

JEPAL

Journal of English Pedagogy and Applied Linguistics

<https://ejournal.masoemiversity.ac.id/jepal/index.php/englishpedagogy>

AN EFL TEACHER'S VOICE ON THE INCULCATION OF CHARACTER VALUES

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Abstract: As the significant effect of the appliance of character values in educational process, the EFL teaching and learning must be one of the medium in inculcating the points. However, the practice is still in a big question since many teachers, English teachers in particular, found the character values were hard to employed. Thus, this study focused on investigating an EFL teacher voice toward the inculcation of the character values. The participant involved in this case study was one of English teacher in tenth grade who had seventeen-year experience in teaching English. The data were collected using a semi-structured interview and document in the form of lesson plan. The result shown that, first, the teacher put the character values on the lesson plan representing the teacher follows the government's suggestion in arranging 2013 curriculum lesson plan. Second, the teacher has a good understanding toward the importance character values as implied in teaching English. Third, the teacher prefer to use implicit strategy in inculcating the values as in line with the English material or instruction given.

Keywords: character values, English language teaching

INTRODUCTION

In teaching English as a Foreign Language (EFL) classes, moral or character values are very important to provide a content-based environment for students to learn the language as well as the ethics. EFL programs "embody a moral landscape" (Akbari & Tajik, 2012) much more intricate than other subjects because EFL classrooms incorporate the cross-cultural interface between the target culture and students' home culture. In other words, the EFL teacher is responsible for facilitating learners' contact to the target culture, while regarding learners' home culture. Akbari & Tajik argue that the interface of the two cultures has a significant impact on the moral dimensions of language teaching. It means that teaching EFL has a major impact on the moral dimensions because English teacher not only teach English for the sake of the language itself, but also introduce moral contents and internalize the students with the values.

In the education sector, moral education is an important for the growth of a human individual. It is in line that moral or character education is a necessity because education is not only to make students become intelligent, but also have good character, and manners. It means that character education presence as a member of society and will be meaningful for themselves. Gray (2010) said that character education is a way to help students prevent the side effect of unethical behavior. In other words, character education is the method used to assist in the prevention of negative effects of behaviors that are not in accordance with the ethics. In addition, moral education as a learning process that enables students and adults in a school community to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others (Franklin, 2007). This is in line with (Lickona, Schaps, & Lewis, 2003) who stated that a good character education should involve not only the aspect of "good knowledge" (moral knowing), but also "feel good" or "loving the good" (moral feeling), and "good behavior" (moral action). The opinion was also expressed in the design of the character education (Kemendiknas, 2009). In other words, character education roles very prominent in teaching process.

However, in the character education implementation, there are many problems found. Ahmad (2015) shows that constraints in internalizing grades because character values are abstract. This may support teachers meeting some obstacles in its application. Therefore, this becomes an obstacle when the teacher cannot give examples of real behavior and exemplary to the students. This is because character education needs a long process, so that internalization cannot be felt immediately. And what is felt by the teacher regarding exemplary, monitoring, measurement of success, methods of character characterization, character integration process, preparation of learning designs, guidebooks, and identification of character values in the implementation of character-based learning, teachers have difficulty in implementing character-based learning (Salija & Muhayyang, 2017). In relation to this, the different abilities of teachers to use appropriate methods for learning that emphasize character education and the lack of uniformity in the quality of the teacher in implementing the character values that will be built in teaching and learning activities. Additionally, some issues of character education are lack of reliable and valid evaluation to justify its effect; therefore, it will be beneficial for future research that puts more weights on the assessment.

Many studies have been conducted about the implementation of moral or character education. First, a study focused on the teachers' perception toward the implementation of character education by Julia & Supriyadi (2018). The result shows that not all teachers understand the concept of character education and the character education has not been done systematically or has not had the specific design/model for the teaching and learning process. Second, another study concentrated on the strategy of implementing character education (Dalimunthe, 2016) which revealed that the strategy of implementation of character education was conducted through: integrating values and ethics in the school subjects, the internalization of positive values instilled by all of the school community members, habit formation and training, giving an example and role models, the creation of an atmosphere of a school with character in, and habit formation. The implementation of character education was done through the integratedness of character formation with teaching and learning, school management, and extracurricular activities (Julia & Supriyadi, 2018). And the last, some studies converged on teaching and learning activities (Puspitaningsih & Sugeng, 2014; Qoyyimah, 2016) which show that teachers have implemented 10 character values in

teaching and learning activities as the implementation of the syllabus. The character values implemented are religiousity, tolerance, discipline, perseverance, independence, democracy, communicativeness, peace, having good habits in reading, and creativity.

