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CHAPTER I

INTRODUCTION

This chapter describes the background of the problems, identification of the problems, scope of research, research of question, objectives of the research, significance of the research, and definition of terms as will be elaborated in the following sections.

A. Background of the Research

Character is an individual trait in the form of traits, personality, character, and behavior that is expressed in everyday life. Omeri (2015) states that Character is a combination of morals, ethics, and character. Morals focus more on the quality of human actions, actions, or behavior or whether those actions can be said to be good or bad, or right or wrong. On the other hand, ethics provides an assessment of good and bad, based on the norms that apply in a particular society, while the moral order emphasizes that in essence humans have embedded beliefs in which both (good and bad) exist.

The character of students is currently starting to decline, especially during this hybrid learning period where students are divided into two groups, there are online and offline which causes some students to not receive direct character education. Moreover, character education is something that absolutely must be implemented because basically all teachers as educators have the same goal of shaping the nation's character. Not necessarily character education is the responsibility of moral education

or character education and Pancasila, but it is the responsibility of all fields of study Santika (2020) Therefore, when implementing the 2013 curriculum, the balance of cognitive, affective, and psychomotor learning becomes an absolute output as part of the nation's character education. Character education is not only given at home but also at school. In schools, character education can be integrated with learning English subjects, one of which is in teaching speaking in learning can also foster character education in students. Teaching speaking through PBL can grow students' character such as religion, honesty, responsibility, tolerance, discipline, hard work, creativity, independence, democracy, courage, and national character. So, the teacher should pay more attention to the student's character when teaching speaking.

It is in line with Santoso (2018) Kuzairi, & Maulida's (2019), Study that in teaching speaking skills courses which include listening, speaking, reading, and writing. There is indirect character learning such as the character of reasonability, respect, justice, courage, a sense of nationality, honesty, self-discipline, caring, and perseverance. Based on the result of the study, it was concluded that a student's character can be formed through learning English, and through all skills in learning English such as listening, speaking, reading, and writing.

Speaking is an important part of learning and teaching a second language. However, today's world requires that the aim of teaching speaking should be to improve students' communicative skills because only in that

way, students can express themselves and learn how to follow appropriate social and cultural rules in every situation. It is in line with Leong, Lai-Mei & Ahmadi, (2017, p.35). The study stated that speaking is the most important skill because it is one of the skills needed to have a conversation. other studies also mention Bahadorfar & Omidvar, (2014) The study stated that Speaking is an important part of learning and teaching a second language, it is an art of communication and one of the 4 productive skills that must be mastered in learning a foreign language. According to Harmer (2001), discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects knowledge of 'language features, and the ability to process the information on the spot, which means 'mental/social processing'. The aspect, language features, necessary for spoken production involved. The following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview: Connected Speech, Expressive devices, lexis and grammar, and Negotiation language.

Teaching speaking is a way for teachers to train students in expressing emotions that are packaged in sentences spoken by students in conversation. According to Kayi (2006:2), Teaching speaking is to teach ESL learners to procedure the English speech sound and sound pattern, use word and sentence stress, intonation pattern and rhythm of the second language, and select appropriate words and sentences according to the proper social

setting. Audiences, situation, and subject matter organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgment, and use the language quickly and confidently with few unnatural pauses, which is called fluency.

The problem of character education that often arises is that when students learn to speak English in class, students assume the lesson has a lot of material in the form of concepts which sometimes makes students not respect the teacher in teaching English in class, and there are even students who play cell phones in class. when learning English in class students do not search for material on google but students play games and social media, some students are busy chatting with their friends and there are also students whose feet are on the table even though in class there is a teacher teaching. This makes the researcher conclude that character education in the school is still lacking.

Based on those problems above, teaching speaking can use problem-based learning so that teaching speaking is more active and interactive and can even educate students' character to be even better. According to Kosasih (2014: 88), states that "Problem-Based Learning (PBL) is a learning model based on the problems faced by students related to the basic competencies learned". Furthermore, research, Arends in Hariyanto and Warsono, (2012:410) explains that the main characteristics of the Problem Based Learning model are asking questions or problems, emphasizing the interrelationships between disciplines, authentic (real) investigations,

producing products and exhibiting them, and collaborating. learning speaking through problem-based learning has a goal, namely to train thinking skills and grow characters by k-13.

When students learn to speak English in class, students perceive lessons that have a lot of material in the form of concepts and sometimes make students less motivated because of the use of learning models, the teacher dominates over the students. Teachers tend to be more active, while students or students just sit, listen and take notes on the teacher's explanations. And makes it difficult for students to learn English especially speak, they do not want to express their opinions and tend to be shy in speaking. Therefore, teaching speaking using problem-based learning is very important because this model makes students active and think critically, it can even bring out student characters such as teamwork, respect for other people's opinions, responsible, and others.

Several studies have been conducted by previous researchers, according to Prabawati, Herman, & Turmudi (2017). Character education can be instilled through learning mathematics. Characters that can be built from learning mathematics include: persistent, creative, tenacious, and curious. However, this research was conducted in mathematics learning and was carried out offline. Another research is Prastiwi (2017). mentions Embedding academic content and character development requires creative teachers to design and conduct a conducive teaching and learning process.

Effective teaching always promotes moral and academic excellence. The character can be learned and acquired through the education of any subject.

Teaching speaking through problem-based learning, the teacher makes small groups and then gives problems to students, at that time students will discuss and solve the problems given by the teacher by collaborating with their group friends then students explain the results. The results of the discussion in front of the class. Character Values in Problem-Based Learning According to Suyadi (2015: 135-136) Problem-Based Learning has the following character values: Responsibility, Hard work, Tolerance and Democracy, independence, Environmental and social care, Nationalism spirit, and love for the homeland. Arends (in Hariyanto and Warsono, 2012, p. 401) suggests a problem-based learning syntax (Problem Based Learning), namely: student orientation to problems, organizing students, guiding individual and group investigations, developing and presenting results, as well as analyzing and evaluating processes. And problem-solving results. Based on the explanation above, the researchers focused and integrated on Embedding Character Education In Teaching Speaking Through Problem Based Learning At Class XI SMAN 7 Kediri.

B. Scope of the problem

The scope of the problem is only knowing how to use the steps of teaching speaking using Problem Based Learning and knowing what characters will be instilled or appear in learning to speak English using Problem Based Learning in class XI MIPA 3 of SMAN 7 Kediri.

C. Research Question

From the background above, the problems can be formulated, as follows:

1. How is the implementation of character education in teaching speaking using Problem Based Learning at class XI MIPA 3 SMAN 7 KEDIRI?
2. What types of characters of education are embedded in teaching speaking through Problem Based Learning at class XI MIPA 3 SMAN 7 KEDIRI?

D. Purpose of the Research

The aims of this research are:

1. To describe the steps to embedding character education in teaching speaking using Problem Based Learning at class XI MIPA 3 SMAN 7 KEDIRI,
2. To identify the types of characters are embedding in teaching speaking using Problem Based Learning at class XI MIPA 3 SMAN 7 KEDIRI.

E. Significance of the Research

Hopefully, the results of this research will be very important for English teachers, students, and researchers.

1. Teacher

Teachers will know more about the character of education that is integrated into teaching speaking and teachers can improve and integrate other educational characters in learning English through Problem Based Learning.

2. Students

Students will know what characters appear in themselves, and students will apply these characters in everyday life.

3. Researcher

Researchers will know what characters appear in teaching English, especially in teaching speaking, as well as knowing the flow of learning English using problem-based learning.

