating

In qualitative research, interview is recorded through voice record. To know the result of interview, the researcher must perform it in visual data. Transcript is seen as an instrument to make sense the researcher in understanding the experiences and perceptions of the interviewee (Neidig, 2003:64). To have a transcript, the researcher must transcribe the non visual data into the visual data interview. According to Neidig (2003:74), in transcribing voice record in verbal is through recording word by word exactly as said, including any non verbal background sound.

Translating is the process of translation. According to Hourse (2015:2), translation is a product of a linguistic textual style which a text in one language is transferred to another language (Napitululu, 2017:16). Translating involve the analyzing of language source, transferring, and following by reconstruction it into the target language (Djauhari, 2004; in Apriyanti, Wulandari, Safitri, & Dewi, (2016:39). From the explanation above, translating is a process of transferring a text through language source into
target language which is done through the process of transferring and reconstructing text to be a product of translation in the target language.

In this research, the researcher transcribed and translated the voice record of teacher’s interview. Firstly, the researcher listen the teacher and the researcher utterances in the interview which is recorded in voice record. Then the researcher transcribed it. The researcher transcribed it in the format of number, turn taking, speaker, and statements. After finishing the transcription, the researcher translated it from Bahasa into English language.

4. Documentation.

Documentation is a method of looking for about some variable in the form of notes, transcript, book, magazine, newspaper, artifact, agenda, etc. (Arikunto, 2006:231). It can be informed that a document is a file was gathered by the researcher to find out some variable need in the research. The researcher used some document to get the data presented in the following description:

a. Field note form

According to Boklan and Biklen (1982:74) in Moleong (2011:209), field note is the written notes of sounds, pictures, experiences, and the think of gathering data and giving reflection to qualitative data. Field note is a heart of qualitative data because the finding of theory and
data verification is gotten from real data that is field notes (Moleong, 2011:209). The researcher wrote notes during conducted the observation, and made it expanded to cover the entire situation during the observation in the field notes. There were 8 field notes made by the researcher, there were 4 field notes as the result of the observation for each class of VIIIA and VIIIC class. In the field notes the researcher wrote the notes in the whole of the teacher’s and the students’ activities in the class in teaching and learning process in the format of opening, main, and closing activity.

b. Lesson plan

In the lesson plan, there was some information about learning instrument which be used by the teacher when teaching in the classroom. According to Lampiran Peraturan Menteri Pendidikan dan Kebudayaan No. 22 year 2016, lesson plan is planning of learning activities which is used for one meeting or more than one meeting. Through the lesson plan, the researcher analyzed character values inserted in lesson plan as the teacher planning of character building in English writing classes. It also gave guidance for the researcher about analyzing teaching and learning activities in English writing classes. Thus, the researcher made a crosscheck of teacher planning in the lesson plan with the teacher implementation of lesson plan of character building in English writing classes.
F. Technique of the Data Analysis

According to Bogdan and Biklen (1982) in Moleong (2011:248), qualitative data analysis is working with data, organizing, categorizing, synthesizing, look for and find out the pattern, finding the important information, as an effort to get information to be explain to other. It can be concluded that analyzing data is used to find out the information as the research finding. There are many steps of analyzing qualitative data, the steps is in the following (Moleong, 2011: 288&289):

1. Identification

It is the process of finding the smallest meaningful units in the data correlate with the focus and the research problem. In this step, the researcher related the finding to the focus of research.

2. Coding

This is the process of making a code in every unit to be easier in look for the needed data. In this research, the researcher made some codes in relation with this research. The codes are used to identify:

a. T represented as the English teacher.
b. R represented as the researcher.
c. VIII represented as the student’s grade.

d. A and B represented as parallel class.

3. Constructing classification

Categorization is an effort to categorize the data which similar in the groups. For example, the researcher gave the highlight some sentences in the field note with color. The researcher selected the text in field note based on teacher and students activities contain character values.

4. Synthesizing

Data is categorized in many groups, then finding the correlation of each group. For example the teacher’s and the students’ activity indicated the similarities with character value so the researcher categorized teacher and students activity into suitable character value.

G. Technique of the data validation

Validation of data is the application of any procedure as effort to check the accuracy of the data result (Cresswell, 2016:285). It is very important to find the data accuracy as the strength of qualitative research so the result of data can be trusted. There are many strategies that can be used to validate the data. One of the data validation strategies is triangulation. According to Creswell (2016: 286), triangulation of different data sources through check any prove from the data resources and using it to build justification the theme coherently. In this research,
the researcher used triangulation of techniques. Triangulation of technique is checking the same resources using different technique of data collection (Satori & Aan, 2017:171). In this research, the data collection method was used by the researcher were observation, interview, transcribing and translating, and documentation.

![Diagram of Triangulation of the Data Collection]

**Figure 3.1. Triangulation of the Data Collection**
CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings and discussions.

A. Findings

1. Teacher’s Planning of Character Building in English Writing Class

   In the implementation of character building in teaching and learning process, the first step was conducted by the teacher was planning. The process of planning is very important to be implemented. In the planning, the teacher must insert character values in the lesson plan. It guides the teacher when build students character during teaching and learning process.

   Basically, the guidance of designing a lesson plan is *Permendikbud* No.22 year 2016. Although, there was some added instruction in designing a lesson plan which socialized through teachers’ training. As to be said by the teacher in the interview,

<table>
<thead>
<tr>
<th>Turn taking</th>
<th>Speaker</th>
<th>Statements</th>
</tr>
</thead>
</table>
   | 004        | T       | "The most important is the drafting of the lesson plan. Because, in the lesson plan, the teacher writes character values that will be taught. In drafting the lesson plan, I the guidelines of the government."
   | 040        | T       | "I followed *Permendikbud* No. 22, so I adopted it. Sometimes after the *Permendikbud* launched,
there is a new thing inserted. For example, it must include 4C, or literary. The new role socialized through teacher’s training, so if I am not an instructor, umm no ... (smile). Basically, I follow *Permendikbud* No. 22 I copypaste it and manage it ”.

In designing a lesson plan contains the character such as including literacy strategy, *Program Penguatan Karakter* (PPK), communication, creativity, collaborative, and critical thinking skills (4C), and high order thinking skills (HOTS). The teacher followed the guidance of the government in designing character building. She has sufficient knowledge about designing a lesson plan with character appropriate to the government rules because she is an instructor of the 2013 curriculum.

The teacher has to correlate the learning topic which appropriate character to design character building in the lesson plan. Basically, each material has a correlation with character building, as the teacher statement in the interview.

**Turn-taking Speaker Statement**

<table>
<thead>
<tr>
<th>Turn-taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>006</td>
<td>T</td>
<td>&quot;Yes of course, just how do we associate the material with the value of the character&quot;.</td>
</tr>
</tbody>
</table>

The teacher’s ability in correlating the topic with character values is very essential to be easily the teacher in teaching character building.
All learning topic has a correlation with some character values, such as the materials of short message and notice in English subject. Below is the teacher ways of correlating materials with character, the data gathered from the interview with the teacher.

<table>
<thead>
<tr>
<th>Turn-taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
</table>
| 009 T       | "Yes. For short message, we can teach the value of politeness and care. For example, in writing a short message, often we reply to someone's message very short, with only one letter "y". It's not polite. We do not know someone's mood. Therefore, there is often misunderstanding when sending a short message. Therefore, such small things need to be conveyed to students. In addition, in the content of the message also contained the value of characters that can be analyzed."

<table>
<thead>
<tr>
<th>Turn-taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
</table>
| 011 T       | "Essentially it was same. But for this notice, I designed more into the activity. I ask the children to prepare a notice that can be published in the school environment. Their writing will show their character, like caring for the environment. For example, during the break time, it's a lot of students who like sitting in the corridor while eating and drinking. Later when the bell rings, they went and left garbage there. Then the students write down the notice related to it. Religious values may also appear whoo, for example for students who observe the mosque. Lha that his religious values can be raised. Oohh yeah, they will do this in groups. So there will be a lot of character values that can appear in this group activity."

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For the materials of short message and notice, the teacher correlated it with character values of politeness, care, religious, and caring environment.

Another component of the lesson plan is approach, media, and resources of learning. It also carried out the implementation of character building in English language teaching. In the lesson plan, the teacher wrote the scientific approach and literacy method. Scientific is a learning approach suggest to use in the 2013 curriculum. Then literacy strategy should integrate in the teaching and learning process to increase students literate. It is in accordance with the teacher said in the interview that is,

<table>
<thead>
<tr>
<th>Turn Taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>013</td>
<td>T</td>
<td>“For learning strategies, I use the scientific approach with the learning model using project-based learning. Besides that, I also apply literacy strategy in each meeting. I ask my students to read the material, that's literacy strategy I applied.&quot;</td>
</tr>
</tbody>
</table>

The teacher wrote literacy and scientific approach in the lesson plan. Meanwhile, the teacher also used project-based learning as a model of learning. In the project-based learning, the teacher asked students to write a notice for the school environment. Although the teacher did not write project-based learning as a teaching model, but the teacher implemented it.
The teacher of SMP N 1 Salatiga, especially the teacher of eighth-grade class as the informant of this research has developed the lesson plan with character values. Below is the result of analyzes from the teacher’s lesson plan for the material of short message and notice.

<table>
<thead>
<tr>
<th>No.</th>
<th>Component of Lesson Plan</th>
<th>Character Values in Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Main competence (KI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Religious competence (KI1)</td>
<td>Religious</td>
</tr>
<tr>
<td></td>
<td>Social competence (KI2)</td>
<td>Honest, discipline, responsible, social care (tolerant, cooperative), polite, confidence.</td>
</tr>
<tr>
<td></td>
<td>Cognitive competence (KI3)</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td></td>
<td>Psychomotor competence (KI4)</td>
<td>Literacy approach, critical thinking</td>
</tr>
<tr>
<td>2.</td>
<td>Basic competence</td>
<td>Hard work, knowledgeable, and literacy.</td>
</tr>
<tr>
<td>3.</td>
<td>Indicator</td>
<td>Critical thinking, creative</td>
</tr>
<tr>
<td>4.</td>
<td>Objective learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First meeting</td>
<td>Confidence, critical thinking</td>
</tr>
<tr>
<td></td>
<td>Second meeting</td>
<td>Hard work, polite, care, cooperative, creative</td>
</tr>
<tr>
<td></td>
<td>Third meeting</td>
<td>Polite, care, cooperative, creative</td>
</tr>
<tr>
<td></td>
<td>Fourth meeting</td>
<td>Polite, care, cooperative, communicative.</td>
</tr>
<tr>
<td>5.</td>
<td>Learning material/topic</td>
<td>Honest</td>
</tr>
<tr>
<td></td>
<td>Method learning</td>
<td>Scientific approach, literacy approach</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>7.</td>
<td>Medium of learning</td>
<td>Notes, cards, LCD</td>
</tr>
<tr>
<td>8.</td>
<td>Learning resources</td>
<td>Student’s Book: SitiWachidah et.al. When English Rings a bell. KementrianPendidikan dan Kebudayaan, Edisi Revisi Jakarta: KementrianPendidikan dan Kebudayaan.</td>
</tr>
<tr>
<td>9.</td>
<td>Steps to learning (Opening)</td>
<td>First meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Third meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forth meeting</td>
</tr>
<tr>
<td></td>
<td>Main activity</td>
<td>First meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second meeting</td>
</tr>
<tr>
<td>Closing activity</td>
<td>10. Evaluation of learning</td>
<td>Spiritual and social aspect</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>First meeting</td>
<td>Independent, cooperative, critical thinking, honest, confidence, polite, respect diversity.</td>
<td>Religious, confidence, polite, honest.</td>
</tr>
<tr>
<td>Second meeting</td>
<td>Independent, cooperative, critical thinking, honest, confidence, polite, respect diversity.</td>
<td></td>
</tr>
<tr>
<td>Third meeting</td>
<td>Independent, cooperative, critical thinking, logic, honest.</td>
<td></td>
</tr>
<tr>
<td>Forth meeting</td>
<td>Independent, cooperative, critical thinking, logic, honest.</td>
<td></td>
</tr>
<tr>
<td>Third meeting</td>
<td>Love reading, critical thinking, cooperative, communicative.</td>
<td></td>
</tr>
<tr>
<td>Forth meeting</td>
<td>Cooperative.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>polite, creative, hard work, communication.</td>
<td></td>
</tr>
</tbody>
</table>

The implementation of character building in the teaching and learning process is started by the process of planning. In planning the teacher arranged lesson plan and inserted character value in the lesson plan. From the table above it can be concluded that the teacher implemented character values in the
lesson plan. The teacher implemented character values of religious, honest, discipline, responsible, social care (tolerant, cooperative), polite, confidence, hard work, cooperative, critical thinking. Independent, respect the diversity, communicative, appreciate other, and love reading.