Based on the previous studies above, most of them focus on the implementation of the character in the general education aspect. Hence, the related research on specific area such as in teaching English is needed. Therefore, this research is focused on analyzing an EFL teacher's perspective toward the inculcation of character values.

LITERATURE REVIEW

The moral education requires the EFL teachers, also, to comprehend and internalize the values of character education in the teaching process. According to (Lickona et al., 2003) there are ten essential virtues needed to form good character. The ten essential virtues are: wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. As in line with the Kemendiknas (2011) identified 18 values in taken from religion, Pancasila, culture, and national education goals that can be referred to character building, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) patriotism, (12) appreciating achievement, (13) being friendly/communicative, (14) loving peace, (15) fond of reading, (16) caring for the environment, (17) caring socially, and (18) responsibility. In implementing the values of character education, learning activities within the framework of students' character development can use contextual approaches as learning and teaching concepts that help teachers and learner's connection material taught with real-world situations, so students are able to make connections between knowledge with application in their lives.

In line with this, in Indonesia context, character value must be integratedly taught to the students. This is based on the 2013 curriculum that moral values are very prominent for balacing other domains; such as cognitive and psikomotoric domains. Therefore, this component should be taken into account in all aspects of teaching; starting from lesson plan, teaching stages, as well as evaluation (see Stiff-Williams, 2010). This demand brings out the teachers to have creativity and skill in modifying the teaching process. Moreover, Tyra (2012) explains that there are so many strategies which can be utilized by teachers to integrate moral values in the teaching process; such as through literature reading. This activity is assumed appropriate to undertake since students could learn so many moral values/ characters through the stories.

Put simply, the moral education should be integratedly taught in EFL teaching to help Indonesian students have good characters; honest, disciplined, tolerant, caring, cooperative, and well-mannered.

METHOD

The study is categorized as case study design because of some reasons. First, this study was conducted based on a case (Bogdan & Biklen, 2006); that is, many teachers were still confused to integrate moral values in their teaching programs. Second, this study focused on a particular thing in a deep analysis; that is, investigating EFL teachers' perspectives on the appliance of character values in his teaching. Third, there was no generalization of the data.

The participant in this study was a Senior High School teacher in Garut, West Java, Indonesia. She was chosen based on the consideration that she was an experienced

teacher who have 17 year-experiences as an English teacher. In addition to that, data in this study were collected from documents (the teacher's lesson plan) and interview. The data were analyzed in five stages: (a) organization and preparation of the data, (b) obtaining a general sense of the information, (c) the coding process, (d) categories or themes, and (e) interpretation of the data (Creswell, 2012).

FINDINGS AND DISCUSSION

Teachers' Understanding towards Internalizing Moral Value in Teaching English

The teacher's understood about the concept of character education in teaching English. The English teacher of grade X students defines moral education was a good character should be integrated and internalized continuously. As her statement, moral or character education as a process of changing the character of the students not only good knowing but also good character. In other words, character education was necessary because education was not only about making students smart, but also about good character and manners. This statement was in line with Judiani (2010) who said that character education was a necessity because education was not only to make students become intelligent, but also have good character and manners. It means that character education presence as a member of society and would be meaningful for themselves.

The teacher internalized the moral value in teaching and learning process by constructing lesson plan with moral values and practicing the moral values in every activity. The students were expected to be able to recognize and apply these character values and what they have learned, so that their characters could develop well and lead them to become excellent student. It also shown by teacher statement as follow.

U6T : All values of character education must be internalized in every learning process, however in fact we are able conjointly modify what characters should be internalized supported student needs in keeping the learning material.

Based on the above statement, it could be found that the teacher could precisely determine to add what character values should be emphasized and internalized based on the needs of the students and the materials being taught. It means that the teacher modify what characters should be internalized supported students' need in keeping the learning material and teacher's need to prepare students for teaching and learning process. The English teacher of grade X students had modified the eight virtues into eighteen virtues based on the students' need. The teacher could internalize character values in listening, reading, writing, and speaking skill like religious, discipline, responsible, hardworking, fond of reading, curious, independent, and communicative. Besides, in the teaching and learning stage, the teacher internalized character education when teaching English to the students by inserting character values that could develop students' character clearly. The teacher used Scientific Based Learning approach to internalize character values in teaching English because it could be increase the characters of the students. These had been stated in her statement as follows.

