

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The main goal of education is to develop noble morals in students. To understand this, character education is needed in the teaching and learning process. character education is defined as a conscious effort to develop a noble character based on good core values that are beneficial to each person and society[1]. Therefore, as teachers, teachers must instill knowledge and noble morals in their students in the teaching and learning process. In Indonesia, the government has been socializing character education since 2010[2]. The curriculum is also intended to support the national education system that promotes respect for elders and the development of national pride among the country's citizens. In addition, significant technological advancements require strong mental fortitude. This is the reason why the Indonesian government to the Merdeka Belajar curriculum. Character education is defined in the Independent Learning Curriculum under the heading Character of Pancasila Students (Profil Pelajar Pancasila).

Based on the background above, researchers are interested in Exploring Student Character In English Teaching. The purpose of this study is to characterize Pancasila. Students are included in the English textbook and explain how Pancasila Characters are integrated. Students receive grades based on the content covered in the junior high school English textbook for class VII. Because junior high school students are still in the process of discovering who they are, it is important for them to understand the characters that they are taught in textbooks and through the teaching and learning process.

Through instruction, learning exercises, and habituation in everyday life outside of the classroom and in the community, schools aim to develop character in their students. Consequently, instructors play a critical role in helping children develop their character both within and outside of the classroom. Of course, while character education is being taught, students have to do what their teachers say. It is expected that instructors provide a positive

example and engage in real world activities to help students develop their character[3]. Instructors can instruct students by modeling appropriate and inappropriate behavior.

In this case, the research conducted by researchers at SMP 1 Mojosari, especially in English learning, showed that there was a shortage of class VII students who were still embarrassed to come to the front of the class to express their ideas about a learning material.

Character education is necessary since education's objective is to develop a person's intelligence and change their personality to include morality and positive attitudes. Students' moral character will undoubtedly deteriorate if intelligence is increased at the expense of character. As a result, the ideal method for helping kids develop moral principles and grow into better people is to help them develop their character. Additionally, character and knowledge work together to enhance pupils' academic performance. Knowledge, skills, and character are several elements of character formation that are needed to improve student academic achievement

The series of problems described then became the researcher's interest in studying students' character in creativity at SMP 1 Mojosari to appear in front of the class in English language learning with the research title, " Exploring Students Character Building In English Language Teaching Activities ".

1.2 Formulation of the Problems

Some of the things listed in the description of data exposure then raises a question mark in the research series, namely

1. How are character values implement in English Language Teaching activities ?
2. How does the teacher build students character in English Language Teaching (ELT)?

1.3 The Purposes of the Study

As for the objectives of the problems that have been formulated, namely

1. To explore the character values implemented in English Language Teaching activities
2. Teachers pay attention to their students to find out their enthusiasm and highlight their character in learning English.

1.4 The Significances of the Study

Study Based on the research objectives above, the results of this study are expected to provide benefits both theoretically and practically for all parties who have a relationship with this research, namely as follows:

1. Theoretical

Through this research, it is hoped that it can provide benefits for the development of educational science so that the problems of passive students can be overcome by developing character.

2. Practical

The results of this research can be used as input in solving practical problems in evaluation, especially in the student affairs section, to become a solution in learning.

1.5 Limitation of the Study

The researcher focused on exploring the student characters used by Mojokerto Middle School 1 students in learning English.

1.6 A Systematic Overview of the Study

Systematic research begins with the researcher finding a case in one of them Middle school in Mojokerto which is located in Mojokerto. From these cases, the researcher wanted to conduct an investigation regarding student character for learning English. This will be done because it refers to exploring the character of Pancasila students. The researcher decided on the problem formulation in this research carried out after the teacher teaches using English books in combination student creativity. Researchers also looked for various

references sources that support research. Apart from that, researchers also prepared instruments, then collect the data, validate the data, and analyze the data. In the end, it was Researchers will find research results and conclude the research that has been carried out Finished.