In the lesson plan, the teacher must include the character values of PPK, literacy strategy, 4C, and HOTS. From analyzing the teacher’s lesson plan, there were some character values which in line with PPK’s character values. The teacher did not write 5 principle character values of PPK in the lesson plan, but she integrated sub values of principle values. The teacher also plans to integrate literacy strategy in teaching and learning process. It can be seen from the strategy which is used by the teacher. The teacher wrote a literacy strategy in lesson plan as the teaching strategy. Then in the learning activity, the teacher designed reading textbook, listening teacher's spoken short message, and write a short message and notice as the implementation of literacy strategy. 4C skills or creativity, collaborative, critical thinking and communicative has integrated with the lesson plan. From the interview, the teacher said that she has integrated the entire element should be integrated with the lesson plan.

**Turn Taking**  | **Speaker**  | **Statement**
--- | --- | ---
032  | T  | "So in a set of learning should contain an automatic character. Then, Creativity, critical thinking, collaborative, communicative. And that
is Automatic, already. Literacy is watching the video, pictures, text, that literacy then produces writing. That is also the literacy approach. (Pause, while checking the lesson plan) "Lha for giving understanding. Characters in red highlighter, blue literacy, gold/ blue highlighter. This is red. Listen to read literacy. Collaborative grouping. Was given a sign so that who saw the lesson plan understand. That is already contained 4c, literacy.

From the result of analyzing the teacher’s lesson plan, the teacher integrated character values into the lesson plan. The teacher integrated it by write character values or implicitly in learning activities. The teacher added focus character in the objective learning and in the opening activity. Meanwhile, the teacher did not write explicit character values in the learning activity, but character values found implicitly in the learning activity. The teacher also has integrated character of PPK, literacy strategy, 4C, and HOTS in the teaching and learning process.

**B. Teacher’s Implementation of Character Building in English Writing Class.**

Implementation is the process of realization of planning. In this section, the teacher’s lesson plan is implemented in the teaching and learning process of English writing classes. In the teacher's lesson plan, the teacher wrote some character values as focus character develop in teaching and
learning process. Focus character is written in the lesson plan is confidence, hard work, polite, cooperative, care, and honest.

From the observation, the researcher analyzed teacher and students activity with character values appear during the observation. The researcher analyzed it follow 18 character values from the government. The implementation of 18 character values found in the three steps of learning that are opening activity, main activity, and closing activity. The description of the implementation of character building in English writing classes is below:

a. Opening activity

For each meeting of the observation, the teacher always came on time to the class except in one meeting of third meeting in VIII C class, the teacher came late because she has to finish her obligation as the vice of curriculum. The teacher always tries to be a good model of student's character building. Teacher modeling the students have discipline character. In the implementation, the teacher builds a student’s character by giving models to students. Teacher’s modeling the students by come on time to the class to plant discipline character to the students.

The teacher also followed the school rules about the implementation of PPK. The teacher habituated the students to make the line before entering the class in the first learning time. It was teacher effort
in implemented discipline value. Beside of that, the teacher also implemented nationalism character in the teaching and learning process. It implemented through teacher and student’s activity of sing “Indonesia Raya”, with respect to "Merah Putih” flag, clap and greet “PPK". The researcher found the implementation of these activities in the observation of second and third meeting of VIII A class and first and fourth meetings in VIIIC class.

That habituated activity to build student's character of discipline. It was the school regulation of the implementation of PPK. It was the teacher's modeling of discipline value to students. This description has a same with the teacher statement in the interview about the implementation of those activities that are:

<table>
<thead>
<tr>
<th>Turn Taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>036</td>
<td>T</td>
<td>“Yes, I obligate the school regulations. It's for discipline. My class is the most disciplined, but it's also the rules. What the school regulates it, I followed. I followed what the school organizes. I don't care when other did not conduct it. I ignore it. Because educating characters must begin with the teacher.</td>
</tr>
</tbody>
</table>

In the class firstly the students greeted the teacher. Then the teacher answered students greeted and asked students condition. Through
the teacher and the students greeted is implemented care value. Before start the learning process, the teacher and the students habituated to pray. It implemented religious value. The teacher stated learning objective in the opening activity, so the students have character values of knowledgeable and love reading.

From the observation, the researcher found that students greeted the teacher and prayed before learning without the teacher's instruction. Those, the students had habituated in greet the teacher and pray before start learning. It caused, the teacher had regularly done these activities, so the students habituated it.

From the description above, in the opening activity, the teacher implemented character values of religious, discipline, nationalism, knowledgeable, and love reading. Character building implemented through teacher’s modeling of character and habituation activity of character building.

b. Main activity

The main activity is the process of transferring knowledge, skills, and attitude to the students. To create an effective teaching and learning process, a scientific approach is bargain to be implemented involve with the model of teaching. In the main activity, the teacher implemented the
learning process through a scientific approach, project-based learning, and literacy strategy.

In the first and second meetings of observation in VIII A and VIII C, the material learned by the students was about the theoretical concept of short message and notice. The teacher’s and the students’ activity in the first and second meeting of VIII A and VIII C grade was in the following:

1. Observing

The teacher asked the students to listen to the teacher spoken a short message. The teacher asked the students to read the short message and notice text in the textbook to find some information related to social function, text structure, and language unsure was used in short message and notice. Through this activity, the teacher implemented character values of critical thinking and knowledgeable. Literacy strategy also implemented through reading and listening activity.

The teacher also asked the students to do a pair work to find some character values contain in the short message. This activity will build students character of cooperative. This collaborative activity implemented in the first meeting of VIII A class. Meanwhile, in VIII C this activity did not implement.
The teacher also gave an explanation to the students about some characters related to short message and notice. The teacher stated the character values of empathy, polite, social care, and environmental care. The teacher used direct statement strategy to teach character building to the students. Giving direct statement of character increased students’ awareness of character building.

2. Questioning

In the questioning, the teacher facilitated the students to ask some information did not understand by the students. The teacher gave students opportunity to ask information did not understand related to the topic. In this activity, the students think critically and support knowledgeable value. The teacher also asked some question to the students in order to train the students to have High Order Thinking Skills (HOTS).

3. Finding information

For finding information activity, the teacher asked the students to read again materials in the textbook about short message and notice. Then, the students write their findings in the notebooks. In this activity, character value of love reading and literacy strategy is implemented.
4. Associating

Through associating, the teacher asked the students to compare their findings of information in short message and notice in peer. Student’s cooperative value is promoted in this activity. In the associating activity, for second meetings, the teacher also asked the students to make a short message. The teacher distributed the colorful paper to students as a writing media. Then, the students have to write a message for their friends or family. This activity showed students character of creativity, hard work, responsible, honest appeared during do the task. The teacher assessed students written of short message text as cognitive assessment. The teacher did not do a daily examination, but the students mark got from giving the assignment. The students writing activity is conducted through giving task of writing short message.

5. Communication.

In the communication activity, the students communicate their findings of short message and notice expression with questions from the teacher. For short message written by the students, the teacher read students short message to communicate students work. The students of VIII A class can finish the assignment before the over time, but the
students of VIII C did not finish it yet. Therefore the students of VIII C class continued it as homework. Unfortunately, the teacher did not ask the students to publish their work although the teacher write it in the lesson plan.

For the third and fourth meeting of the observation in VIIIA and VIIIC class, project-based learning model was implemented. Students have to finish a group work project of arranging notice for the school environment. The steps of learning when doing this activity are:

a. The teacher asked the students to make group consist of 3 or 4 students for each group.

b. The teacher gave an explanation to students about student’s activity.

c. The teacher and the students choose a place in the school environment to be observed.

d. The teacher asked the students to do observation in 10 minutes.

e. The teacher asked students to make a draft of notice text.

f. The teacher facilitated the students to ask about their difficulties in finishing the work.

g. The teacher revised students work.

h. The teacher asked the students collected their work to be evaluated by the teacher, and then the students published it.
Those are student's writing activity of arranging notice text. The teacher designed it as a group work activity. From this activity, there are many characters appear such as cooperative, hard work, creative, communicative, respect the diversity.

This activity related to the writing process, when it was done through the process of prewriting, organizing, writing, and polishing. Students conducted prewriting activity by doing an observation. Then the students organized the result of observation in drafting. After that, the students start to write notice text. Then, the teacher revised and edited student’s writing of notice text to create a good notice text.

Unfortunately, the researcher found some students showed negative character when doing the task. The negative character was showed by the students is indiscipline and irresponsible. Indiscipline character is performed by a student of VIIIC class who absents from the class, and 2 students from VIIIA and VIIIC who came late to the class in the third meeting. Then for irresponsible character, there was a student of VIIIC class who looks up her photos in the laptop during doing the group work on the third meeting, and a group of VIII A class talked too much and laughed when did group work. They also disturbed another group. From these students’ action, it was showed that some students are showed indiscipline and irresponsible character.
c. Closing activity

In the closing activity, the teacher and the students made a conclusion of learning materials on that day. This activity promotes student's character of independent, cooperative, criticize, and logic. The teacher also gave homework to the students. The first homework is sent a short message in what App (WA) class group. The second is continuing to arrange notice text. Before closing the learning activity, the teacher stated the next learning meeting activity.

From the observation, the teacher implemented some character values. The teacher’s implementation of character values is described in the table below:

Table. 4.2. Teacher’s Implementation of Character Values in English Writing Class.

<table>
<thead>
<tr>
<th>No.</th>
<th>Characters value</th>
<th>Description the implementation of characters value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Religious</td>
<td>The teacher and the students pray to start the lesson.</td>
</tr>
</tbody>
</table>
| 2.  | Honest           | - The teacher asked the student to be honest in completing self and peer character’s assessment.  
                 | - The teacher asked students to write name and no. absent in group what's up (WA) comment. |
| 3.  | Tolerant         | The value did not implement in the teaching and learning process. |
| 4.  | Discipline       | - The teacher came on time to the class.  
<pre><code>             | - Before entering the class, students made a line |
</code></pre>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   |   | in front of the class.  
|   |   | - The teacher asked students to collect the task/homework on time.  
| 5. | Hard work | The teacher asked the students to find some information related to the topic and do some task, like write a short message, and make a notice.  
| 6. | Creative | The teacher asked the students to write a short message and notice so the students create it with their creativity.  
| 7. | Independent | The teacher asked the students make a group by their self.  
| 8. | Democratic | The teacher asked students to make group by their self.  
| 9. | Knowledgeable | The teacher asked the student to read the text book and asked students to find some information related to the topic.  
| 10. | Spirit of nationality | The teacher and students sing “Indonesia Raya” and respect to “Merah Putih” flag before start learning in the first learning time.  
| 11. | Love homeland | The value did not implement in the teaching and learning process.  
| 12. | Rewarding achievement | - The teacher gave applause to student’s participation in the class.  
|   |   | - The teacher gave appreciation to student achievement likes “you are so creative, congratulation.”  
| 13. | Communicative | The teacher asked some questions to students. Students asked some revision to the teacher.  
| 14. | Joy of reading | - The teacher asked the student to read the text and find some information related to the topic.  
|   |   | - The teacher asked the students to write short message and notice.  
|   |   | - The teacher asked the students to listen teacher said spoken short message text.  
| 15. | Peace loving | The value did not implement in teaching and learning process.  
| 16. | Environmental care | The teacher asked the student to observe the school environment and made related notice.  
| 17. | Social care | - The teacher and the students say a greeting.  
|   |   | - The teacher checked and revised student’s works.  