F. Definition of a key term

1. Character Education

Frye, et al in Yaumi (2014:133) define character education as a national movement to create schools that encourage the formation of ethics, responsibility, and concern for the younger generation by forming and teaching good character through emphasizing shared universal values. 18 character values must exist in character education, namely: Religious, Honesty, Tolerance, Discipline, Hard Work, Creative, independence, Democratic, Curiosity, National Spirit, Love of the Homeland, Appreciating of Achievement, Friendly/Communicative, Love Peace, Love to Read, Care for the Environment, Care for Social, Responsibility.

2. Teaching Speaking

Kayi (2006:2), Teaching speaking is to teach ESL learners to procedure the English speech sound and sound pattern, use word and

sentence stress, intonation pattern and rhythm of the second language, and select appropriate words and sentences according to the proper social setting. Audiences, situation, and subject matter organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgment, and use the language quickly and confidently with few unnatural pauses, which is called fluency.

3. ³² Problem Based Learning

Problem-Based Learning According to Kosasih (2014: 88), ¹⁵ "Problem-Based Learning (Problem-Based Learning) is a learning model based on the problems faced by students related to the basic competencies being studied".

5 CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the author describes a theoretical review of problem-based character education. Character Education, Teaching Speaking, problem-based learning.

A. The Nature of Character Education

Character is an individual trait in the form of traits, personality, character, and behavior that is expressed in everyday life. Omeri (2015) states that Character is a combination of morals, ethics, and character. Morals focus more on the quality of human actions, actions, or behavior or whether those actions can be said to be good or bad, or right or wrong. On the other hand, ethics provides an assessment of good and bad, based on the norms that apply in a particular society, while the moral order emphasizes that in essence humans have embedded beliefs in which both (good and bad) exist.

Moreover, Character education is an effort to create a generation of people who are smart and have good citizenship or have a noble character and personality of Indonesia. The success of character education implies that learning is not necessarily seen from the perspective of the cognitive domain only but rather how the balance of the cognitive, affective, and psychomotor domains whose origins are to realize a whole person. Santika, (2020). Other research mentions

¹ character education is something that absolutely must be implemented because basically all teachers as educators have the same goal in shaping the nation's character. Not necessarily character education is the responsibility of moral education or character and Pancasila education but it is the responsibility of all fields of study (Santika,2019:79).

Character education also has several important functions that need to be known when implementing character education. According to Zubaidi (2011: 18), states that ¹ character education has three main functions. First, the function of the formation and development of potential. Character education forms and develops the potential of students to think well, have a good heart, and behave in accordance with the Pancasila philosophy. Second, the function of repair and strengthening. Character education enhances and strengthens the role of the family, educational unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. Third, the filter function. Character education sorts out the nation's own culture and filters out other nations' cultures that are not in accordance with the nation's cultural values and the nation's dignified character. Therefore, when implementing the ¹ 2013 curriculum, the balance of the cognitive, affective and psychomotor learning domains becomes an absolute output as part of the nation's character education.

Character education also has several steps that need to be considered in teaching. According to Lickona, Schaps, and Lewis (2007) in Alimi (2013) identifying eleven steps that must be embedded in character education; (1) promoting the foundation of core values, (2) identifying comprehensive character, (3) developing approaches to developing character, (4) creating schools as caring communities (5) providing opportunities for moral action, (6) developing academic curriculum that contains character and competence, (7) provides strong motivation, (8) attaches staff and teachers as character educators, (9) develops moral leadership to institutionalize character education, (10) involves the community and family, (11) evaluates following character education by elaborating student attitudes.

From the proposition above, it can be concluded several critical points about the importance of teachers and the environment to build character education. According to Revell and Arthur, (2007:79-92) stated these conclusions include: 1. There is an important relationship between the views of students and teachers. Teachers must have appropriate character education experience. The experience will be conveyed to students as a learning practice. 2. Students should not be separated from society and the environment, because character education is an abstraction from everyday life. For a broader purpose, the core of character education is the need that behavior will be shaped through education. 3. Although it is important to link the environment

and school, sometimes the values and behaviors practiced in the family are different from the values and behaviors practiced in school. 4. If there is a gap in values and behavior between the school and the environment, the teacher usually uses his values and behavior to be firm with students.

B. Types of Character Education

Kementerian Pendidikan Nasional (2011) has identified eighteen characters that must be implemented by teachers in the learning process, including:

1. Religion

It is an attitude and behavior that is obedient in carrying out the teachings of the religion he adheres to and is tolerant of other religions.

2. Honesty

It is an attitude that can be trusted in words and actions.

3. Tolerance

It is an attitude and action that respects differences in religion, ethnicity, race, opinions, attitudes, and actions of others.

4. Discipline

It is an action that shows orderly behavior and obeys various applicable rules and regulations.

5. Hard work

It is an unyielding attitude and behavior in an effort to achieve goals.

6. Creative

It is thinking and doing something to produce new things from something that has been owned.

7. Independent

It is an attitude and behavior that is not easy to depend on others in completing the tasks given.

8. Democratic

It is a way of thinking, behaving, and acting that assesses the rights and obligations of himself and others.

9. Curiosity

It is an attitude and action that always seeks to know more deeply or to know new things.

10. National spirit

It is a way of thinking, acting, and having insight that places the interests of the nation and state above personal and group interests.

11. Love for the homeland

It is a way of thinking, acting, and having a national perspective that is always loyal to the homeland.

12. Appreciating achievements

It is an attitude and actions that try to produce achievements or achieve success and appreciate the success of others.

13. Friendly/communicative

Are attitudes and actions that are open in establishing relationships and communicating with others.

14. Peace-loving

It is attitudes and actions that prioritize peace and mutual peace.

15. Love to read

It is the habit of taking time to read or dig up information through reading media for the benefit of himself and the people.

16. Care for the environment

It is a way of thinking, acting, and having insight that puts the interests of the nation and state above the interests of themselves and their groups.

17. Social care

Are attitudes and actions I want to help other people and communities in need.

18. Responsibility

It is the attitude and behavior to carry out their duties and obligations as well as possible.

Mustoip, S. (2018). "Indonesia has five types of characters that are very important and urgent to be built and strengthened today, including: honesty, self-confidence, appreciation for diversity, enthusiasm for learning, and enthusiasm for work". to become a quality and efficient human being and able to make Indonesia proud as a dignified nation.

C. Concept of Speaking

²⁹ In Indonesia, English is taught as a Foreign Language (English as a Foreign Language) in the language of instruction. English in SMA Learning students can have competencies such as spoken and written language skills. And ⁶⁴ speaking is an important part of learning and ¹⁷ teaching a second language. However, today's world requires that the aim of teaching speaking should be to improve students' communicative skills, because only in that way, students can express themselves and learn how to follow appropriate social and cultural rules in every communicative situation.

¹² Speaking is one of the four skills of English learning. It also becomes the most important skill because it is always used in daily conversation. Leong, Lai-Mei & Ahmadi, (2017, p.35) also explained that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of 4 productive skills that must be mastered in learning a foreign language (Bahadorfar, Maryam & Reza Omidvar, 2014: 9)

Without speaking, people will not be able to socialize in any ³¹ society. For most people, the ability to speak a language is the same as knowing a language because speaking is the most basic means of human ³ communication. A recent study by Bashir, Asim, & Dogar, (2011) concluded that speaking skill is one of the communication elements of

which communication is the output modality and learning is the input of language acquisition and language use in ordinary voice; say the words; know and be able to use language; express yourself in words.

