

CHAPTER I

INTRODUCTION

The research entitled “Character Education in Classroom Interaction” will focus on how far character education is implemented by teachers in EFL classroom interaction. This chapter provides background of the study, research questions, purposes of the study, significance of the study, clarification of terms, and organization of the paper.

1.1 Background of the Study

Indonesia implemented its new curriculum in 2013 which is prominent with character education. Students’ behaviour in 2013 curriculum is also measured accompanying the cognitive and affective aspects included in the previous curriculum. This thing is in line with Lickona (as cited in Healea, 2005) who asserts, “the character education movement emphasized the cognitive, affective, and behavioral aspects of character development while encouraging students to know the good, love the good, and do the good”.

Moreover, the integration of character education in the curriculum has been supported by some researchers who have found out that in general, “effective moral education programs are integrated within the curriculum, rather than treated separately as special program or unit,” (Nucci, 1987, p. 86). The emphasis of character education in 2013 curriculum stems from the character issues happening in Indonesia. There are many incidents of serious violence and juvenile delinquency. School tragedies and growing social problems, such as brawl between students, gang violence, and teen pregnancy, have underlined the need for character education. According to Adelina Syarief SE, Mpsi, (2013), a psychologist, teens most oftenly do delinquency such as drugs or sex outside marriage.

However, the curriculum implementation creates pro and contra coming from the society related to the teachers’ preparation. The chairman of the

executive board of Indonesian Teachers' Union (PGRI), Sulistyo (2013), considers that the preparation of teachers for the implementation of 2013 curriculum is in hurry and less than maximum, since the teacher training time was very short and close to the time of the implementation.

The training case causes problem in teachers' understanding in realizing the way to implement the character education in classroom interaction. Thus, it is important to analyze this new curriculum viewed from its character education since it is very crucial giving education about morality to students. Additionally, Lickona (1991, p.20) asserts that "the school's role as moral educator becomes even more vital at a time when millions of children get little moral teaching from their parents and when the influences of religious institutions are also absent from children's lives".

Taking relation to English education, English plays a role as foreign language in Indonesia. However, it does not make the character building absent from the classroom interaction. Teachers need also to deliver character building in the English classroom interaction. Pinkley (2012) states that "since character education includes values, it has a place in EFL classrooms because besides language learning, learners would have the opportunity to develop the learners' critical thinking skills". It is also supported by Munera, Gracia & Lo'pez (as cited in Ruwaida, 2015) who state that "value instruction or character education in EFL classrooms would optimize aspects of the foreign language such as vocabulary, pronunciation, reading, writing and speaking."

By implementing 2013 Curriculum, students are expected to have good character. The Character Education Manifesto according to Nord & Haynes (2000) considers schools and teachers as the main agents of introducing and promoting moral education: "All schools have the obligation to foster in their students personal and civic virtues such as integrity, courage, responsibility, diligence, service, and respect for the dignity of all persons". This is in line with 2013 curriculum in which the doers to deliver character education are schools and teachers. The characters are expected to become the integral part in the students themselves. As behaviourism theory confirms that learning is mechanical process

of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence (Hutchinson and Waters, 1994, p. 40), the school and teachers' roles are important to take into account. Therefore, when students are accustomed to stimulus given by the teacher to guide them to the good character, the stimulus will systematically detract them. To own some characters in the students themselves, students need to experience processes to gain the characters to be embedded in themselves. Archambault (2013) states that school districts can develop their own character education programs or use those developed by other organizations. Therefore, this is the teacher's task to make students experience the character education. This thing takes this study to the first aim of the study: finding out how character education is implemented in EFL classroom interaction.

In addition, the teachers' views of character education can have a huge impact on the outcome of character education. If teachers are the main players in implementing and maintaining character education, it is important to examine their views. Teachers' views concerning character education is essential for understanding how character education can be effectively implemented in schools. Thus, the second aim of the research is trying to find out the teacher's perception towards the implementation of character education.