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From the table above, it can be concluded that the teacher implemented 15 characters values during teaching and learning process in English writing classes of VIII A and VIIIC class. That are religious, honest, discipline, hard work, creative, independent, democratic, knowledgeable, spirit of nationality, rewarding achievement, communicative, joy of reading, environmental care, social care, and responsibility. The teacher taught character building through a direct statement and implicit instruction strategy. The teacher is also being a model of character to the students. The teacher implemented routine activities, so the students are habituated to do activities which promote good character value.

C. The Evaluation of Character Building

Teaching and learning process conducted through the process of planning, implementing, and evaluating. After implementing the planning, the next steps are conducting an evaluation. The teacher evaluated students result in achieving the three aspects that are cognitive, psychomotor, and affective aspects. The evaluation of three aspects can be conducted through many techniques like observation, task, and test. The evaluation technique performed by the teacher explains in the teacher statement in the interview as follow:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Responsibility</td>
</tr>
</tbody>
</table>
From the interview, the teacher had assessed the student's cognitive and psychomotor aspect by giving students tasks. In the first and second meeting of 8A and 8C classes observed by the researcher, the teacher asked the students arranged a short message to family or friend and do homework of sending WA in-class group. The teacher also stated that the score of the tasks substituted daily examination. Then, for the third and fourth meetings of observation in VIII A and VIII C classes, the teacher also asked students make a notice for the school environment. From the interview and the result of observation, it can be concluded that the teacher implemented the evaluation in the aspect of cognitive and psychomotor.

In deciding the technique of evaluation, the teacher followed the regulation from the government, as said by the teacher in the interview.
In evaluating students learning result, the teacher followed Permendikbud No. 23 year 2016, Permendikbud No. 53 year 2013, and 2017 teacher’s evaluation guidelines.

In assessing student’s character building, affective aspect is the domain of character building assessment. In the evaluation of character building, there are several ways that can be used by the teacher to evaluate student’s character. It can be done through observation, self-assessment, or peer assessment. Below is the teacher statement about evaluation technique of student’s character building.
The teacher assessed student's characters through the technique of observation, self-assessment, and peer assessment. Below is the description of teacher’s activity when conducted evaluation technique of affective aspect.

1. Observation

Teacher recorded student's attitudes and behavior in daily through observation. In assessing character, the teacher belief the students have good character, so the teacher only wrote prominent student’s character appeared during the lesson, such as the student who absent from the class
is indiscipline. Thus the teacher wrote it as a note. It is in accordance with teacher statement in the interview. From the observation, the researcher found that in each meeting students observe students character by gave attention to students when the students do tasks from the teacher.

2. Self-assessment

Self-assessment can be used to evaluate character education to know the whole student's character evaluation. The teacher helps the students to mark their self, it can be on the rating scale, so the students put a thick in the rating scale. From the observation, in the fourth meeting of VIIIA and VIIIC class, the teacher distributed piece of paper contains character values of self-assessment. Then the teacher asked the student to assess their character. Unfortunately, from the documentation and observation, the teacher did not give a specific indicator for each character to be assessed by students. The teacher just gave an explanation to the students about how to assess the character using the rating scale. It means that the students assess character in general indicator and not specific in describing student’s character.

3. Peer assessment

It was implemented in the fourth meeting of the observation in each class. The teacher distributed a paper of self and peer assessment. In the observation, the teacher also implemented the assessment of character
through peer assessment. The explanation of peer assessment also same with self-assessment, because the paper is consist of self and peer assessment in the same form. For peer assessment, the teacher asked the students to assess a friend character when doing group work in arranging notice. But, the result of student peer assessment character also did not give a specific explanation of the student's character.

In assessing students character used peer and self-assessment, the teacher distributed a character sheet contained 8 character values. The character values are discipline, cooperative, honest, hard work, environment awareness, caring, religious, knowledgeable, and creative. Those values are the combination of 18 character values launched by the government and character values of "PPK". Basically, it was the same because those character values were included in sub character values of "PPK". Those are covered in the teacher’s interview statement in the following:

<table>
<thead>
<tr>
<th>Turn Taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>034</td>
<td>T</td>
<td>&quot;Referring to PPK, so there is a basic character, and sub character&quot;</td>
</tr>
</tbody>
</table>

Based on the result of the interview and observation, the teacher implemented the evaluation technique in English writing class. The teacher also followed the lesson plan in the evaluation technique. To evaluate student's cognitive and psychomotor aspect, the teacher used
tasks technique of evaluation. The teacher also evaluated the student's character by the technique of observation, self-assessment, and peer assessment. The development of character evaluation through self and peer assessment have to do by the teacher, so character indicator of student’s character can be known in specific indicators.

Evaluation is very significant to be implemented. From the evaluation it can be known to some characters having by students is it decrease and need to increase or not. The teacher can make a conclusion about the student's achievement or student character. After that, the result of the evaluation can be reported as an affective value in the report book through the process of discussion and make an agreement with the teacher team. Because of that, the result of the evaluation needs to report to the students in the student's report book. As the teacher answer in the interview,

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>020</td>
<td>T:</td>
<td>&quot;Yes, the result of this evaluation which will be reported in the student report book&quot;.</td>
</tr>
</tbody>
</table>

After assessing students achievement result, the teacher report the result as a score in the report book through the process of discussion and make an agreement with the teacher team.
B. Discussion

The researcher would like to discuss the findings as follows:

1. The teacher integrated character building in her lesson plan. The teacher followed the instruction from the government in integrating character values into the lesson plan. In the teacher’s lesson plan, the teacher has integrated character of PPK, literacy, 4C, and HOTS.

2. In the implementation of character building, the teacher implemented activities designed in the lesson plan. Although, the researcher found that the teacher implemented it through the different way which is not designed in the lesson plan. The researcher has confirmed observation findings with the teacher. From teacher confirmation, the teacher stated that the designed learning activity was implemented in teaching and learning process, but the teacher has difficulties in following the steps of learning. The improvisation of learning activities is needed to reach the objective learning. Sometimes, the teacher did not follow the learning steps to make learning activity work naturally. It is in accordance with the teacher statements in the interview, that is:

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>026</td>
<td>T</td>
<td>&quot;This may have been carried out in the previous meeting. So the information they observed later. So this is not always done so that this is not a step but a component. It's a component. The location does not</td>
</tr>
</tbody>
</table>
have to observe first. But in a set of learning, there is always observing. So the explanation is there but it may not be in order. The order is not always like that. Because the ones in the class are situational. But observing it must be impossible not to do it. Because the child does, compiles the text or captures it through observing the text. It's just not the same order."

Thus, the teacher implemented teaching and learning activities in the lesson plan, but the teacher had difficulties in applied the steps of learning appropriate with the planning in the lesson plan. As the teacher said in the interview, that is:

<table>
<thead>
<tr>
<th>Turn Taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>024 T</td>
<td></td>
<td>&quot;Actually I have done it, but it might not be clumsy. I don't see that, it's difficult. Which example? &quot;</td>
</tr>
</tbody>
</table>

The teacher did not see the lesson plan when teach so the teacher felt difficult to do teaching and learning process appropriate with the lesson plan.

The teacher also states that teaching and learning process in the classroom conducted conditionally. The teacher do not follow the steps in the lesson plan exactly, because she wants to teach naturally. Teaching activity which must follow the lesson plan exactly will make it unnatural.

<table>
<thead>
<tr>
<th>Turn Taking</th>
<th>Speaker</th>
<th>Statement</th>
</tr>
</thead>
</table>
| 046 T       |         | "Sometimes what happens is not exactly. Because it is a plan. Later, you can add a note at the end of the RPP. So it was a portrait in which the RPP was implemented. It will be like a scenario If it's done exactly. It’s not natural. A person is full of changes, from seconds to seconds, minutes to minutes. The
implementation is not more than a lesson plan. Later just write that the lesson plan was not 100% implemented. Exactly, there must be discourse. But the big frame and groove are the same. It's just the details, right... it's so stiff. When assessing teaching practice, the activity done did not copy paste the lesson plan. After this it has to be like this, then this doesn't become natural.

One of the principles of a lesson plan is flexibility. The teacher needs to be flexible enough to adapt their plan to suit the circumstances if such accident arises (Robertson, & Acklam, 2000:10). From the teacher statement, teaching naturally is more important than teaching with follow the scenario. Follow the lesson plan rigidly may have a negative aspect, such as the learning going unnaturally. Thus, the teacher tries to adapt the learning activity with the condition so the activity is not conducted as the copy paste of the lesson plan.

Classroom management of the teacher is also very important. The teacher has to used ability to manage situational conditions to create an effective teaching and learning process.

<table>
<thead>
<tr>
<th>Turn Taking</th>
<th>Speaker</th>
<th>Statement</th>
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<tbody>
<tr>
<td>047</td>
<td>T</td>
<td>Yes. It is. The important thing is the achieved objective learning. The way. For example, when teaching, there was an accident such as. In class 9, I made lesson Plan at the beginning of the month. It was a holiday. After a holiday, the book just arrived. When I teach, there was an error in the exercise. What am I doing?. I ask students &quot;please find out the mistakes from this book&quot; and revise it &quot;. It means I directly ask students to critical</td>
</tr>
</tbody>
</table>
thinking, but I do not write it in the lesson plan. But there were activities like that. Then I confirmed to students "What do you think, how to improve?". I made a weapon for critical thinking by using the fault. The fault was not always something negative but how the teacher’s ability changed something negative becomes something good. So the students actually have critical thinking through the mistake. So that's an example that is not exactly ".

The good teacher management of teaching and learning process is needed. How the teacher manage classroom activities when something did not plan happen was very essential to keep the teaching and learning process walk conditionally.

3. The teacher has conducted the evaluation in three aspects of students learning the result. In the cognitive and psychomotor aspects, the teacher conducted it by giving some task to the students. The teacher also assessed student's character building in teaching and learning process of English writing class. Teacher evaluated the student's character by observation, self-assessment, and peer assessment technique. From the interview, the researcher found that the teacher had difficulties in analyzing the result of self and peer character’s assessment. because she asked the researcher help, as she said in the interview,

<table>
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<tr>
<th>Turn</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>030</td>
<td>T</td>
<td>&quot;O, yes, later will you shared it via WA. Because it was asked the same school. Good thing there is you. &quot;</td>
</tr>
</tbody>
</table>
The teacher asked the researcher to help him analyzing the result of self-assessment, and peer-assessment. It showed that the teacher had difficulty in analyzing the evaluation result.

Then, the researcher also found the lack of self and peer assessment sheet. The self and peer assessment sheet did not contain characters’ indicators clearly. The teacher just writes columns of character values with scale of 4,3,2,1 to assess student’s character, and the teacher gave the explanation of the rating scale as excellent, good, not good, and very not good. In assessing students’ character using rating scale, the teacher has to provide character indicators clearly to avoid the students assessed their character subjectively and to increase students’ awareness of character.
CHAPTER V
CLOSURE

In this chapter, the researcher presents the conclusion and suggestions.