D. Concept of Teaching Speaking

⁸ According to Hornby (1995:37) states that teaching means giving instruction or knowledge to a person. While speaking means to make use of words in an ordinary voice, teaching speaking is giving instruction to a person in order to communicate. Speaking is a language skill that is developed in life, which is preceded by listening skills, and during the period speaking skill is learned. It means that speaking is the basic language. Teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood by using their current proficiency to the fullest. The learner have to try to avoid confusion in the message due to faulty on pronunciation, grammar or vocabulary and to observe the social and natural rules that are applied in each communication situation. Based on the explanation above, it can be conclude that speaking is the way for students to express their emotion, communicative needs, interact to other person in some situations. For this reason, it have to clear understanding involved in speech.

⁴ According to Kayi (2006:2), Teaching speaking is to teach ESL learners to: procedure the English speech sound and sound pattern, use word and sentence stress, intonation pattern and rhythm of the second

language, select appropriate words and sentences according to the proper social setting. Audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgment and use the language quickly and confidently with few unnatural pauses, which is called as fluency.

According to Nunan (2003) in Bahadorfar, M., & Omidvar, R. (2014)² teaching speaking is to teach our learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency

E. Element of speaking³

Speaking is a complex skill requiring the simultaneous use of number of different abilities, which often develop at the different rates. Harmer (2001), discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects knowledge of 'language features, and the ability to process information on the spot, it means 'mental/social processing'. The aspect, language features,

necessary for spoken production involves. The following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

- 1) Connected speech – conveying fluent connected speech including assimilation, elision, linking ‘r’, contractions and stress patterning–weakened sounds);
- 2) Expressive devices – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (suprasegmental features);
- 3) Lexis and grammar – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- 4) Negotiation language – in order to seek clarification and to show the structure of what we are saying.

F. Problem Based Learning

According to Kosasih (2014: 88), "Problem-Based Learning (Problem-Based Learning) is a learning model based on the problems faced by students related to the basic competencies being studied". Furthermore, Arrends (in Hariyanto and Warsono, 2012:410) explains that the main characteristics of the Problem-Based Learning model are asking questions or problems, focusing on inter-disciplinary interrelationships, authentic (real) investigations, producing products and showcase it, and collaborate.

In addition, Hung, Jonassen, & Liu (2008) states, ²⁰ Problem-based learning is based on constructivist assumptions about learning, such as:

a. Knowledge is individually constructed and socially co-constructed from interactions with the environment; knowledge cannot be transmitted.

b. There are necessarily multiple perspectives related to every phenomenon.

c. Meaning and thinking are distributed among the culture and community in which we exist and the tools that we use.

d. Knowledge is anchored in and indexed by relevant contexts.

And according to the same researcher Hung, Jonassen, & Liu, ⁴ (2008), Problem-based learning is an instructional methodology; that is, it is an instructional solution to learning problems. The primary goal of Problem Based Learning is to enhance learning by requiring learners to solve problems. Problem Based Learning Has the following characteristics:

1. ¹⁰ It is problem focused, such that learners begin learning by addressing simulations of an authentic, ill-structured problem. The content and skills to be learned are organized around problems, rather than as a hierarchical list of topics, so a reciprocal relationship exists between knowledge and the problem. Knowledge building is stimulated by the problem and applied back to the problem.

2. It is student centered, because faculty cannot dictate learning.
3. It is self-directed, such that students individually and collaboratively assume responsibility for generating learning issues and processes through self-assessment and peer assessment and access their own learning materials. Required assignments are rarely made.
4. It is self-reflective, such that learners monitor their understanding and learn to adjust strategies for learning.
5. Tutors are facilitators (not knowledge disseminators) who support and model reasoning processes, facilitate group processes and interpersonal dynamics, probe students' knowledge deeply, and never interject content or provide direct answers to questions.

G. The roles of Problem Based learning in teaching speaking ³²

Generally, the implementation of Problem Based Learning in teaching speaking is divided into five roles. First, in pre-teaching, in very beginning of the ²³teaching learning process, the teacher did not make sure the students to understand the goals of material but only explain to the students what they will learn that day. Second, in introducing problem and vocabulary, the teacher introduced the problem and vocabularies by showing the picture and text using power point. Third, in grouping students and providing resources, ⁵the teacher divided the students into group consist of five students and ask students to find another resource. Fourth, in ³⁹observe

and support, the teacher in this step observes the students and help the students when the needed a help. The teacher checks the group one by one and also gave feedback to their presentation. The last role, the teacher provides the students the opportunities to present and share the results of their work but the teacher did not assess students' participation and success in the activity. The teacher only assesses their brave in speaking and the fluently in speaking. Almost the roles are in line with (Mathews & Aydinli 2007:2).

H. Syntax for Problem Based Learning

According to Arends in Hariyanto, (2012:401) suggests the syntax of problem-based learning (Problem Based Learning), namely:

1. Student orientation to problems,

At this stage the teacher conveys the learning objectives, explains what logistics (materials and tools) are needed for problem solving and motivates students to pay attention to problem solving activities.

2. Organizing students,

At this stage the teacher helps students define and organize learning so that it is relevant to problem solving.

3. Guiding individual and group investigations,

At this stage the teacher encourages students to seek appropriate information, conduct experiments, and seek explanations and problem solving.

4. Developing and presenting results,

At this stage the teacher helps students in planning and realizing results that are in accordance with the tasks given.

5. As well as analyzing and evaluating processes and problem solving results.

At this stage the teacher helps students to reflect on the results of their investigations and the learning processes that have been implemented.

Based on this syntax, the application of the Problem Based Learning model is in line with the learning principles stated in Permendikbud number 22 of 2016, where learning is student-centered learning.

I. Previous Study

Similar research on problem-based character education for students has been carried out by many researchers out there. Some studies on it will be presented below.

Previous first research from Karyati, S. (2018, October). Instilling Character Education Through Problem-Based History Learning (Problem Based Learning). In the National Seminar on Education and Citizenship IV (pp. 243-251). in this study using a qualitative method which was carried out at SMKN 1 Jenangan Ponorogo. Based on this research, one of the efforts to instill character education is history learning. Through history learning, students are expected not only to be able to emulate the values of the struggle of their predecessors, but also

to be able to think critically to assess right and wrong actions, honesty, discipline, cooperation, tolerance, and decision making. One of the historical learning strategies is problem-based learning (Problem Based Learning) which is in accordance with the mandate of the 2013 Curriculum. From this learning it is expected that students are able to think critically to formulate problems, determine alternative problem solving and decide how to solve the problems they face. In this study, it was found that the problem-based history learning strategy is one of the efforts to train children to think critically in solving the problems they face. In addition, character values are also instilled in it, such as honesty, responsibility, religion, cooperation, mutual respect, discipline, hard work, tolerance and broad insight.

The second is in Prabawati, M. N., Herman, T., & Turmudi, T. (2017). The Effectiveness of Problem Based Learning in Building Student Character. This study uses a qualitative approach. The research was conducted in a junior high school with 36 students. Data collection includes: (a) observation, data collection with ongoing learning observations; (B) a test, a series of questions (questions) to measure the skills, knowledge, intelligence, abilities, or talents of an individual or group; (c) documentation, data collection through documents, (d) field notes, which record important events and experiences that occur during learning. Based on this research, it is stated that education in schools through mathematics learning activities in the classroom must be well

designed so that the goal of forming students' character through learning mathematics in schools can be achieved. Student characters that can be built at each stage of problem-based learning include perseverance, creativity, tenacity, and curiosity. In this study, in general, the results showed an increase in character ⁷⁷ development in problem-based mathematics learning in the face of the era of globalization. The application of ⁸⁷ problem-based learning has motivated students to have character in solving ²⁴ mathematical problems, which can be seen from the results of the researcher's observations of 65.625% (good), while student learning observations of 63.572% (good). For students' academic ability of 63.33% (good). This is in line with the opinion ⁴⁶ that learning is an active and constructive process in which students try to solve problems by actively participating in mathematical problem solving exercises during the learning process.