U30T : It is necessary to internalize character at every stage of learning so that we can directly monitor the development of students regarding their knowledge, abilities, and attitudes. Selecting the correct learning method and approach in the planning, internalizing, and evaluation stages should even be clear. To internalize these values, I frequently use a scientific approach in order to develop students' character. And evaluated using authentic assessments that assess the cognitive, psychomotor, and affective domains,

all of which must be considered, so that we can immediately ascertain how these character values can be properly instilled in them.

From the statement above, this means that the teacher applied Scientific Based Learning approach, because it could be the best way to internalize character education, as it had been suggested by the National Education Ministry (2010). The right approach in the formation of character was scientific approach. So that could be encourage the students were able to do like trying new understanding of scientific knowledge by observing lesson, trying to ask, memorize what given the subject matter, and made a conclusion. In addition, this stage comprises pre-activities, main-activities, and post-activities. Then, in evaluation, the teacher used authentic assessment which was able to determine and evaluate the students' academic achievement and students' character. Authentic assessment was the process by the teacher to gather information about the students learning progress. Thus, this could create various activities that increase moral values and enhance students' abilities in learning English. It could be concluded that the teacher internalizes the character values in every teaching and learning stage, including the planning stage, the teaching and learning stage, and the evaluation stage.

The teacher also adds that internalizing character education in teaching English gave many benefits impact for the students. It was supported by her statement as follows.

U17T : By inculcation a good character within the student, when somebody needs help from him, he is willing to assist others, not being proud or trying down on others. Can say several things in English; teach back to those who couldn't speak English. With good morals, in their daily lives, they are going to additionally run well, as a result of they already got that good character. Knowledge will be channeled well. With this character, when he is an adult, he will grow up there with character, and can be imitated by others.

The benefits of internalizing character education in teaching English could develop students' to be a well-behaved, good-hearted, and right-minded. As in line with (Sari, 2013) who said that character values have an impact on the students' achievement and behavior. Additionally, the teacher believed that internalizing character education in teaching English gave good impact not only for students' academic achievement, but also students' character development. The character values that have been embedded in students would influence the process of academic achievement with the character that was willing to keep trying to achieve their goals. Harrison, Morris, & Ryan (2020) also adds that the benefit that teaching and learning process emphasizing character development could help could help to improve students' academic achievement and communication skills thus encouraging a tougher sense of independence and self-confidence. In other words, students' moral development influences the students' achievement and behavior.

The teacher also pointed out that student who had a good academic achievement did not guarantee a good character as well. It was supported by her statement. The value of good academic achievement did not always correlate with the character value of achievement. The teacher appreciated students who had a good character in contrast with students who had a good academic performance but did not have a good character.

In internalizing character values in teaching English, the teacher encountered a problem. The problem came from the students themselves in listening, reading, writing, and speaking learning, namely the lack of self-confidence. First, in listening session, students got less information from the word with different pronunciation, as did students with no discipline to listen to. The students did not self-confidence in listening session. At the time of listening, students got less information from the word with

different pronunciation, as did students with no discipline to listen to. However, the teacher provided useful advice to students for more disciplined listening. It was also shown by her statement that

U24T :'concentrate solely on the book and hear what you have got to pay attention to, don't look here and there, if that's the case then it's past, don't disturb other people, if you continue like that, we are going to miss several opportunities to understand the text and we will never be able to get information from the text as a result we don't attempt to be disciplined in listening well from the start, simply write what you hear well, listen, write, check in the dictionary'.

Based on the above statement, it could be found that the teacher could solve the problem by giving her students helpful instruction to listen well, write, and check the dictionary.

Second, in reading session, students gave up the long text, where they did not know the meaning. These have been stated in her statement as follows.

U20T : Sometimes a student, by looking at a long text, says it's tough first, has underestimated himself, doesn't need to undertake, that's one of the obstacles, it's easy to give up.

Based on the above statement, this means that the students did not self-confidence in reading session. At the time of reading, the students gave up the long text, where they did not know the meaning. Even so, the teacher also provided advice before reading the assessment. It could be seen from her statement as follows.

U25T :... 'don't look at the questions first, Bismillah first, don't say tough first, read lightly, read without thinking the answer is, read we through, if it's been aforethought from the start it's hard, it will be tough to impress, you may notice it tough to answer Just read first, open the dictionary, look for a word you don't apprehend, write it down, then perceive.

This statement shows that the teacher could solve the problem in reading session. Before reading session, the teacher gave her students helpful instruction to read the text before and open the dictionary to look for a word that they did not know.

Third, in writing session, students feel difficulty in accordance with grammatical structures. These have been stated in her statement as follows.

U21T : The student pretends to say 'ah the grammatical structure is so tough' they gave up first while not attempting.