A. Conclusion

The researcher made a conclusion from the findings of the research, as follow:

1. The teacher of eighth grade students of SMP N 1 Salatiga integrated character values in the component of lesson plan. Thus, the teacher had planning character building in the teaching and learning process.

2. The teacher implemented the lesson plan during conducting teaching and learning process. The character building developed are religious, honest, discipline, hard work, creative, independent, democratic, knowledgeable, spirit of nationality, rewarding achievement, communicative, joy of reading, environmental care, social care, and responsibility. The teacher implemented character building through the ways of habituation, being character role model, giving direct and indirect instruction.

3. The teacher evaluated students learning achievement in the aspect of cognitive, psychomotor, and affective. In the evaluation of students’ character, the teacher implemented it through observation, self-assessment, and peer-assessment techniques.
B. **Suggestions**

1. For the teacher, character building is very important to be implemented in the teaching and learning process. Thus, the teacher has to always upgrade their knowledge about planning, implementing, and evaluating character building in English language teaching. The teacher also has to increase their ability in designing evaluation instrument which covered student’s character clearly.

2. For the students, the students have to be aware with character building and build their character to have a good character, because being intellectually is not enough. It has to be supported with having good character.

3. For other researcher, the research in character building is very important to always be conducted. Because of that, the next researcher can do a research with other focused of character building such as student’s awareness of character building or materials which is used by teacher in build students’ character.
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Jabbarifar, T. 2009. The Important of Classroom Assessment and Evaluation in Educational System. INTI University college: 2nd international conference of teaching and learning (ICoTL 2009). Malaysia:


Neidig, J. L., Mclellan, E., Macqueen, K. M. 2003. Beyond the Qualitative Interview: Data Presentation & Transcription. Field method. Vol.5 no.3.


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# GUIDANCE OF INTERVIEW WITH THE TEACHER

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher’s planning of character building in the lesson plan.</td>
<td>a. What preparation you do before teaching character building in learning activities?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. How do you design the lesson plan?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Is learning material have correlation with character education?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. What do you think about short message and notice materials?</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher’s Implementation of character building in English writing classes.</td>
<td>a. Does the lesson plan apply in the teaching and learning process?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. What strategies do you use for teaching character building?</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher’s Evaluation of students learning result.</td>
<td>a. How do you evaluate students learning result?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. What techniques you use to evaluate students character?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. For the next step, what do you do with the results of the evaluation?&quot;</td>
</tr>
</tbody>
</table>
## TRANSCRIPT OF INTERVIEW WITH THE TEACHER

**Participant**: Sri Wuryanti, S. Pd.

**Date and time**: Thursday, May 10th 2018

**Topic**: Teacher’s planning, implementing, and evaluating of character building.

<table>
<thead>
<tr>
<th>Turn taking</th>
<th>speaker</th>
<th>Statements</th>
</tr>
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<tbody>
<tr>
<td>001</td>
<td>R</td>
<td>&quot;As I know, you have implemented learning activities contains of character building&quot;.</td>
</tr>
<tr>
<td>002</td>
<td>T</td>
<td>“Yes, I have”.</td>
</tr>
<tr>
<td>003</td>
<td>R</td>
<td>&quot;What preparation you do before teaching character building in learning activities?&quot;</td>
</tr>
<tr>
<td>004</td>
<td>T</td>
<td>&quot;The most important is the drafting of the lesson plan. Because, in the lesson plan, teacher write character values that will be teach. In drafting the lesson plan, I the guidelines of the government.</td>
</tr>
<tr>
<td>005</td>
<td>R</td>
<td>&quot;Is there any learning material related to the value of character education?&quot;</td>
</tr>
<tr>
<td>006</td>
<td>T</td>
<td>&quot;Yes of course, it just on how do we associate the material with the value of character&quot;.</td>
</tr>
<tr>
<td>007</td>
<td>R</td>
<td>&quot;Then, what do you think about the last material which emphasizes writing skills, ma'am?&quot;</td>
</tr>
<tr>
<td>008</td>
<td>T</td>
<td>&quot;For the last material it's about short message and notice. Wahh it's very requirement with the value of the character &quot;.</td>
</tr>
<tr>
<td>009</td>
<td>R</td>
<td>&quot;Yes. For short message we can teach the value of politeness and care. For example, in writing a short message, often we reply to someone's message very short, with only one letter &quot;y&quot;. It's not polite. We do not know someone's mood. Therefore, there are often misunderstanding when sending short message. Therefore, such small things need to be conveyed to students. In&quot;</td>
</tr>
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</table>
addition, in the content of the message also contained the value of characters that can be analyzed.

<table>
<thead>
<tr>
<th>010</th>
<th>T</th>
<th>&quot;Yes ma'am. Then for notice, is it same? &quot;</th>
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<tbody>
<tr>
<td>011</td>
<td>R</td>
<td>&quot;Essentially it was same. But for this notice I designed more into the activity. I ask the children to prepare a notice that can be published in the school environment. Their writing will show their character, like caring for the environment. For example, during the break time it's a lot of students who like sitting in the corridor while eating and drinking. Later when the bell rings, they went and left garbage there. Then the students write down the notice related to it. Religious values may also appear lhoo, for example for students who observe the mosque. Lha that his religious values can be raised. Oohh yeah, they will do this in groups. So there will be a lot of character values that can appear in this group activity.&quot;</td>
</tr>
<tr>
<td>012</td>
<td>R</td>
<td>&quot;Then for learning strategies, what strategies do you use?&quot;</td>
</tr>
<tr>
<td>013</td>
<td>T</td>
<td>&quot;For learning strategies I use the scientific approach with the learning model using project based learning. Besides that I also apply literacy strategy in each meeting. I ask My students to read the material, that's literacy strategy which I applied.&quot;</td>
</tr>
<tr>
<td>014</td>
<td>R</td>
<td>&quot;For the application in learning. Is it in accordance with the lesson plan?&quot;.</td>
</tr>
<tr>
<td>015</td>
<td>T</td>
<td>&quot;Of course, what I wrote in the RPP was what I applied in learning.&quot;</td>
</tr>
<tr>
<td>016</td>
<td>R</td>
<td>&quot;For evaluation activities, what techniques you use to evaluate student character building?&quot;</td>
</tr>
</tbody>
</table>
| 017 | T | "For my evaluation activities I use observation, self-assessment, and peer-assessment techniques. As I have written also in lesson plan. For observation, I do a direct observation when learning. For things that were observed I only saw something that be point of interest. For example, like in class C there are student who often absent from class. it means he's undisciplined. Then if for self-assessment and peer assessment, I usually share a piece of paper containing the value of character values. Students
then assess their characters that fit with them. And for the peer assessment, yesterday there was a group activity, well that's what I ask the students assess the character of their friends during work in groups ".

| 018 | R | "For the next step, what do you do with the results of the evaluation?"
| 019 | T | "Yes the result of this evaluation will be reported in the student report book". |
**TRANSCRIPT OF INTERVIEW WITH THE TEACHER**

Participant: Sri Wuryanti, S. Pd.

Date and time: Friday, July 27th 2018

Topic: Teacher’s planning, implementation, and evaluation of character building.

<table>
<thead>
<tr>
<th>Turn taking</th>
<th>speaker</th>
<th>Statements</th>
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<tbody>
<tr>
<td>020</td>
<td>R</td>
<td>&quot;When did you become a 2013 curriculum instructor?&quot;</td>
</tr>
<tr>
<td>021</td>
<td>T</td>
<td>&quot;Since the first time the 2013 curriculum was launched until now&quot;.</td>
</tr>
<tr>
<td>022</td>
<td>R</td>
<td>&quot;Ma'am, from the results of yesterday's observation, I found that there were some learning steps that were not implemented. Why is that?&quot;</td>
</tr>
<tr>
<td>023</td>
<td>T</td>
<td>&quot;Actually I have done it, but it might not be clumsy. I don't see that, it's difficult. Which example?&quot;</td>
</tr>
<tr>
<td>024</td>
<td>R</td>
<td>&quot;For example, the activity at this third meeting ma'am? (show lesson plan)&quot;.</td>
</tr>
</tbody>
</table>
| 025         | T       | "This may have been carried out in the previous meeting, so the information they observed later. So this is not always done orderly, so this is not steps but a component. It's a component. The location does not have to observe first. But in a set of learning, there is always observing activity, so the explanation is there must be but it may not be in order. The order is not always like that. Because the ones in the class are situational, but observing it must be impossible not to do it. Because the students do, arrange the text through observing the text. It's just not the same order."
<p>| 026         | R       | &quot;Then for the activities at the third meeting students immediately arrange a notice text, it means that the activity has been carried out in the first and second meetings.&quot; |
| 027         | T       | &quot;Yes, for the short message students make what's Upp (WA) as homework. Is the result of the peer assessment you brought?&quot; |</p>
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<tbody>
<tr>
<td>028</td>
<td>R</td>
<td>&quot;No ma’am, I just have photos and analyze it&quot;.</td>
</tr>
<tr>
<td>029</td>
<td>T</td>
<td>&quot;O, yes, later you can share it through WA. Because it was asked by the school. Good thing you are there. &quot;</td>
</tr>
<tr>
<td>030</td>
<td>R</td>
<td>&quot;Then, now the new 2013 curriculum is focused on character, literacy, and the characters are selected, it continues to have 4C. isn’t it?</td>
</tr>
<tr>
<td>031</td>
<td>T</td>
<td>&quot;In a set of learning should contain an automatic character. Then, Creativity, critical thinking, collaborative, communicative. And that is Automatic, already. Literacy through watch videos, pictures, texts, Then produced writing text. That is also the literacy approach. (pause, while checking the lesson plan) &quot;Lha now government asked for this. Characters are in red highlight, blue highlight is literacy, gold/ blue highlighter. This is red. Listen or read is literacy. Collaborative is grouping. Give a sign to it, so that who saw lesson already know the lesson plan contains of 4C, literacy.</td>
</tr>
<tr>
<td>032</td>
<td>R</td>
<td>&quot;For the student's assessment yesterday, there are nine points of the character values. Is there taken from the PPK value, ma’am?&quot;</td>
</tr>
<tr>
<td>033</td>
<td>T</td>
<td>&quot;Referring to PPK. So there is a basic character, and sub character &quot;.(Teacher and researcher have a sequence. They talk about another theme to make interview walk naturally.)</td>
</tr>
<tr>
<td>034</td>
<td>R</td>
<td>&quot;For pre-school activities in the first hour it includes the implementation of PPK, isn’t ma’am?&quot;</td>
</tr>
<tr>
<td>035</td>
<td>T</td>
<td>&quot;Yes, I obligate the school regulations. It's for discipline. My class is the most disciplined, but it's also the rules. What the school regulate it, I followed. I followed what the school organizes. I don't care when other did not conducted it. I ignore it. Because educating characters must begin from the teacher. &quot;</td>
</tr>
<tr>
<td>036</td>
<td>R</td>
<td>“what’s the example, ma’am?”</td>
</tr>
</tbody>
</table>
| 037 | T | "Sometimes when educating, educating is not always sweet. Initially it was annoying, but for a long time they felt the benefits, maybe after graduated from here. They felt, yes, that’s good that’s not good. Students also don't
mind doing what they should do. I think they are happy.