As stated in the previous paragraphs, there are two aims of the study. By analyzing them, it will give an overview about teacher's understanding towards 2013 curriculum and how a teacher gives character experience to students to be integrated in students themselves. Hence, this research can be one of the ways to evaluate the implementation of character education viewed from teacher's perspective.

According to Thomas Lickona, Eric Schaps, and Catherine Lewis (2010) there is no single script for effective Character education, but there are some important basic principles. To reach the aims of the study, the framework used in this study is the principle 2 of Thomas Lickona et. al. It is used to evaluate the implementation of character education in classroom interaction. Further explanation will be elaborated in chapter II.

1.2 Research Questions

This study aims at addressing the following research questions:

- 1.2.1 How character education is implemented by the teacher in EFL classroom interaction?
- 1.2.2 What are the teachers' perceptions towards the implementation of character education in EFL classroom interaction?

1.3 Purposes of Study

The purposes of the study are to analyze how character education is implemented by the teacher in EFL classroom interaction and to find out the teachers' perceptions towards the implementation of character education.

1.4 Significance of the Study

Viewed from the theoretical perspective, the research is expected to give interrelated contribution in enriching the literature of character education.

Moreover, there is also an expectation that the result of the research will, at least, give valuable information about how far a teacher implements the 2013 curriculum. Therefore, practically teachers are expected to be able to implement character education in appropriate way. By implementing appropriate way, teachers can professionally implement the character education in more well-prepared way.

1.5 Clarification of Terms

In order to avoid misunderstandings, below are several clarification of terms:

- 1.5.1 *Character Education*: Character education is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures (Lickona et al., 2010, p.2). Character education in this research is defined based on its structure of the words, which is defined as education about character. The lists of characters are based on 2013 curriculum.
- 1.5.2 *Classroom Interaction*: Classroom interaction describes the form and content of behaviour or social interaction in the classroom (Gordon

Marshall, 1998). Therefore, the classroom interaction is the interaction between teacher and students in the classroom.

1.5.3 *Core Values*: Lickona et al. (2010) state that, “whatever the terminology, the core values promoted by quality character education are ones which affirm human dignity, promote the development and welfare of the individual, serve the common good, define our rights and responsibilities in a democratic society, and meet the classical tests of universality.” In the other words the term core values in this case is another name of character education. Lickona et al. (2010) further add that also some schools use other terms such as virtues, traits, pillars, or expectations to refer to the desirable character qualities they wish to foster.

1.5.4 *Staff*: Lickona et al. (2010) state that, “...representative group of stakeholders (professional and other staff, parents, students, and community members) has had input into, or at least assented to, the school’s core ethical and performance values.” (p. 2), and those are the kinds of staff involved in implementing character education. In this study, the meant staff are the teachers.

1.6 Organization of Paper

The paper is arranged in five chapters. Each chapter will focus on different topic that is carried out. The paper will be organized in the following arrangement.

Chapter 1 consists of the introduction of the study which includes the background of the study, literature review, research questions, purposes of the study, research methodology, clarification of terms and organization of paper.

Chapter 2 focuses on the theoretical frameworks of the study. It talks about theories related to the research, ideas and issues. This chapter will be the basic part of the research. Chapter 2 covers some parts: the overview of character education, the importance of character education, character education in EFL classroom interaction, lesson plan, Lickona et al.’s Eleven principles, framework of the study, the core performance values, and previous studies.

Chapter 3 presents the research methodology. It explains approaches and procedures, research designs, research site and participants, data collection and data analysis employed in the research.

Chapter 4 discusses the findings and discussions of the study. This chapter will describe the result of the research and the interpretation of the data.

Chapter five covers conclusions and suggestions derived from the research findings.

1.7 Concluding Remark

This chapter has discussed the background of the study, research questions, purposes of the study, significance of the study, clarification of terms, and organization of the paper. The next chapter will elaborate the theoretical background as well as related research to be used as the foundation to develop a clear framework of the formulation of the problem to be investigated.