The third of Prastiwi, C. H. W. (2017). ⁶ Integrating Character Education In Teaching Speaking For Business Administration Students. The research design is descriptive as it tried to describe the way to have ⁶ character education in the classroom. The data were obtained from teaching and learning process which was carried out at the first semester of academic year 2015/2016 with time allotment of 3x100 minutes. The research subjects were 26 higher education students of Business Administration Department in private university in Sidoarjo, Indonesia. ⁶ The results of this study are expected to be a reference for future

educators who are interested in integrating character education into the curriculum. The result of this research is that effective teaching always promotes moral and academic excellence. Character can be learned and acquired through any subject education. Involving students in thinking, feeling, and acting about character and values is the main role of educators. Character education involves educators, working with people to create and sustain environments where possible. Reflection, assessment, and evaluation should always be done during the integration of character education into the curriculum.

Then the fourth of Nindita, D. (2015). The Implementation of Problem-Based Learning In Teaching Speaking In Seventh Grade At SMPN 1 Grogol Kediri In Academic year 2014/2015. in the study was carried out on March 14 and March 15 2015 using three instruments. The researcher used observation to observe the implementation of PBL in teaching speaking. Meanwhile, researchers used interviews to obtain data on students and English teachers. Researchers also took video recordings as documentation. Based on the results of the study there are four of the five roles carried out by the teacher. They are introducing problems and vocabulary, grouping students and providing resources, observing and supporting, and following up and assessing progress. In addition, the results of the study also show that PBL has several advantages for students. The advantages are that PBL makes it easier for students to understand the material, PBL makes students more active in

speaking English, and PBL increases student motivation. As a result, it can be seen that all the roles performed by the teacher above have been carried out. However, there are several roles, which the teacher skips due to several conditions. Also, there are several advantages of PBL-affected students in speaking class and it makes students better to learn. PBL makes it easier for students to understand the material, PBL makes students more active in speaking and PBL increases student motivation.

And lastly Putri, A. F. (2017). Teaching Speaking Using Problem-Based Learning to Class VII Students of SMP Pawayatan Daha 1 Kediri Academic Year 2016/2017 (Doctoral Dissertation, Thesis Article). In this study, this research approach is quantitative research, and the strategy of this research is experimental research, especially pre-experimental designs, especially using one-shot case studies. The research also stated that this research was conducted at SMP Pawayatan Daha 1 Kediri in May 2017. The subjects of this research were grade VII students of SMP Pawayatan Daha 1 Kediri which consisted of 17 boys and 23 girls. The author chose 7A as a sample. The author analyzed the data using statistical formulas. He used tests to get data, post-test was given to students after the writer gave treatment to students. The results showed that there were 132 scores found the average score was 66 scores for pronunciation, second, the frequent score was 127 found the average score 63 scores for fluency, third, 101 scores found the average score 50 scores for accuracy in grammar. Means a

total of 60 scores are quite effective. teaching speaking after being taught using Problem Based Learning (PBL) is quite effective, students' speaking skills improve for pronunciation, and students can speak English with confidence.

19 CHAPTER III

RESEARCH METHODOLOGY

This chapter presents information which consists of research approach, researcher role, research subject, data source, data collecting technique, and data analysis technique.

2 A. Research Approach

This research is descriptive qualitative research in which researchers seek information by observing the process of teaching English using Problem Based learning to instill character education in students. The data collected is presented in the form of descriptive explanation. Also, case study method was used to conduct this research. Wahyuni (2013) defines a case study as an exploration of “a bound system” or “a case/multiple case” which from time to time goes through in-depth data collection and involves various sources of information that are “rich” in a context. This system is limited by time and place while cases can be studied from a program, event, activity or individual.

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It can be seen that case study research is a study in which researchers explore and investigate a certain phenomenon that occurs at a certain place and time through a detailed contextual analysis of a number of events, conditions, and relationships that are limited in a certain place temporarily. The phenomenon studied is related to the application of problem-based learning in English lessons, especially in speaking skills to students at the high school level. The case study is the right method to be used in this

research to embed character education in learning English using problem-based learning at class XI MIPA 3 SMAN 7 Kediri.

B. Researcher Role

The researcher³⁷ is the person who observes the problem-based English teaching and learning process to embed character education in the students of class XI MIPA 3 SMAN 7 Kediri and conducts interviews with teachers and students. So, in this study, the role of the researcher is as a research instrument³⁴ where the researcher acts as an observer,² designer, data collector, analyst, data interpreter, and reporter of research results.¹⁴ qualitative research is interpretative research; the inquirer is typically involved in a sustained and intensive experience with participants. This introduces a range of strategic, ethical, and personal issues into the qualitative research process (Locke, Spirduso, & Silverman, 2013) cited by Creswell, J. W (2017).¹⁴ With these concerns in mind, inquirers explicitly identify reflexively their biases, values, and personal background, such as gender, history, culture, and socioeconomic status (SES) that shape their interpretations formed during a study. In addition, gaining entry to a research site and the ethical issues that might arise are also elements of the researcher's role Creswell, J. W., & Creswell, J. D. (2017).

C. Research ²³ Place and Time of the Research

1. Place of the Research

This research was conducted ³⁶ at SMAN 7 Kediri which is located on Jl. Penanggungan No.4, RT.34/RW.07, Bandar lor, Kec. Mojoroto, Kediri City, East Java. SMAN 7 Kediri has three classes, namely grade ten, grade eleven and grade twelve. In this study the researchers took ⁹⁷ the students of class XI MIPA 3 SMAN 7 Kediri.

The research chose this place because the school ² is one of the favorite schools in Kediri and the school has great graduates and many championships have been won by SMAN 7 Kediri but it is unfortunate that there are students who feel they lack character education, for example there are students who continue to ride motorbikes even though there are rules When entering the school it is forbidden to ride a motorbike, then there are also students who play cellphones during class, and I also happen to be carrying out the PLP program at SMAN 7 Kediri. Therefore, I chose SMAN 7 Kediri as my research place.

2. Time of the Research

The preparation ⁴² of this research began in May 2021 at the time of the preparation of the proposal seminar. The research in this thesis continues the thesis proposal which was carried out in May 2021. The research will be resumed in January 2022, starting with the Designing the research stage in January after that, Arranging the instrument in February, then the Collecting the Data stage in March, after that the ⁴² data analysis stage was in April and the last stage was the Writing the conclusion of the research stage which was

carried out from May to June. So, researchers need time to complete the research from January to June 2022.

D. Research Subject

The research subjects in this study were high school English teachers with an English education background and students at SMAN 7 Kediri. Thus, it can be seen that the learning method uses Problem Based Learning in learning English to embed character education in students of class XI MIPA 3, with a total of 34 students in each class XI MIPA 3 SMAN 7 Kediri.