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<tr>
<th></th>
<th>R</th>
<th>&quot;Then how about arrange lesson plan?&quot;</th>
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<tbody>
<tr>
<td>038</td>
<td>T</td>
<td>&quot;I followed permendikbud no. 22, so I adopted it. Sometimes after the permendikbud launched, there is a new thing inserted. For example, it must include 4C, or literary. The new role socialized through teacher's training, so if I am not an instructor, emm no ... (smile). Basically, I follow permendikbud I copy paste it and manage it &quot;.</td>
</tr>
<tr>
<td>039</td>
<td>R</td>
<td>&quot;How does the evaluation you do?&quot;</td>
</tr>
<tr>
<td>040</td>
<td>T</td>
<td>&quot;I adopted Permendikbud No.23 of 2016, and Permendikbud no. 53 of 2013. And also the guidelines in 2017&quot;.</td>
</tr>
<tr>
<td>041</td>
<td>R</td>
<td>“evaluation guidance, isn’t it?”</td>
</tr>
<tr>
<td>042</td>
<td>T</td>
<td>Yes. There was evaluation guidance in every year. Now, there is until 4th edition. It is comprehensive, so all school uses it. &quot;</td>
</tr>
<tr>
<td>043</td>
<td>T</td>
<td>&quot;Sometimes what happens is not exactly. Because it is a plan. Later, you can add a note at the end of the RPP. So it was a portrait which the RPP was implemented. It will be like a scenario, If it's done exactly. It's not natural. person is full of changes, from seconds to seconds, minutes to minutes. the implementation is not more than lesson plan. Later Just write that the lesson plan was not 100% implemented. Exactly, there must be discourse. But the big frame and groove are the same. It's just the details, right ... it's so stiff. When assessing teaching practice, the activity done did not copy paste the lesson plan. After this it has to be like this, then this doesn't become natural.</td>
</tr>
<tr>
<td>044</td>
<td>R</td>
<td>The achievement of KD is the important, isn’t it ma’am?</td>
</tr>
</tbody>
</table>
| 045 | T | Yes. It is. The important thing is the achieved objective learning. The way. For example, when teaching, there was an accident such as. in class 9. I made lesson Plan at the beginning of the month. It was a holiday. After holiday, the book just arrived. When I teach, there was an error in the exercise. What am I doing? I ask students "please find out the mistakes from this book" and revise it ". it means I directly ask students to critical thinking, but I do not write}
it in lesson plan. But there were activities like that. Then I confirmed to students "What do you think, how to improve?". I made a weapon for critical thinking by using the fault. Fault was not always something negative but how the teacher’s ability changed something negative becomes something good. So the students actually have critical thinking through the mistake. So that's an example, that is not exactly ".

<table>
<thead>
<tr>
<th>047</th>
<th>R</th>
<th>&quot;Yes, it is enough, ma'am, thank you&quot;.</th>
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<tbody>
<tr>
<td>048</td>
<td>T</td>
<td>&quot;Yes. Good luck&quot;.</td>
</tr>
</tbody>
</table>
Field note of classroom observation

Dates: Wednesday, May 9th 2018

Times: 07.00 08.20 p.m

Class: 8A

Meeting: fourth meeting

Pre activity:

Teacher came on time to the class. Before entering the class, the students made lines in front of the classroom. One student came to the front to lead them and give command their friend enter the class one by one by shaking hand with the teacher firstly. **In the class, the chairman led her friends to say greeting. The teacher answer student’s greet and ask student’s conditions.** Then, **the chairman led her friend to pray before starting the class.** One’s student came in front of class. She was smiled and did awkward. It showed her low confident. It made her friends waiting and annoyed. Then, she led her friends to sing “Indonesia Raya”, respect the “merah putih” flag, said “greeting” and “claps” ppK. Although, she led her friends with low voice.

The teacher stands out in front of class and gave explanation what students would do. **Teacher asked students to make notes of own of friend character.** Then, **there is a student came late to the class.** She knocked the door, and entered the class. She shocked hands with the teacher and sat on her chair. The teacher distributed the paper sheet. Teacher distributed it without any noise. **Teacher ask students to assess their and a friend characters.** The teacher give explanation about how to fully the rating scale. The teacher gave explanation about nine characters they assess with the real example of event in the real life. Students can check list no. 4 if they are excellent, 3 if they good, 2 for not good, and 1 not very. The students gave fully attention.
Teacher also remembered students to assess friend character they found during do notice. Then they start to complete the assessment. The teacher remembered the students to be honest in fully the assessment. They can collect it after the class, so they have not to finish now. Teacher states objective learning of that day activity that is finishing and publishing notices.

**Main activity**

Teacher asked the students come to their group work and finishing their work. Teacher states next meeting activities, that is about next chapter. Teacher checked students work and asked to student if they bring plastic to cover or not. With less crowded they gather to their groups and continued their work. They started to do it. The teacher checked and revise student’s work by surrounding the class. Then, the teacher remember that there is students who permitted to buy Styrofoam before she com to class, so she asked 2 students to buy Styrofoam and also plastic mika to cover it. There was some student’s raise her hands. She asked to the students to asked their friends who want to buy also, so she can bought it for the whole class. After counting the class needs, they left the class.

Other students continued their work. Teacher sit on the chair, she filled up class journal and observe or pay attention to the students. There was some groups who did it seriously, but still had talking and humor during do it. They discuss with group members about what they should do to decorate their work. Some groups divided member duty in finishing the work. Two students came to the class and spread plastic and Styrofoam to each group. One group had finished in decorating and started to line it with Styrofoam and cover with plastic. After finished them talking with group members. There is a student called his friend to help her group. He came to her group and helps them. Other group continued decorating their work to be beautifully. They did it until finishing time.
Post activity

Teacher asked the students back to their sit because the time will over in some minutes. The student’s did not finish the work. The class was little crowded. Once again, the teacher asked the students back to their sit. Then, they started to do it. The teacher remember the students to collected the work and publish it before Monday. The bell was ringing. The teacher asked the students to collect self and friend assessment sheet. The teacher close the class and say greeting to them. Then she left the class.

Field note of classroom observation

Dates: Monday, May 7th 2018

Times : 10.00 11.20

Class: 8A

Meeting: 3rd meetings

Pre activity

Teacher came on time to the class. The researcher come to the class and went to back of class. That day, the back side of class is dirty, and there is no chair for sit the researcher. Spontaneously, 2 boys take broom and started to clean the back side of the class, and 2 other boys took 2 chairs for researcher. The students gave permission to the researcher to sit on it. The teacher sit in front of the class. Then, the chairman led her friends to say greeting. The teacher answer student’s greet and ask student’s
conditions. Teacher stated the objective lesson of that day. Teacher asked students about their equipments they should bring for doing that day activity. In the last meeting, teacher asked students to bring “manila” paper, color pen or marker. Then the students took it all of the equipments.

**Main activity**

Teacher started to give explanation about that day activity. The activity was about arranged notice for some places in the school. In the group, they had to observe some places in the school and making ”draft” about the notice. Students gave full attention to teacher explanation.

In the last meeting, teacher had stated that they have to made a group consist of 3 members for each groups. Teacher asked students about groups “is that they want to made group by their self or chosen by the teacher”. The students answer that they had made groups by their self. **Then, she called a student come in front of class to help him wrote on whiteboard.** Teacher asked leader of each group rise hands. There were 9 groups in the class. **The teacher asked the student to write some names of places in the school on the whiteboard.** There are some places wrote on white board, that are school corridor, man and women toilet, mosque, gazebo, park. The teacher asked the leader of each group to raise hand and mention group members. The students rise their hands one by one. Then, she asked the student choose one place to be observed. The student wrote the name beside the place chosen by the group on the whiteboard. **Teacher explain again about students would do.** After that, teacher asked them go to the place and observe in 10 minutes. They left the class and came to the place they have to observe. **They do it in happy and enthusiasm.**

After observing, around 10 minutes, **the students came back to the class.** They take the equipments and find comfortable place in or out the class to completing the task. Teacher sits on the chair. **Then a student came to her, she asked to the teacher about**
some arrangement word notice from Indonesia to English. Teacher gave help to her, she understood and say thanks and left the teacher respect. There were 3 groups who completing the task in the class, and 6 groups out the class. The teacher checked the students out of the class. Then, one by one the students came to teacher and asked likes first student. They ask about the correct word arrangement or the English word of some vocabularies.

They discussed the draft of the notice. They prepared paper size, the notice phrase arrangement and the concept of notice. They divided each group member’s task. They do it seriously, although they did it with sing a song. In the middle of the class, the teacher left the class because she had to teach in other class. She asked the students to continue doing it until the time was over. Although the teacher left them, the students showed their responsibility. The students still continued do their task. Although, There is a group who did it not too serious. They talked too much and disturbing other group concentration. They did not discuss the work. Until the finished time, they just finished cutting the paper and gave side line.

**Closing activity:**

Until the bell was ringing, the teacher did not come. So, there is no closing activity. The researcher found that the groups who did it seriously had finished in write the notice as drafting. They wrote the notice in paper using pencil, and some groups had written using color marker. Unfortunately, one group which talked too much did not complete it.

**Field note of classroom observation**

**Dates: Wednesday, May 2\textsuperscript{nd} 2018**
Times: 08.20 10.00

Class: 8A

Meeting: 2\textsuperscript{nd} observations

Pre activity:

Teacher came on time to the class. In the class, the chairman led her friends to say greeting. The teacher answer student’s greet and ask student’s conditions. Then, the chairman led her friend to pray before starting the class. One’s student came in front of class. Then, she led her friends to respect the “merah putih” flag, said “greeting” and “claps” ppK. Teacher asked students about their homework and asked them to collect it. Teacher states the objective of lesson, that is about identification and arrange short message. Teacher reviewed last material of short message.

Main activity:

Teacher distributes colorful cards to the students. She asked the students to write a short message. The short message is tended to their friends or families. Teacher stated that short message would be publish on class wall magazine. Teacher stated that there was no daily examination for that chapter, but the mark would got from the tasks and homework during the learning the chapter. Teacher also explained about the important point of short message that was about character. Character contains in short message was polite, empathy, and caring. Teacher stated how to write good short message and some character can be conveyed by students when write short message. Students listened and gave attention to teacher explanation.

Teacher asked students to start do the task. Then they started to do it. They did it in enjoy and seriously. During writing process, teacher surrounding the class to check students write. After few minutes, teacher asked the students to collect the
short message and read aloud in front of class. Students finish write short message on time. Students read aloud their written in front of class one by one. Teacher made a correction about students written. Teacher also gave comment to student’s short message. Teacher conveys some characters contains in students short message. Because of the limited time, teacher did not ask students to publish their short message.

**Closing activity:**

Teacher and students made conclusion about characters in short message. Teacher stated the next meeting learning planning. They would make a notice for school. They would do it in group consist of 3 students for each groups, so the teacher asked them to make groups. She also asked students to bring some equipment like “manila” paper, marker, and colorful paper. Teacher checked students understanding, there was no question from the students. After gave explanation, teacher closed the meeting, gave applause with students, say leave taking, and she left the class.
Field note of classroom observation

Dates: Monday, April 30th 2018

Times: 08.20 - 10.00 a.m

Class: 8A

Meeting: 1st observations

Pre activity:

Teacher came on time to the class. In the class, the chairman led her friends to say greeting. The teacher answered student’s greet and asked student’s conditions. Teacher stated learning objective that was about short message and notice.

Main activity

Teacher said a note of long message and the students listen it. Then teacher gave an example of a good short message. Teacher explained that in short message the message was not long. Then, Teacher asked students to read and observe materials about short message in the textbook “When English rings bell” ages. Students did it in enthusiastic. She asked the students to find important information and expression used in the short message. Teacher asked them to write it in their notebooks and compare it with pair. After that, students communicate and compare their finding with the pair. Teacher facilitates the students to state their opinion. Students communicate their finding by some questions from the teacher. Finally, the teacher gave some explanation of social function, structure of the text, and language unsure of short message.

