

**EMBEDDING CHARACTER EDUCATION IN TEACHING SPEAKING
THROUGH PROBLEM BASED LEARNING AT CLASS XI SMAN 7**

KEDIRI

SKRIPSI

Presented as a Partial Fulfillment of the Requirement the

Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



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2022

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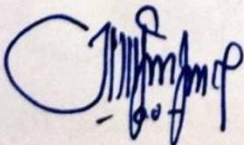
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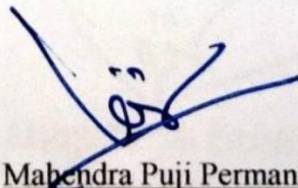
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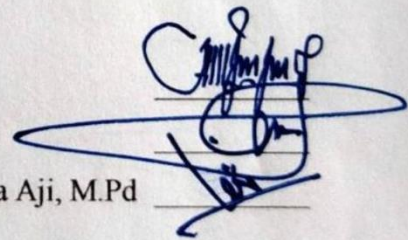
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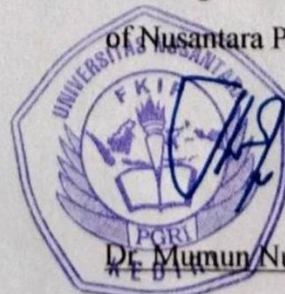
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1. The Skripsi is never collected to any institute of higher education for any academic degree.
2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

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MOTTO AND DEDICATION

Motto:

“They weak don’t choose how they die”

“Masa lalu tidak membutuhkan saya sekarang, tapi masa depan saya sangat
membutuhkan saya sekarang”

This Skripsi is dedicated to:

1. My beloved parents.
2. My family.
3. All my friends and the people whose support and motivation helped and encouraged me to finish this Skripsi.

ABSTRACT

Hendri Surya Prasetya: Embedding Character Education In Teaching Speaking Through Problem Based Learning At Class XI SMAN 7 Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2022.

Character is an individual trait in the form of character, personality, character, and behavior that is expressed in everyday life. In learning at school there is one important aspect that must be instilled in students, namely character education. The Ministry of National Education (2011) has identified 18 characters that must be applied by teachers in the teaching process, including in the process of teaching English. Considering the new normal period, student learning time is very short and students rarely get character education. Therefore, character education is very important to be instilled in students. Teachers are expected to be able to instill character education with the right strategy. One strategy that can be applied in character education through teaching speaking is problem-based learning. This method can instill the character of students in solving a problem. This study aims to describe the steps to instill character education in teaching speaking through PBL and identify what characters are instilled in teaching speaking through PBL to class XI students of SMAN 7 Kediri.

This research is a qualitative descriptive study on the subject of an English teacher and this research was conducted at SMAN 7 Kediri. The instruments used to obtain data are observation, interviews, and documentation. Observation is done by following directly the speaking learning in the new normal period. Interviews were conducted by meeting directly with the teacher. documentation was carried out by researchers by asking for lesson plans and teaching materials used by teachers in teaching.

The results of this study indicate that the stage of character education in teaching is carried out in three stages, namely pre-teaching, main teaching, and post-teaching. Other results show that of the 18 characters emphasized in learning by the Ministry of National Education, 10 characters that emerge or are instilled in students include Religious, Honest, Disciplined, Creative, Independent, Curious, Friendly/Communicative, Environmental Care, Social Care, and Responsible. Some suggestions are taken from the results of this study, the teacher should make variations in the implementation of teaching according to the situation and condition of the class so that students pay attention and are not passive. In addition, character education can be carried out in various subjects and it is hoped that the next teacher or researcher will further explore student character education in the application of the Problem Based Learning method.

Keywords: Character Education, Teaching Speaking, Problem Based Learning

ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher can finish this skripsi as partial fulfilment of requirements for the Sarjana Degree well.

This skripsi entitle “Embedding Character Education In Teaching Speaking Through Problem Based Learning At Class XI SMAN 7 Kediri”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion better.

Therefore, she would like to express her gratitude:

1. Dr. Zainal Afandi, M.Pd. as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd. as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd. as the head of English Department.
4. Khoiriyah, M.Pd. as the first advisor who has many valuable hours to give guidance, suggestion, and correction.
5. Mahendra Puji Permana Aji, M.Pd. as the second advisor who has many valuable hours to give guidance, suggestion, and correction.
6. All lecturers of English Department who have given valuable knowledge and science during their study at the teacher training and education faculty of Nusantara PGRI Kediri University.
7. The researcher’s beloved parents who always pray all the time for finishing this thesis and their greatest support, love, and impression.

8. Mrs. Riskiyani, S.Pd. M.M. (English teacher at SMAN 7 Kediri) for his very significant assistance in completing this thesis.
9. My girlfriend, has motivated me to do my thesis.
10. My closest friends (Pandawa: Adit, Asep, Okta, and Hendra) for their help in accompanying them to the coffee shop to work on theses and giving researchers motivation to work on theses.
11. Friend of researchers in working on the thesis (ABK: Ruli, Desi, Eno, and Iqbal) for their help in working on the thesis from start to finish.
12. Friend of researchers at DPM (Dewan Perwakilan Mahasiswa), for the motivation, support, and laughter that added to the rich color of the experience during his precious time at Universitas Nusantara PGRI Kediri.
13. Classmates of the researcher, for their support in working on the thesis and the various knowledge given to the researcher to complete the thesis.

Finally, the writer realizes that this Skripsi is far from perfect and has many deficiencies. Therefore, suggestion and criticism are expected to improve this Skripsi. Furthermore, the writer hopes that this Skripsi could be useful for us, especially in education field.

Kediri, 18 July 2022



Hendri surya prasetya

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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 explained 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. Problem Based Learning

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".

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