E. Data Collecting Technique

1. Observation

Observations were made by recording activities, the process of planting character education in learning English using problem-based learning, visually and using devices. Observations are also used to find out or record how the implementation of speaking learning through problem-based learning is used to find out or record the characters that will be implanted in learning to speak through problem-based learning at SMAN 7 Kediri. According to Creswell, J. W., & Creswell, J. D. (2017) explains that qualitative observation is when researchers make field notes about the behavior and activities of individuals at the research location. In this field note, the researcher records, unstructured or semi-structured (using some previous questions that the questioner wants to know), activities at the research site. Qualitative observers can also engage in roles that vary from

nonparticipant to full participant. Usually, these observations are open-ended where the researcher asks the participants general questions that allow the participants to give their views freely.

50 2. Interview

The researcher added information by conducting semi-structured interviews with English teachers and high school students during the observation period. The aim is to find out how to implement speaking teaching through problem-based learning and to find out what characters will be implanted in teaching speaking through problem-based learning at SMAN 7 Kediri. According to Creswell, J. W., & Creswell, J. D. (2017) 11 In qualitative interviews, researchers conduct face-to-face interviews with participants, telephone interviews, or engage in focus group interviews with six to eight people interviewed in each group. These interviews involve a small number of unstructured and generally open-ended questions and are intended to elicit views and opinions from the participants.

3. Documentation

Documents obtained from teachers, such as lesson plans and syllabus, were analyzed by researchers to add data and cross check with data from observations and interviews. The aim is to find out the implementation of teaching speaking through Problem Based Learning and to find out what characters are implanted in teaching speaking through Problem Based Learning in more detail. According to Creswell, J. W., & Creswell, J. D. 17 (2017) 11 During the research process, investigators can collect qualitative

documents. These may be public documents (for example, newspapers, meeting minutes, official reports) or private documents (for example, personal journals and diaries, letters, e-mails).

F. Research Procedure

1. Preliminary

At this stage, the researcher investigates the phenomena and problems of the character of students who are felt to be lacking in application at school. Then, previous studies and theories related to the problem were reviewed to obtain more information.

2. Problem Formulation

In this stage, the researcher formulated the problem gained from conducting preliminary study and then selected some theories and previous studies that had been reviewed.

3. Collecting Data

The researcher decided and designed technique for collecting data. After that, he applied that technique, which is by doing observation in the class during the process of teaching held by English teacher, doing interview with the teacher and students and conducting study of documents. Then, the collected data were analysed and interpreted based on the researcher comprehension

4. Data Report

The data that has been analyzed is presented in the form of papers, articles or thesis, where the researcher compiles the results by taking into account the rules that must be considered.

G. Data Analysis Technique

In analyzing the data the researcher used data analysis technique proposed by Miles, Huberman, & Saldana (2014), as follows:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials (Miles, Huberman, & Saldana, 2014). All data obtained were simplified by selecting the appropriate and important data and the rest, unimportant data, were simply ignored. The data condensation was done during research process whereby the data were simplified and reduced to select only supported-information for this study.

2. Data Display

Data display is conducted by assembling, presenting all of the data that have been condensed. It is used to know the entire description of the result so that the researcher can draw conclusion afterwards. According to Miles, Huberman, & Saldana (2014), generically, a display is an organized, compressed assembly of information that allows conclusion drawing and

action. By presenting data, the researcher could consider and analyse the process that should be taken based on his understanding.

3. Drawing and Verifying Conclusions

To draw reasonable conclusion, the researcher must conduct verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions are drawn throughout the course of study.

61 CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research findings. The research findings were obtained from observations made in 4 Mathematics and Natural Science classes in the second year at SMAN 7 Kediri and interviews with English teachers at SMAN 7 Kediri. The research findings are presented to answer the research problem that is; how is the implementation character education of teaching speaking using Problem Based Learning at class XI MIPA 3 SMAN 7 KEDIRI? and what types of character education are embedded in teaching speaking through Problem Based Learning at class XI MIPA 3 SMAN 7 KEDIRI?

From observations made to students in class, researchers can obtain data on the characters of students in class and know the teacher's actions in dealing with good and bad student characters. From interviews with English teachers, researchers got data on how to implement problem-based learning through teaching speaking and finding out the characters that they want to appear in the teaching while discussion presented the result of the research findings.

90 A. Research Setting

The research was conducted at class XI MIPA 3 SMAN 7 Kediri school which is located on Jl. Penanggungan No.4, RT.34/RW.07, Bandar lor, Kec. Mojoroto, Kediri City, East Java. Researchers get access to the

school from the PLP program (Introduction to the School Field) from the campus and at the same time conduct observations, and interview documentation. This is done in the new normal period where school activities are carried out through half-online and half-offline learning. The learning process observed in this study was carried out face-to-face so that the learning that was studied was more detailed and clear.

B. Research Findings

The research findings are based on the results of data analysis. Data analysis consists of two parts; analysis of observational data, interviews, and documentation.

1. Teaching Stage

Observations were carried out during the new normal period, so classes were held online and offline while still following the health protocol rules made by the government. This research was conducted in Class XI MIPA 3, based on interviews conducted by researchers teaching teachers at SMAN 7 Kediri for 19 years, and in-class XI MIPA 3 there were 35 students in the class with different characters.

In the process of learning to speak using problem-based learning, it is carried out in three stages, namely Pre-teaching or introduction, core teaching or core activities, and Post-teaching or Closing, where the teacher adopts it from the standard process in-laws and regulations. .

¹⁶ Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016.

⁴⁷ a. Pre-Teaching Stage

At the pre-teaching stage, the teacher greets students by saying "Assalamualaikum wr wb". then proceed with praying first which is led directly by the teacher. after finishing praying, it was continued by checking the presence of students by calling the names of students one by one and asking how they were, and motivating students so that the class atmosphere was not tense when teaching. based on the researcher's observations, after several stages the teacher did in the classroom, the teacher prepared Microsoft Teams to connect students who got class schedules online. After that, greet and check the presence of students who have entered Microsoft Teams by asking students to turn on the camera and call the names of students one by one.

Then continued with the teacher telling the students about what material will be taught today by saying "Anyone knows, what we will learn today?" based on the researcher's observations there were no answers from students at that time, so the teacher repeated the questions and there was one student who answered the teacher's questions. then proceed with some questions about the topics that will be discussed at the meeting. the teacher said "Who here has ever been on a plane, gone to a

hotel, restaurant, or held an event?" and based on the researcher's observations, many students answered the question. followed by the teacher appointing students who will answer the questions given by the teacher then after the students answer, the student is given another question "How do I order a plane ticket?" and students answered enthusiastically. After the questions from the teacher are finished, the teacher conveys the objectives and benefits of the topic to be taught, after which the teacher adds an outline of the scope of the material to be taught at the meeting.

b. Main Teaching Stage

According to the data obtained by the researcher, that is Rencana Pelaksanaan Pembelajaran (RPP), the main teaching stage or core activities is divided into 5 parts stages including stimulation, identification/problem statement, data collecting, data processing, and finally verification and generalization.

At the stimulation stage, the teacher opens a book about reservations and instructs students to open the book and study material about reservations. when students study the material in the book, the teacher also explains the types of reservations and examples in books that the teacher reads such as airline tickets, hotels, restaurants, and event appointments. after that the teacher asked the students "Are there any questions about the material?" all the students fell silent. then the teacher sends a video of the

reservation material along with examples in the WhatsApp group, then instructs students to view and study the video through the student smartphone.

Followed by the identification/problem statement stage where the teacher goes around the students sitting in the right row to ask students "Is there anything confusing in this video?" One of the students sitting in the far-right row answered "No ma'am". Then proceed with the data collecting and data processing stage, which was done by the teacher appointing students and instructing them to read the sample reservation conversation in the video and continued with other students appointed by the teacher.