After that, teacher asked students to work in pair. She asked the students to find character values contains in every short message text. After some minutes, by using interactive activity or questions answer, teacher asked to students about
character contains in short message. Then, teacher explains about some characters related to short message, likes polite, empathy, and caring in example of real situations. Teacher also explains how to write and send a good short message. During teacher explanation students gave attention to teacher.

**Closing activity:**

Teacher and students made a conclusion about “short message”. Teacher gave homework to students. They had to send a short message to their friends in Whatsapp group class. In the short message they can discuss about a duty or etc. they should write their name and no. absent in the message. They can use the example of short message in text book. then, teacher closed the class meeting. She said greeting and left the classroom.
Field note of classroom observation

Dates: Monday, April 30th 2018

Times: 07.00 08.20 a.m

Class: 8C

Meeting: 1st observations

Pre activity:

Teacher came on time to the class. Before entering the class, students make a line in front of class. One student came to the front to lead them and give command their friend enter the class one by one by shaking hand with the teacher firstly. In the class, the chairman led her friends to say greeting. The teacher answer student’s greet and ask student’s conditions. Then, the chairman led her friend to pray before starting the class. One’s student came in front of class. Then, she led her friends to respect the “merah putih” flag, said “greeting” and “claps” ppK. Teacher stated learning objective of that day activities. The objective learning was finishing speaking performance and continues the new material that was learning about short message and notice.

Main activity

teacher asked students open book. Teacher asked students read and observe materials about short message in text book “when English rings bell” page. While reading teacher asked students to find important information from the text. They did it seriously. After few minutes, teacher stopped student’s reading activities. Teacher gave explanation to students about short message. Firstly, teacher said an example of long message. The students listen to teacher explanation, but 2 students were still talking with chair mate. Then, teacher explain that in short message, the message is short. Teacher also explain about grammar. In short message, grammar is not too important as far the message can be accepted by the receiver. After gave explanation, teacher stated that she will continue in explain about short message and notice, but they have to finished speaking performance first. Teacher asked students to continue speaking performance, so she called students number came to the front. During speaking performance there is some students gave attention to their friend and some other talk with their friends.
After some student’s performance, teacher continued to give explanation. Teacher showed a paper with eighteen characters written in it. Teacher gave explanation about eighteen characters to students. She said that all of characters could not be assess in one time, all of characters could be convey after the students finish their school. The teacher have some papers like that, and she would gave it in the next meeting. Then, teacher gave explanation to students that their characters were observe by the researcher. Then, teacher continued called students no. to do speaking performance again.

**Closing activity:**

Student’s speaking performance finished in few minutes before the over time. Then, teacher stand in front of class. Teacher gave homework to students. They had to send wa messages in English in WA group class. Teacher asked students write their real name and no. absen in short message. In the short message they can discuss about a duty or etc. Teacher remembered students that the mark of daily examination was taken from homework and daily duty. Teacher asked students write their real name and no. absen in short message. In the short message they can discuss about a duty or etc. Teacher remembered students that the mark of daily examination was taken from homework and daily duty. Teacher gave explanation about next meeting planning activities. Then checked students understanding. Because there is no question, teacher closed learning that day. Teacher and students gave applause. And teacher said take leaving to students.
Field note of classroom observation

Dates: Thursday, May 3\textsuperscript{rd} 2018

Times: 10.00 11.20

Class: 8C

Meeting: 2\textsuperscript{nd} observations

Pre activity:
Teacher came on time to the class. In the class, the chairman led her friends to say greeting. The teacher answered student’s greet and asked student’s conditions. There was 3 students absent from the class, one student is dispense, one is permitted and another one is sick. Teacher stated the objective of lesson, which was about arranging short message. Teacher with students reviewed materials of short message in the last meeting.

Main activity:

Teacher distributed colorful cards to the students. She asked the students to come to the front and pick one colorful card. She asked the students to write a short message on the colorful card. Teacher asked students to write short message for their friends or families. She gave example of short message they can write. They have to do it by their self. Then they started to do it. Some students discussed with their friends before writing the message. They started to write message seriously.

Teacher explained character contains in short message, how to send a good short message politely. Teacher delivered character polite, empathy, and care during send message. Teacher explained it by giving some real example. Students continued in writing the short message. During writing activity some students talked to their friends, so the class was rather noisy.

Closing activity:

In the last time before over, the students did not finished yet. Because, they did not finish write short message, teacher asked them to continue work it at home as homework. Teacher stated the next meeting learning planning. They would make a notice for school. They would do it in group consist of 3 students for each groups. She asked students to bring some equipments like “manila” paper, and marker. Then
there is a student asked to teacher, then teacher answered it. The group consist of three students and all of student had to bring all of equipments. Teacher checked students understanding. Because there is no question. Teacher close the class by gave applause with students. then, she said take leaving and left the class.

Field note of classroom observation

Dates: Monday, May 7th 2018
Times : 08.40 10.10
Class: 8C
Meeting: 3rd meetings

Pre activity

For third observation, Teacher did not come on time to the class. Because, the teacher, as waka kurikulum, had to arrange a new learning time which change because there is teacher’s founding before it. In the class, teacher stand in front of the class. The chairman led her friends to say greeting. The teacher answer student’s greet and ask student’s conditions. From the observation researcher found a blank chair. When researcher asked a student, There is a student absent from the class
without permission. Teacher asked about student’s short message homework. Teacher asked students to collect the homework about “short message”. 2 students looked confuse and make a little noise in the class. In the last meeting they were absent from the class, so they did not do the homework. she called the students orderly with no. absent. They came to the front one by one. Teacher explained about the evaluation technique. She remembered students that the evaluation mark was gotten from the student’s daily tasks about writing short message and also notice. Because of that, she asked them to write the short message at the time, she also gave short explanation about the task. Then, teacher asked students about their equipments they should bring for doing that day activity. In the last meeting, teacher asked students to bring “manila” paper, color pen or marker. Then the students stated that they brought all the equipments.

Then teacher continued called student’s no. absent. She read student’s short message. she gave comment to the works. She also explain character convey by the students in short message. then teacher called no. 8, this is the number of student who did not do the homework. Teacher remembered the student again to work the task. Then, there was a student rise hand. She said to teacher, “excuse me mom, I lost my paper. So,”. Then teacher respon students by gave permission the student to change paper. Teacher continued read and explain students short message. a student did not gave attention to teacher, he asked to friend about the paper to write short message. then other student answer that he can write in any paper. teacher also try to read the message while act like the students. it is make all of students laughing. During check students short message teacher also gave appreciation to students work like “you are so care”, “uhh so creative”, “very good” etc. students also they gave attention to students and also gave response. In several times, they laughing together and gave little comment to students work when teacher read it, and occasionally they talk and make the class noisy. When the class started noisy, she asked students attention. Students checked, read, and gave comment to all of students work.

Then she asked students about moral value they want to convey in the short message. she explain that the students convey many moral value like care, religious, cooperation, discipline, tidiness. After that, teacher stated learning objective of that day, that is writing notice for school.

**Main activity**

Then, teacher started to continue that day activity. Teacher asked students readiness about groups “have you have your group or by my self”. Teacher look at all
of the class and counting number of students. Students started to make noisy in the class to arrange a group. Teacher remembered students the group consist of three students. Teacher offer to make group, but the students answer that they want to make group by their self. The students answer that they had made groups by their self. She asked the leader of group 1 to mention the members. Then the group leader rise hand. Teacher gave explanation about what students do. Students have to observe location of the place, go out and look at the place, observe in 10 minutes, and came to class to make draft. Teacher gave example about students can do. Teacher gave example about notice that can be wrote with usual incident. Students gave full attention to teacher explanation. Then teacher continued to second group. And gave explanation. Then she asked group one and two to go out the class. there was a student called a friend to include him in group but he was not care about him. He looked so confuse and worry. Teacher continued in called student’s group and mention observation place. Students observe in 10 minutes and back to class to make a draft. There are some places observed by the students, that are school corridor, man and women toilet, mosque, gazebo, park.

After observing, the students came back to the class. They take the equipments and sit in group to completing the task. Teacher sit on the chair. Teacher remembered students to make a draft of notice. They discussed the draft of the notice with the group. They prepared paper size. The notice arrangement and the concept of notice. They divided the task of each groups. They do it seriously, although they did it with less noise. There were some students who confused with some English vocabulary likes “kran” etc. then, some students came to teacher to ask about it and arrange a good notice. They do it with enthusiasm and happily. During the group work activity, there was some students show irresponsible. She saw some photos in her note book. Some students also talk to their friends about unrelated topic, it made the class noisy. The teacher observed student character during they work. They do the task until the time over.

Closing activity:

In the limited time, teacher asked students to back their sit. They have to continue it as homework. They had to finish it in the next meeting. She stated the next meeting objective, that it about publishing the notice in school places, so the student must finished it before Monday. Teacher closed the meeting, applauded students work, said take leaving, and left the class.
Field note of classroom observation

Dates: Monday, May 14th 2018

Times: 07.00 08.40 a.m

Class: 8C

Meeting: fourth meeting

Pre activity:

Teacher came on time to the class. Before entering the class, because it is the first learning time, the students have to made lines in front of the classroom. Unfortunately, the students did not do it, they still in the class. so the teacher had to ask them to make line in front of class. then they started to make line. One student came to the front to lead them and gave command their friend enter the class one by one by shaking hand with the teacher firstly. The students did it undisciplined. Teacher stand up in front of class. The chairman led her friends to say greeting. The teacher answer student’s greet and ask student’s conditions. Then, the chairman led her friend to pray before starting the class. One’s student came in front of class. She led her friends to sing “Indonesia Raya”, respect the “merah putih” flag, said “greeting” and “claps” ppK. She led her friends with low voice. The teacher gave comment with it, she explained about how to sing “indonesia Raya” well.

The teacher stand out in front of class and gave explanation what students would do. The teacher distributed the paper sheet. Teacher asked students to rate their and one friend character by fully the paper of rating scale. Then, there is a student came late to the class. She knocked the door, and entered the class. It made less crowded in the class. She shocked hands with the teacher, and asked permission. Then, she sat on her chair. It made little noisy in the class. Teacher explain about character values and . in discipline, students can choose 4 if they maximum, 3 if they average, 2 if they not disciline, and 1 if they not discipline at all. Teacher continued gave explanation about character values and. The teacher gave explanation about students friend character notes. They can give score about a friend character in group.
during they work notice. Students talked to their friends so the class started to be noisy. Then there is a student came to teacher to ask something did not understand. Then they start to complete the assessment. The teacher remembered the students to be honest in fully the assessment. They can collect it after the class, so they have not to finish now. Teacher stated learning objective that is about finishing and publishing the notice.

**Main activity**

Then teacher asked students to continue their work, that was about finishing and publishing notices. Teacher asked the students come to their group work and finishing their work. With less crowded they gather to their groups and continued their work. They started to do it. The teacher checked student’s work by surrounding the class. Teacher also give revise to students works. The students continued their work. Teacher sit on the chair, she filled up class journal and observe or pay attention to the students. There was some groups who did it seriously, but still had talking and humor during do it. They discuss with group members about what they should do to decorate their work. They decorate the notice to be beautifully.

**Post activity**

Teacher asked the students back to their sit and collected students works because the time will over in some minutes. The students finish the work and collected it. Teacher stated next meeting objective: learning next chapter about song. The bell was ringing. The teacher asked the students to collect self and friend assessment sheet. The teacher closed the class, gave applause and said take leaving to them. Then she left the class.
PHOTO’S DOCUMENTATION OF THE OBSERVATION.

The teacher’s explain the students about homework.

The teacher explained to students.
The teacher helps the students.

The students work in groups.
Students showed irresponsible.

Students work in group.
The teacher revised students work.

The teacher and students sing “Indonesia Raya”.
The teacher asked students conducted self and peer assessment.
Students Notice and Short Message Text

Don't forget to flush the toilet after using.