After the rightmost row is finished, proceed to the leftmost row, to continue reading the example of the continued reservation conversation from the previous row one of the male students when appointed by the teacher does not know what turn the text will be read, then the student borrows the student's smartphone in front of him and the teacher scolds the students " you are just playing " students the reason is " I saw the video earlier " then the teacher gives motivation and invites jokes so that the atmosphere is not tense. Then the teacher moved to the middle row and appointed students to read the reservation dialogue text in the video in turn.

After finishing, the teacher returned to the front of the class and gave instructions for the speaking task " create a group of 2 students and then make a dialogue about reservation (free topic), one reservation clerk and the other as a client, then practice in front of the class." then students group with their classmates and make reservation dialogue then practice it in front of the class. After that, the teacher gave 10 minutes for students to make dialogue reservations and practice speaking in front of the class. At that time, many student characters appeared, some were busy alone, some played on smartphones, some collaborated and discussed making dialogues, etc. after the time is over the teacher asks the students "Who is ready?" and there are some students who are ready and practice speaking in front of the class.

Then 3 groups are ready and they take turns moving forward, when the advanced group the teacher assesses the dialogue and speaks of the advanced group. at that time many students did not pay attention or were busy alone and the teacher reprimanded the students. then proceed to the verification and generalization stage at this stage the teacher allows students to ask the teacher related to the reservation material.

⁶⁶ c. Post-Teaching Stage

In the post-teaching stage, the teacher asks students related to the material and dialogue tasks to measure students' understanding of the reservation material that has been studied. "Any questions about this material?" when asked if there were no students who answered, the teacher took the smartphone and asked the students in Microsoft Teams and the students answered "No ma'am" then the teacher gave instructions to the students in Microsoft Teams to complete group assignments in the form of videos and collect them in the task column below. Microsoft Teams. The teacher again asked the students in Microsoft Teams "Maybe there's something you want to improve on?" Then some students asked "Mom when we make videos do we wear school uniforms or are we free?" then the teacher answered "free clothes to wear" then the teacher asked the students again "Do you understand the instructions?" and the students answered "yes ma'am" after that the teacher closed the class in Microsoft Teams first. " for classes in Microsoft Teams, since there is nothing else that needs to be built, therefore I will close the class only from me wassalamualaikum wr wb ".

¹⁷ Next, the teacher asks the students in the class, "Do you have any questions about the reservation material or an assignment you will be working on?" all students answered "no ma'am" and

then after that asked the students to pray first before closing the class. "Before mom closes the class, we pray first, praying begins...." After finishing praying, the class closed and the students could leave the class and rest.

Another finding in the observations made by the researcher is the types of media teachers use in teaching speaking through ⁴⁴problem-based learning. There are several kinds of media teachers use in teaching English such as English books, Smartphones, Microsoft Teams, and YouTube videos.

a. English book

English books are the media used by English teachers to teach speaking in class. It contains material information related to speaking about the reservation topic. English books are also categorized as print media which are used as basic teaching guidelines by teachers. Based on observations, the teacher uses an English book by conveying material about reservations. At that time, the teacher reads and gives examples of the material and asks students to repeat it afterward.

b. Smartphones

The smartphone is a medium used by ²⁴teachers in carrying out learning English speaking in class. The teacher uses a smartphone to send videos and YouTube links to WhatsApp groups and is used for learning for students who have odd

absences and schedule online learning at home through Microsoft Teams installed on students' and teachers' smartphones. students use smartphones to view and study videos about reservation material ¹⁶ given by the teacher students. based on the researcher's observations, the teacher uses a smartphone to make it easier to spread the video learning media and YouTube video link reservations on the smartphones of students in the class via WhatsApp group. at that time the teacher sent a video and a YouTube link and the students were instructed to study the video about the reservation which was sent on the WhatsApp group.

c. Microsoft Teams

⁴³ Microsoft Teams is a communication and collaboration platform that combines the features of work conversations, video meetings, file storage, and many more. teachers use the platform for online learning of students with a strict security system. Based on the researcher's observations, the teacher uses Microsoft Teams for fully online learning and Hybrid learning because the platform has simple and easy features for teachers and students to understand in teaching English, especially speaking.

d. YouTube videos

YouTube videos are learning media used by teachers in the form of audiovisuals that are suitable for teaching speaking. In this case, the teacher looks for videos on the YouTube platform that match the reservation material. ²⁴ Based on the observations of the researchers, the teacher gave a video or a YouTube video link via the WhatsApp group, and students were instructed to study and then make examples of text reservations and practice them in front of the class.

Other findings in data collection by means of teacher interviews conducted by researchers support the findings described earlier, including the teacher teaching at SMAN 7 Kediri for 19 years so the teacher studied by the researcher is one of the senior teachers at SMAN 7 Kediri. student learning outcomes, especially learning speaking while the teacher teaches. the teacher said, "some student learning outcomes are satisfactory and some are unsatisfactory, for the desired learning outcomes target the teacher has met 85%." In educating characters when learning English, by way of practice, not only theory is given. ²⁹ From the results of the interview, the teacher said "80% practice, educating him by the way the teacher gives examples of good attitudes/characters in everyday life that is applied in the classroom." the results of the teacher's interview also stated "for the theory it appears when students make mistakes and show bad attitudes/characters than the teacher disciplines

or warn them by telling them the attitudes/characters that must be used in class and daily life. For the theory, it can be accumulated 20%."

And the results of the interview also stated that the teacher used 2 models in teaching speaking including the snowball model and problem-based learning. The teacher also mentioned that the use of the problem-based learning model was easy to understand. When the teacher uses clues/problems, students are easy to understand. Students, when given a clue, will think about how to answer the clue or problem, with the clue or problem the teacher guides students to the material discussed in class. In the interview, it was also found that the problem-based learning model can print the character of students in group discussions based on the results of the interview the teacher said "yes, it is precise with this model that students with groups solve a problem or clue, for example, the teacher teaches narrative, before entering the discussion on the narrative the teacher gives a picture like pictures of folklore, pictures of fairy tales/fairy tails, then from the pictures, students are given questions or clues. Automatically students can explore the story and students will know that students are included in the narrative and students will understand that in the story there is a problem with the teacher's way give clues or questions. With these clues, students know the problem, how to solve it, and the characters of the characters."

2. Character education embedded in ²⁹teaching speaking through

Problem Based Learning

⁵The main purpose of character building through language teaching at SMAN 7 Kediri is to have good character, good behavior, and ⁵habituation of good attitudes. For example, like the Javanese, when we gather with our parents, we must use the Kromo language.

Building character is not only the task of religious teachers or PPKN teachers. English subjects are the same as other subjects, for example speaking. What students expect to like speaking depends on the skills we impart, so when we study an expression, for example, the character building was given by the English teacher at SMAN 7 Kediri, students should be praised for being able to respect others in speaking.

⁵It is important to emphasize the social aspect of the character. Having good character does not only mean being competent as an individual. Good character also includes a commitment to making a positive contribution to society and promoting a democratic way of life based on justice, equality, and respect for all people.