DO NOT throw the waste in the toilet.
KEEP TOGETHERNESS, SOLIDARITY

YOU CAN MAKE GARBAGE CANS INTO POTS, BUT DON'T MAKE POTS AS TRASH CANS
MAKE Queue WAS OUR Culture

Don’t forget to turn off faucet after using
notice!

Take off your shoes!

Don't lean on this area. It's dangerous!
Don’t dump water or mosquitos will come.

Notice

!!! Don’t!!! Pick up the plants cause I am your energy.

Take care of me!
Do your best at every opportunity. :)"

To: Everyone
by: Najelk Shajla K

Class Rules
1. Come to class prepared with all supplies and homework.
2. Don't speak when your teacher is giving the lesson explanation.
3. Don't make noise in the classroom during lessons.
4. Raise your hand before you speak during a classroom lesson.
5. Complete all assignments on time.
   This is for me. For you. And for all of us.

By: Juliana Araujo GC 15

Respect yourself, your friend, and your school.

Don't forget to worship and pray everywhere we go.

To: Everyone

Name: Sevi
Date: 03/10/21
## My Own Character Notes

<table>
<thead>
<tr>
<th>Characters</th>
<th>Value</th>
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<tbody>
<tr>
<td>DISCIPLINE</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>COOPERATIVE</td>
<td>1 2 3 4</td>
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<tr>
<td>HONEST</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>HARD WORK</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>ENVIRONMENT AWARENESS</td>
<td>1 2 3 4</td>
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<tr>
<td>CARING</td>
<td>1 2 3 4</td>
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<tr>
<td>RELIGIOUS</td>
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<td>KNOWLEDGEABLE</td>
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<tr>
<td>CREATIVE</td>
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## Character Notes for My Friend

<table>
<thead>
<tr>
<th>Characters</th>
<th>Value</th>
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<tbody>
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</tbody>
</table>
A. KOMPETENSI INTI

1. KOMPETENSI INTI 1 (SIKAP SPIRITUAL)
Menghargai dan menghayati ajaran agama yang dianutnya.

2. KOMPETENSI INTI 2 (SIKAP SOSIAL)
Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. KOMPETENSI INTI 3 (PENCAPAIAN)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. KOMPETENSI INTI 4 (KETERAMPILAN)
Mengolah, menyajikan, dan menalar dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

INDIKATOR PENCAPAIAN KOMPETENSI

3.12.1 membandingkan fungsi sosial, beberapa pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

3.12.2 membandingkan fungsi sosial, beberapa pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

3.12.3 membandingkan struktur teks, beberapa pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

3.12.4 membandingkan struktur teks, beberapa pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

3.12.5 membandingkan unsur kebahasaan, beberapa pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

3.12.6 membandingkan unsur kebahasaan, beberapa pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

KOMPETENSI DASAR

4.12 menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
INDIKATOR PENCAPAIAN KOMPETENSI

4.12.1 menyusun teks khusus dalam bentuk pesan singkat tulis, sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.12.2 menyusun teks khusus dalam bentuk pengumuman/pemberitahuan (notice) tulis, sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Pertemuan pertama
Setelah menyelesaikan serangkaian kegiatan pembelajaran, peserta didik dapat:
1. membandingkan fungsi sosial, beberapa pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunannya.
2. membandingkan fungsi sosial, beberapa pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunannya.
3. membandingkan struktur teks, beberapa pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunannya.
4. membandingkan struktur teks, beberapa pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunannya.
5. membandingkan unsur kebahasaan, beberapa pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunannya.
6. membandingkan unsur kebahasaan, beberapa pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunannya.

Fokus karakter: percaya diri

Pertemuan ke-dua
Setelah menyelesaikan serangkaian kegiatan pembelajaran, peserta didik dapat:
- menyusun teks khusus dalam bentuk pesan singkat tulis, sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Fokus karakter: kerja keras, santun, peduli, gotong royong

Pertemuan ke-tiga
- menyusun teks khusus dalam bentuk pengumuman/pemberitahuan (notice) tulis, sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Fokus karakter: santun, peduli, gotong royong

Pertemuan ke-empat
- Mempublikasikan hasil teks notice yang telah disusun ke tempat-tempat yang ditentukan di seluruh sudut sekolah.

Fokus karakter: santun, peduli, gotong royong

D. MATERI PEMBELAJARAN

1. Materi pembelajaran Regular:
   - Teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice).
   - Konseptual:
     - Unsurn kebahasaan:
       - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda.
       - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
       - Huruf besar, huruf kecil, titik, koma, tulisan tangan.
Faktual

Fungsi sosial:
- Memberi informasi tindakan dilaksanakan sesuai yang diharapkan

Prosedural
Struktur teks:
- Judul atau tujuan pengumuman
- Informasi rinci yang diumumkan

Metacognitive:
- Memberikan respon secara jujur tentang pentingnya mempelajari, menyusun teks pesan pendek dan notices

Topik:
- memberi dan meminta informasi terkait kegiatan sekolah melalui teks khusus pengumuman/pemberitahuan (notice)

2. Materi pembelajaran Remidi
Membuat Teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice).

3. Materi pembelajaran pengayaan
Mengirim pesan singkat ke teman sekolah mengingatkan informasi tertentu

E. METODE PEMBELAJARAN
- Saintifik
- Metode literasi

F. MEDIA DAN BAHAN
- Notes, Kartu, LCD

G. SUMBER BELAJAR

H. LANGKAH-LANGKAH PEMBELAJARAN
1. Pertemuan Pertama: 2 JP

Kegiatan Pendahuluan
a. Guru mengendiskusikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdoa dan membasakan mengungkapkan ungkapan syukur atas nikmat yang diterima setiap saat.

b. Guru mengecek kehadiran peserta didik.

c. Guru menyampaikan kompetensi yang akan dicapai, yaitu mengenali, membedakan dan membuat pesan singkat dan pengumuman/pemberitahuan (notice), yang terkait dalam kehidupan sehari-hari di lingkungan sekolah

D. Guru menyampaikan lingkup penilaian pemberian tugas

e. Karakter yang difokuskan: jujur, peduli, percaya diri, gotong royong, dsb.

Kegiatan Inti
a. Mengamati
- Peserta didik mendengarkan apa yang diucapkan dan diperintahkan guru sebagaimana tercatat dalam catatan/notes pesan singkat.
- Peserta didik membaca pesan singkat yang ada di dalam buku teks dan mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan.
- Peserta didik secara berkelompok mengidentifikasi karakter yang tersirat dalam pesan pesan tersebut.

b. Menanya
- Peserta didik menanyak hal-hal yang tidak diketahui.

c. Menemukan informasi
- Peserta didik membaca lagi ungkapan-ungkapan yang ada di dalam buku tentang pesan singkat dan menuliskannya di dalam buku catatan.
d. Mengasosiasikan
   - Peserta didik membandingkan temuan tentang fungsi sosial, struktur tekst, unsur kebahasaan, serta karakter yang tersirat dalam pesan-pesan singkat dan membuat catatan di dalam buku catatan.
e. Mengomunikasikan
   - Peserta didik menyampaikan hasil temuan mereka ke depan kelas.

Kegiatan Penutup
a. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai pesan singkat dengan cara membuat ringkasan materi secara tulis
b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.
c. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.
d. Guru menyampaikan kegiatan belajar yang dikerjakan sebagai PR, yaitu mengerjakan tugas yang ada di buku paket chapter XII.
e. Guru memberi tugas peserta didik mengirimkan WA dalam group WA di kelas masing-masing terkait tugas kelas dan meminta seseorang untuk mengeprint-nya.
f. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya, yaitu tentang teks khusus pengumuman/pemberitahuan (notice).

2. Pertemuan Kedua: 2 JP

   Kegiatan Pendahuluan
a. Guru mengindiskasikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdoa dan membiasakan mengungkapkan ungkapan syukur atas nikmat yang diterima setiap saat.
b. Guru mengecek kehadiran peserta didik.
c. Guru menyampaikan kompetensi yang akan dicapai, yaitu mengenali, menyusun pesan singkat yang terkait dalam kehidupan sehari-hari di lingkungan sekolah
d. Guru menyampaikan lingkup penilaian pemberian tugas
e. Karakter yang difokuskan: jujur, peduli, percaya diri, gotong roiyong, dsb.

   Kegiatan Inti

   a. Mengamati
      - Peserta didik melakukan pengamatan terhadap teks pesan pendek yang ada di dalam buku paket.
   b. Menanya
      - Peserta didik menanyakan hal-hal yang tidak diketahui.
   c. Menemukan informasi
      - Peserta didik membaca lagi teks pesan singkat yang ada di buku paket menuliskannya.
   d. Mengasosiasikan
      - Peserta didik membongkar temuan mereka dengan temuan yang dilakukan teman.
   e. Mengomunikasikan
      - Mempublikasikan hasil temuan pesan singkat di kelas.

   Kegiatan Penutup
a. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai pesan singkat dengan cara membuat ringkasan materi secara tulis
b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.
c. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.
d. Guru memberi tugas peserta didik menyusun notice yang sesuai dengan kondisi sekolah.
e. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya, yaitu tentang membawa alat-alat yang diperlukan: kertas manila, spidol, dll.
2. Pertemuan Ketiga: 2 JP

Kegiatan Pendahuluan
a. Guru mengondisikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdoa dan membiasakan mengungkapkan syukur atas nikmat yang diterima setiap saat.
b. Guru mengecek kehadiran peserta didik.
c. Guru menyampaikan kompetensi yang akan dicapai, yaitu mengenali, menyusun pesan singkat yang terkait dalam kehidupan sehari-hari di lingkungan sekolah
d. Guru menyampaikan lingkup penilaian pemberian tugas
e. Karakter yang difokuskan: jujur, peduli, percaya diri, gotong royong, dsb.

Kegiatan Inti
a. Mengamati
   - Peserta didik melakukan pengamatan terhadap teks notice dengan metode literasi, dengan membaca ungkapan yang ada di dalam buku dengan pancingan pertanyaan dari guru.
b. Menanya
   - Peserta didik menanyakan hal-hal yang tidak diketahui.
c. Menemukan informasi
   - Peserta didik membaca teks khusus notice, menuliskan temuan informasi di dalam buku catatan.
d. Mengasosiasikan
   - Peserta didik membandingkan tulisan mereka dengan temuan yang dilakukan teman.
e. Mengomunikasikan
   - Dengan berkelompok, peserta didik melaporkan hasil tulisan yang disusun sebagai draft notice untuk dipasang di lingkungan sekolah.

Kegiatan Penutup
a. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai cara membuat teks khusus bentuk notice
b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.
c. Guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.

2. Pertemuan Ke-empat: 2 JP

Kegiatan Pendahuluan
a. Guru mengondisikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdoa dan membiasakan mengungkapkan syukur atas nikmat yang diterima setiap saat.
b. Guru mengecek kehadiran peserta didik.
c. Guru menyampaikan kompetensi yang akan dicapai, yaitu menyelesaikan dan mempublikasikan notice yang terkait dalam kehidupan sehari-hari di lingkungan sekolah
d. Guru menyampaikan lingkup penilaian terkait tugas yang dibuat.
e. Karakter yang difokuskan: jujur, peduli, percaya diri, gotong royong, dsb.

Kegiatan Inti
- Dengan berkelompok, peserta didik menyelesaikan draft yang sudah dibuat dan memasangnya di lingkungan sekolah

Kegiatan Penutup
 d. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai cara membuat teks khusus bentuk notice
 e. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.
f. Guru memberikan umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik dan mengucapkan terima kasih telah membantu sekolah untuk lebih baik dengan cara memasang NOTICE di beberapa tempat.
g. Guru menyampaikan kegiatan di pertemuan mendatang, yakni memahami link lagu.
## I. PENILAIAN

### A. Teknik dan Bentuk Penilaian

1. **Sikap spiritual dan Sosial**

<table>
<thead>
<tr>
<th>No.</th>
<th>Teknik</th>
<th>Bentuk Intrumen</th>
<th>Contoh Butir Instrumen</th>
<th>Waktu Pelaksanaan</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observasi</td>
<td>Penuh</td>
<td>Berdoa sebelum pembelajaran. Mengucapkan 'alhamdulillah atau sejenisnya untuk nikmat yang diterima dini.</td>
<td></td>
<td>Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning).</td>
</tr>
<tr>
<td>2</td>
<td>Observasi, penilaian diri sendiri dan antar teman.</td>
<td>Penuh</td>
<td>Menunjukkan sikap percaya diri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Observasi, penilaian</td>
<td>Penuh</td>
<td>Menunjukkan sikap santun</td>
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</tr>
<tr>
<td>4</td>
<td>Observasi dan antar teman.</td>
<td>Penuh</td>
<td>Menunjukkan sikap peduli</td>
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<tr>
<td>5</td>
<td>Observasi, penilaian dan antar teman.</td>
<td>Penuh</td>
<td>Menunjukkan sikap jujur dan percaya dir</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Pengetahuan**

   **Teknik**: Penugasan dan pekerjaan rumah

3. **Keterampilan**

   **Teknik**: *On going assessment* pada saat menyusun teks pesan dan notices
   **Bentuk**: Praktik tulis

### B. Instrumen Penilaian

Terlampir

### J. PEMBELAJARAN REMIDIAL

Bentuk pembelajaran remedial:
- Bimbingan perorangan
- Pemanfaatan tutor sebaya

### K. PEMBELAJARAN PENGAYAAN

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran untuk perluasan atau pendalaman materi (kompetensi). Dalam topik ini, peserta didik tersebut dibentuk kelompok untuk *membuat teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice)*, dengan memberi dan meminta informasi terkait kegiatan di rumah.

---

Salatiga, 2 Mei 2018
Guru Mata Pelajaran,

Sri Wuryanti
NIP. 19600513198303 2 005
**MATERI PENILAIAN**

A. **Teknik:**
Penugasan (pekerjaan rumah) untuk aspek pengetahuan.
Soal Tugas Pekerjaan rumah: halaman 200 buku Siswa edisi revisi.
Kriteria penilaian:
Setiap butir soal yang dijawab benar, dinilai 100.

B. **Kriteria dan rubrik praktik tulis:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Rentang nilai</th>
<th>Kejelasan tulisan</th>
<th>Unsur kebahasaan</th>
<th>Struktur teks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>94 – 100</td>
<td>Tulisan jelas sehingga fungsi sosial dapat disampaikan dengan sangat baik.</td>
<td>Tidak terjadi kesalahan dalam unsur kebahasaan atau sangat sedikit kesalahan yang dibuat.</td>
<td>Struktur teks sangat runut.</td>
</tr>
<tr>
<td>2.</td>
<td>87 – 93</td>
<td>Tulisan ada sedikit ketidak jelasan tetapi fungsi sosial dapat disampaikan dengan baik.</td>
<td>Terjadi sedikit kesalahan, unsur kebahasaan yang dibuat.</td>
<td>Struktur teks runut.</td>
</tr>
<tr>
<td>3.</td>
<td>80 – 86</td>
<td>Tulisan terdapat ketidak jelasan di beberapa tempat, fungsi sosial dapat disampaikan dengan cukup baik.</td>
<td>Terjadi beberapa kesalahan dalam unsur kebahasaan, diterapkan dengan cukup baik.</td>
<td>Struktur teks cukup runut</td>
</tr>
<tr>
<td>4.</td>
<td>Di bawah 80</td>
<td>Tulisan tidak jelas, fungsi sosial tidak tersampaikan dengan baik.</td>
<td>Terjadi banyak kesalahan dalam unsur kebahasaan.</td>
<td>Struktur teks tidak runut.</td>
</tr>
</tbody>
</table>

Skor: penilaian tiap aspek direrata (dijumlah dan dibagi 3)

**Instruksi/tugas/soal**

C. Tulislah short message yang berkaitan dengan kegiatan di lingkungan sekolah: lihat contoh buku hal 202.

D. Tulis pesan singkat yang harus dikirimkan ke kawannya lewat HP/WA/FB perihal tugas sekolah dalam bahasa Inggris (seragam sekolah, mengerjakan PR, keg pramuka, keg olah raga, lomba) lihat contoh buku hal 208.

E. Kerjakan dalam kelompok terdiri atas 3 orang, susun sebuah notice setelah melalui pengamatan notice yang diperlukan di sekolah. Susun draft dan pasang di tempat yang kalian tentukan.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN IlMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telepon (0298) 6031364 Kode Pos 50716 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor: B731/In.21/D1.1/PN.03.1/04/2018 Salatiga, 10 April 2018

Lamp: Proposal Penelitian.
Hal: Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP N 1 Salatiga
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Latifahul Rizka
NIM: 113-14-079
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

THE IMPLEMENTATION OF CHARACTERS BUILDING IN ENGLISH SPEAKING CLASS

Dosen Pembimbing: Dr. Dewi Wahyu Mustikasari, S.S., M.Pd.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMP N 1 Salatiga, mulai tanggal 16 April 2018 s/d selesai. Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan
Wakil Dekan Bidang Akademik

[Signature]

NIP. 19690617 199603 1004

Tembusan: 1. Mahasiswa yang bersangkutan
PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN
SMP NEGERI 1 SALATIGA
Alamat: Jalan Kartini No. 24 ☎ 0298 325160 & 0298 316048
Website http://pustakagrisa.sch.id Email : smpl_grisa45@yahoo.co.id
SALATIGA 50711

SURAT KETERANGAN
Nomor : 423.4 / 409

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Salatiga menerangkan bahwa:

Nama : LATIFATHUL RIZKA
NIM : 113-14-079
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Benar-benar telah melakasankan penelitian mulai dari 18 April 2018 yang berjudul:

“The Implementation of Characters Building in English Speaking Class”

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Saat ini, 23 Agustus 2018
Kepala Sekolah,

[Signature]

Wartawan, S.Pd,M.Pd
NIP. 196410311984031 013
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Listifathul Rizka  
NIM : 113-14-079  
Dosen Pembimbing : Dr. Dewi Wahyu Mustikasari, S.S., M.Pd.  
Judul Skripsi pada surat penunjukan pembimbing skripsi :

THE INTERNALIZATION OF CHARACTER BASED ENGLISH MATERIALS IN ENGLISH LANGUAGE TEACHING (A DESCRIPTIVE STUDY AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 SALATIGA IN THE ACADEMIC YEAR 2017/2018)

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>25/12 '19</td>
<td>Proposal Skripsi</td>
<td>- Revisi Judul</td>
<td>Jurs</td>
</tr>
<tr>
<td>2.</td>
<td>03/01 '18</td>
<td>Judul, Revisi &amp; Research Questions</td>
<td>- Revisi Judul</td>
<td>Jurs</td>
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<tr>
<td>3.</td>
<td>16/03 '18</td>
<td>Judul &amp; Research Questions</td>
<td>- ACC Judul</td>
<td>Jurs</td>
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</table>
| 4.  | 21/3 '18  | The Implementation of Character Building in English Language Teaching Research Question  | - Cari teori u/ menajawab research question  
- Tambah isir data | Jurs |
| 5.  | 3/7 '18  | Bab I, II, III  | - lanjut bab IV, V | Jurs |
| 6.  | 9/7 '18  | Bab IV, V, VI  | - Revisi bab IV, V | Jurs |
| 7.  | 13/7 '18 | Bab IV, V, VI  | - Revisi bab I, II, III, IV  
- Background belum di cek  
- check Grammar | Jurs |
| 8.  | 18/8 '18 | Bab VII, VIII  | - Revisi  
- Grammar check | Jurs |

**Catatan:**

Jika ada perubahan judul skripsi, harap dicontohkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Dosen Pembimbing:

Dr. Dewi Wahyu Mustikasari, S.S., M.Pd.
NIP. 197908212011012007
<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
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<td>9</td>
<td>24/1/18</td>
<td>Bab 3, 4, 5</td>
<td>Revisi bab 3, 4, 5, Grammar Check</td>
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<td>10</td>
<td>30/1/18</td>
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<td>Grammar Check, Chapter 4 in tambah discussion, kaji hasil observasi dari guru</td>
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<td>31/1/18</td>
<td>Bab 1, 3, 4, 5</td>
<td>Grammar Check, Referenser perbaiki, tambahkan hasil awal sendiri setelah interview</td>
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<td>12</td>
<td>1/8</td>
<td>Bab 1, 3, 5, 6, 7</td>
<td>Perbaiki layout, tulisan, References, Grammar Check, Perbaiki abstract</td>
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<td>10/8</td>
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<td>ACC</td>
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</table>

Dosen Pembimbing:

Rr. Dewi Wahyu Mustikasari, S.S., M. Pd.
NIP. 19790821 2011101 2 007

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
<table>
<thead>
<tr>
<th>No.</th>
<th>Certificate of appreciation “scholarship forum”</th>
<th>15 November 2014</th>
<th>Peserta</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Sertifikat “training personality plus” regional jawa Tengah oleh karima learning and training center</td>
<td>23 November 2014</td>
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<td>27 November 2014</td>
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<td>7 Desember 2014</td>
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<tr>
<td>13</td>
<td>Sertifikat PAB (penerimaan anggota baru) JQH al furqon stain salatiga dengan tema “Menubuhkan Karakter Islam dan Qurani”.</td>
<td>13-14 December 2014</td>
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<tr>
<td>14</td>
<td>Sertifikat “sibasibi training uas semester ganjil tahun 2014”</td>
<td>19-20 December 2014</td>
<td>Peserta</td>
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<td>15</td>
<td>Sertifikat seminar nasional “peranan teknopreneur dalam mendukung program pemerintah melalui ekonomi kreatif”</td>
<td>15 April 2015</td>
<td>Peserta</td>
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<td>16</td>
<td>Seminar nasional bahasa arab ittfaq dengan tema “aktualisasi bahasa arab untuk membentuk karakter bangsa yang bermartabat”.</td>
<td>10 Juni 2015</td>
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<tr>
<td>17</td>
<td>Sertifikat gebyar seni qurani ke 7 tingkat jawa tengah dengan tema “menyiarkan islam melalui apresiasi maha karya seni quraniyy”</td>
<td>6-8 November 2015</td>
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<td>18</td>
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<td>28 Desember 2015</td>
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<td>24 September 2016</td>
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<tr>
<td>20</td>
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<td>29 April 2017</td>
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<td>Certificate national seminar with theme “unlocking”</td>
<td>6 May 2017</td>
<td>Peserta</td>
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<td></td>
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<td>students potential to deal with globalization</td>
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<tr>
<td>22. Sertifikat seminar nasional “nilai nilai kebudayaan dalam pendidikan islam Indonesia”</td>
<td>5 mei 2018</td>
<td>Peserta 8</td>
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<tr>
<td>23. Sertifikat seminar nasional “Wonderful Ramadhan” Dan Launching Komika</td>
<td>16 mei 2018</td>
<td>Peserta 8</td>
<td></td>
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<tr>
<td>Jumlah</td>
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Salatiga, 1 Agustus 2018

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

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<td>Opak jurusan tarbiyah stain salatiga 2014 dengan tema “aktualisasi pendidikan karakter sebagai pembentuk generasi yang religious, educative, dan humanis”</td>
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I have been marked below:

Name : Latifathul Rizka
Nim : 113-14-079
Department : English Education Department
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The Researcher

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