There are 18 value points emphasized by the government in carrying out character building through language teaching. The researcher has discussed chapter 2 of this thesis. based on the ⁷implementation of problem-based learning on teaching speaking with the topic of Reservation in ⁸⁹class XI MIPA 3 there are several character instilled by the teacher, namely Religious, Honest, Discipline, Creative,

Independent, Curious, Friendly/Communicative, Environmental Care, Social Care, Responsible. Of the 18 points of character education that are instilled in learning, there is 10 character education, for more details see below:

a) Religious

Religious students appear in the pre-teaching stage and post-teaching stage, when at the pre-teaching stage, religious characters have emerged with the teacher saying greetings "Assalamualaikum wr wb" and students answering "Walaikumsalam wr wb", then the teacher instructs students to pray before teaching speaks at the start so that the knowledge that will be learned in class can be understood easily and can be useful "before we start learning in class, it would be better if we pray first, pray start".

Just as the pre-teaching stage in the post-teaching stage has also brought up a religious character by the way the teacher instructs students to pray first before the teacher ends the class "before we end our learning this time, we pray first, pray begins" after praying the teacher leaves the class when want to leave the class says hello to students "that's all our learning this time wassalamualaikum wr wb" and students answered "Walaikumsalam wr wb". In other respects, it can also be seen

in the daily life of some students carrying out the Duha prayer in the school mosque when break time begins.

b) Honest

²⁶ Honesty is behavior that is based on trying to make oneself a person who always believes in words, actions, and work. Student honesty appears at the pre-teaching stage when the teacher checks the attendance of students in class and students in Microsoft Teams. When checking student attendance, the teacher asks the student whose name is being called "how are you today?" then the student answers "I'm good ma'am" when there are students who are not present the teacher asks all students "Anyone knows why he is not there?" then there are students who answer "he is sick" ³³ based on the observations of researchers, students' honesty appears when the teacher asks.

Then the teacher proceeds to check students' attendance in Microsoft Teams and instructs them to turn on the camera in Microsoft Teams. at that time there was a student who did not turn on the camera then the teacher asked the student "why not turn on the camera?" then the student answered "Sorry ma'am, I'm still having breakfast" in the question shows students' honesty in speaking. Student honesty also appears at the main teaching stage in the data collecting and data processing section. when students were given instructions to form groups and make

reservation dialogues, no group imitated the dialogues of other groups.

c) Discipline

Discipline means actions that show orderly behavior and obey various rules. Student discipline appears at the pre-teaching stage when students arrive on time when speaking teaching will begin. This also appears at the main teaching stage in the stimulation section when the teacher explains the material about reservations, then the teacher asks students to open a book about reservations and the teacher asks students to open the video that was shared. Students work on every command or instruction given by the teacher and students bring textbooks. Student discipline also appears in the data collecting and data processing section when the teacher gives each group time to make a reservation dialog and then several groups work on it on time.

In other cases, students always wear uniforms according to the schedule set by SMAN 7 Kediri. students also come on time to come to school. but some students are not disciplined, especially regarding time, namely students are late for class when speaking teaching begins. In teaching talking about reservations, the teacher emphasizes the example of reservation dialogue which contains sentences that contain good characters. Honest, Disciplined, Polite, and many more.

d) Creative

Creative students appear at the main teaching stage in the data collecting and data processing section, when the ¹⁷ teacher asks students to make groups of 2 students and then make a dialogue about reservations (free topics), one reservation officer and the other as clients, then practice in front of the class. for example, buying plane tickets, trains, buses, buying hotel tickets, ordering food at restaurants, etc. So students know what they are going to do. practice ²³ in front of the class. This task encourages students to think creatively in making dialogues, and the teacher can also see that students are planning or making text reservations creatively in terms of the topics used and the number of writings or sentences used.

e) ⁵ Independent

Independent means attitudes and behaviors that do not depend on others in completing tasks. Students' independence appears at all stages in the pre-teaching stage when the ² teacher asks students about the material to be taught and then when the teacher checks student attendance and asks students. then during the main teaching, the data collecting section, when the teacher appoints students one by one to read the sample dialogue text in

the reservation material video. and appears when the teacher asks students about things that are still confused by the instructions given by the teacher.

But some are not independent, in the data collecting section when the teacher asks students to read the reservation dialogue text one by one in the video, in that activity, there is one student who does not know it is his turn to read the text, even the student asks for help and borrows a friend's smartphone. so that he knows which one he should read. this is because the student does not pay attention and is busy alone with his seatmate. The teacher emphasizes not to be busy alone and for students to work independently according to instructions.

f) Curious

⁵⁵ Curiosity is an attitude and action that students always try to find out more deeply and broadly than whatever they learn, see, and hear. Students' curiosity appears at the main teaching stage in the verification and generalization section when the teacher allows ⁹⁵ students to ask questions about material or assignments that they do not understand. Some students ask about assignments they don't understand. The student said, "For a free shirt or uniform?" Then someone asked again, "can you edit videos freely?" it shows that students' curiosity arises when there are things that students do not understand.

g) Friendly/Communicative

Communicative means actions that show a sense of pleasure in talking, hanging out, and cooperating with other people. Students' communicativeness appears at the pre-teaching stage when students can answer the teacher's questions about students who are not present than about the current state of students and finally can answer questions about the material given. Students' communicativeness also appears at the main teaching stage of the data collecting and data processing section, when students work on the instructions given by the teacher in pairs. when in groups students can discuss and work well with their partners, and some group pairs finish quickly and practice it in front of the class. but some students are cool to talk to their friends in their seats that are not related to the material.

h) Environmental Care

Caring for the environment means attitudes and actions that always try to prevent damage to the surrounding natural environment. Care for the environment of students appears at the pre-teaching stage when students clean the dirty blackboard in their class without waiting for orders from the teacher. in other cases, students throw trash in their lockers into the trash.

i) ²⁶ **Social Care**

Social care is an attitude and action that always wants to help other people and communities in need. Student Social Care appears at the pre-teaching stage when the teacher checks the attendance of students and some are not present then one of his classmates tells the teacher that they are sick with the aim that his friend is not absent from the data held by the teacher. The social care character of students also appears at the main teaching stage in the data collecting section when one of the students is appointed by the teacher to read the reservation dialogue text in the video and the student does not know which part to read then the student asks for help from the student in front of him. The student in front helps wholeheartedly and tells the student which part to read. In other cases, some students do not bring books and other students want to share the books to study.

j) **Responsible**

Students at SMAN 7 Kediri must ⁵ be responsible for their duties. They always show their responsibilities, for example when the teacher gives them homework. Student responsibilities appear at the main teaching stage in the data collecting and data processing section when the teacher instructs students to read the

sample text dialogue reservation and students follow the instructions. Then when the teacher gives the task of making a group, makes a reservation dialog, and practices it in front of the class, students are responsible for completing the task according to the time given by the teacher.

But some students are irresponsible when they are appointed to read the reservation dialog in the video, the student does not know which part to read. then some students are late in doing assignments and some even do not do the assignments given by the teacher. The teacher also always reminds the students of the responsibility to do the task well. at the time of learning the teacher also inserts material about character building through an example of reservation dialogue text.

C. Discussion

In this study, Problem Based Learning was applied to foster student character education in learning to speak for high school students, especially in class XI MIPA 3 SMAN 7 Kediri. The findings were obtained from interviews, observations, and documents conducted at the stage of implementing speaking learning through problem-based learning. It was found that the teacher carried out problem-based learning through three stages in accordance with the RPP that had been given to the researcher, namely pre-teaching, main-teaching, and post-teaching, which was adopted

from the standard ⁴⁸ process in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016,

Some class activities are ²² carried out by the teacher in pre-teaching, the teacher applies greetings, and prayers check student attendance, and ask ²⁴ questions related to the material to be taught. In the main teaching, the teacher gives some examples of reservation dialogues and reading commands one by one, then asks students to make groups of 2 and make reservation dialogues with free themes and practice them in front of the class with their groups. Then the teacher assesses and evaluates the students' practice ¹⁷ in front of the class. In post-teaching, the teacher conducts questions and answers to assess their understanding. With the implementation of these class activities, students become more fun, enthusiastic, and not bored, which makes them more active and learn the material being taught.

⁹ The problem-based learning model that appears in the main teaching stage is in line with Arends in Hariyanto, (2012:401) suggesting a problem-based learning syntax (⁹ Problem Based Learning), namely:

1. Student orientation towards problems,

At this stage, ¹³ the teacher conveys the learning objectives, explains what logistics (materials and tools) are needed for problem-solving, and motivates students to pay attention to problem-solving activities.

2. Organizing students,

At this stage, the teacher helps students define and organize learning so that it is relevant to problem-solving.

3. Guiding individual and group investigations,

At this stage, the teacher encourages students to seek correct information, conduct experiments, and seek explanations and problem-solving.

4. Develop and present the results,

At this stage, the teacher assists students in planning and realizing results in accordance with the given task.

5. As well as analyzing and evaluating the process and results of problem-solving.

At this stage, the teacher helps students to reflect on the results of their investigations and the learning process that has been carried out. And based on the syntax above, the application of the Problem Based Learning model is also in line with the learning principles contained in Permendikbud number 22 of 2016, where the learning is student-centered.

Based on the implementation of problem-based learning in learning to speak with the topic of Reservations in class XI MIPA 3 there are several characters instilled by the teacher, namely Religious, Honest, Disciplined, Creative, Independent, Curious, Friendly/Communicative, Environmental Care, Social Care, Responsible. Of the 18 characters emphasized by the

government in this study, only 10 education characters appeared in students. ⁶⁹ This is in line with research conducted by Karyati, S. (2018, October). ⁹ which shows that the problem-based history learning strategy is one of the efforts to train children to think critically ²² in solving the problems they face. In addition, character values are also instilled in it, such as honesty, responsibility, religion, cooperation, mutual respect, discipline, hard work, tolerance, and broad insight. this is also in line with other research by Prabawati, M. N., Herman, T., & Turmudi, T. (2017). which states that education in schools through mathematics learning activities in the classroom must be well designed so that the goals of ²⁸ character building students through learning mathematics in schools can be achieved. Student characters that can be built at each stage of problem-based learning include perseverance, creativity, tenacity, and curiosity. other research Prastiwi, C.H.W. (2017). states that character ⁶ can be learned and acquired through education in any subject. Involving students in thinking, feeling, and acting about character and values is the main role of educators. Character education involves educators, working with people to create and sustain environments where possible. Reflection, assessment, and evaluation should always be carried out during the integration of character education into the curriculum.

Furthermore, through interviews, it is known that in making teaching materials, teachers consider aspects of how high school students learn, what they do in everyday life and how students solve everyday

problems so that it directs teachers to make teaching materials and problem-based learning models that are comfortable. students use. Based on the interview, the researcher with the teacher also explained the advantages of the problem-based learning model. It is easier for students to understand, when using clues/problems students are easy to understand. Students when given a clue will think about how to answer, with this clue, the teacher guides students to the material discussed in class. This is supported by research from Nindita, D. (2015). that Problem Based Learning has several advantages for students. The advantages are that Problem Based Learning makes it easier for students to understand the material, Problem Based Learning makes students more active in speaking English, and Pproblem Based Learning increases student motivation. As a result, it can be seen that all the roles performed by the teacher above have been carried out. However, there are some roles that the teacher misses due to several conditions. Also, there are some advantages for Problem Based Learning affected students in speaking class and it makes students better to learn. Problem Based Learning makes it easier for students to understand the material, Problem Based Learning makes students more active in speaking and Problem Based Learning increases student motivation.

From the discussion above, it can be seen that the findings of this study have similarities and differences with previous studies. The similarities are the teaching stage using the problem-based learning method and the similarities in advantages of using the problem-based learning

model. Then the findings are the same, namely honesty, responsibility, religion, cooperation, discipline, broad insight, and curiosity. As for the difference, it is found in the character that is instilled and appears in students, namely social care where when one student has a problem and the other student helps him. then care for the environment, students remove the board without being asked by the teacher to remove it then students throw the trash in their drawers into the trash outside the classroom. communicative and curious, namely in a question and answer situation ⁵³ between teachers and students. independent and creative when the teacher instructs students and students carry out independently and creatively. Honesty appears when the teacher asks students about students who were absent that day.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions related to the research results based on the data analyzed accurately. The conclusion consists of the results of observations, teacher interviews, and English documents at class XI MIPA 3 SMAN 7 Kediri. All data have been discussed and explained in the previous chapter. Furthermore, the conclusions and suggestions will describe the conclusions in this study and will provide some suggestions for further research.

A. Conclusion

Based on the findings and discussions presented in the previous chapter, it can be concluded that in the teaching speaking process the teacher uses a semi-online and offline hybrid method because there are still government regulations in dealing with the covid 19 virus. The speaking learning process using problem-based learning is carried out in three stages, namely Pre teaching or introduction, teaching core or core activities, and Post teaching or Closing, where the teacher adopts it from the standard process. in laws and regulations. Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016. In the implementation of teaching speaking teachers use various teaching media including English books, Smartphones, Microsoft Teams, and YouTube videos.

Some class activities are implemented in the three stages mentioned earlier: greeting, praying, checking student attendance, and asking questions as an introduction to the material that will be given appearing at the pre-teaching or opening stage. Next, reading reservation materials, watching and listening to videos about reservation materials, making reservation dialogues, and practicing dialogues appear in the main teaching stage or core activities. and the last one reflects on the learning experience and questions and answers about reservation material appear at the post-teaching stage.

There are 18 value points emphasized by the government in carrying out character building through language teaching. In the implementation of character education in teaching speaking through problem-based learning at class XI MIPA 3 SMAN 7 Kediri, a lot of character education is implanted or appears in the speaking teaching process including Religious, Honest, Disciplined, Creative, Independent, Curious, Friendly/Communicative, Caring Environmental, Social Care, and Responsible. Of the 18 points of character education emphasized by the government in learning, there are 10 points of value that appear in this study.

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B. Suggestion

After analyzing the data and presenting the conclusions, the researcher would like to give some suggestions as follows:

1. For Teacher

Teachers play an important role in instilling character in students through problem-based learning models. The researcher hopes that by reading this, the teacher will know how to instill character in students' education through problem-based learning and the teacher will also know the character that is instilled in students through this research. It is necessary to know that in inculcating students' character using problem-based learning through teaching speaking, teachers are suggested to be cheerful and energetic to liven up the class atmosphere and make it as interesting as possible so that the positive atmosphere can bring out good characters and can fulfill the 18 characters that the government emphasizes in learning.

2. For Students

Students in this study are also very important in understanding the material being taught, students must pay more attention to the teacher during the teaching process so that the methods applied by the teacher run smoothly, and the teacher's learning objectives can be achieved optimally. They need to focus on several activities and be more energetic to create a cheerful and fun environment in the classroom that can make students and teachers learn the material with fun with problem-based learning methods.

3. For Researchers

Based on the results of the discussion of this study, it still has many weaknesses. Therefore, the researcher suggests the next researcher explore many aspects of character education in teaching speaking through problem-

based learning that have not been explored. This research can be used as a reference for further research. Finally, the researcher hopes that the results of this study can be useful and add information for readers or future researchers

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