This means that the students had no self-confidence in writing session because students felt difficulty in writing in accordance with grammatical structures. Even so, the teacher could solve the problem of her students.

Last, in speaking session, students were embarrassed to speak and scared by the wrong pronunciation. It shown by teacher statement as follow.

U22T : the student likes to be embarrassed. Fearful of reading wrong, Fearful of the incorrect pronouncing, fearful of creating the error in the front of the class

This means that the students did not self-confidence in speaking session. The students were embarrassed and scared by the wrong pronunciations. Despite that, the teacher reminded the students to be brave enough to speak up. These have been stated in her statement as follows.

U27T : Lose your fear. Many people are afraid of making mistakes but we learn from mistakes. It's okay if it's wrong, we will correct it together. The important thing is to dare to try so that you can, rather than not trying at all, the end will not be possible.' Therefore, it is necessary to instill confidence as a result of the student lacks confidence and is fearful of being wrong.

This statement shows that the teacher could solve the problem in speaking session. The teacher gave useful advice to her students to be brave and lose their fear. The teacher also reminded the students that many people were afraid to make mistakes, but we learn from mistakes. By doing so, the students would be brave, without fear and shame in speaking English.

The lack of self-confidence in students made the teacher had some problems in internalized character education in teaching English; however the teacher could solve the problems by providing useful advice to her students to believe more in themselves and try to learn well in every skill in learning English.

In internalizing character education in TEFL, the teacher told her expectation to the parents and the teachers for the future related to character education, so that they could be internalized internally. This means that character education must be taught to students both at school and at home. Teachers, parents, and students must work together to build a caring relationship between them. Teachers and parents could internalize character education internally. And the teacher also hoped that the students were able to be excellent human by conquering all difficult problems that had in the future with their character in themselves.

At last, the teacher gave some suggestions for English teachers in internalizing character education in teaching English process. It could be seen from her statement as follow.

U34T : ... the English teacher is able to connect the material by inserting good character education values in depth, by giving good advice that can foster good character values in students. Because the goal of a teacher is not only to make students excel with academic grades but also character values. There with character he can take advantage of his knowledge.

As stated above, the English teachers could internalize character values internally in process learning, whether it be listening, reading, writing, or speaking, was able to relate the material by inserting good character education values, good advices that could raise good character values. And the goal of teacher was not only making the students have good academic achievement, but also good character achievement, because with that character, the students could be a well-behaved, good-hearted, and right-minded.

The Character Values Inserted in the Lesson Plan

Based on the research analysis, the teacher has designed lesson plan with character values. The characters were religious, discipline, responsible, hardworking, fond of reading, curious, independent, and communicative. Those characters were planned in the lesson plan consist of three activities, namely pre-activity, main-activity, post-activity.

In the pre-activity contained the values of religious, communicative, discipline. In the pre-activity, the teacher planned some activities, namely, greeting (communicative), praying (religious), checking students' attendance (discipline), and explaining the focus of the study (communicative). As in line with the National Education Ministry (2010) that the standard process in pre-activity process were to preparing students psychologically and physically to take part in the learning process, to asking questions that link previous knowledge with the material to be studied, to explaining the learning objectives or basic competencies to be achieved, and delivering the scope of material and explaining of the appropriate activity descriptions syllabus. The teacher designed the

pre-activity process with character education values, namely religious, communicative, and discipline.

In main-activity contained the values of independent, discipline, hardworking, curious, fond of reading, and responsible. In this activity, the teacher planned some activities, namely, the teacher asking students to sit with their group (discipline), to providing several predictions related to existing images (curious), to analyzing predictive sentences that they make themselves using dictionary (fond of reading), to finding several sentences about the material in a video recording (curious), to analyzing the sentence structure in the video (hardworking), to delegate each group to presents the result of the analysis (independent), and presenting the result of the analysis (responsible). The standard process in main activity divided into three stages, namely exploration, elaboration, and confirmation as it has been suggested by the National Education Ministry (2010).

In the elaboration stage, students were given opportunities to acquire further knowledge, skills, and attitudes through resources and other learning activities, so that knowledge, skills, and attitudes of students broader and deeper. In the confirmation stage, students get feedback on the truth and appropriateness of the knowledge, skills, and attitudes acquired by the participants' students. In this activity, the teacher asked students to providing several predictions related to existing images as an exploration stage, the teacher asked students to analyzing predictive sentences that they make themselves using dictionary as an elaboration stage, and the teacher asked students to presenting the result of the analysis to get feedback on the truth and appropriateness of the knowledge, skills, and attitudes acquired by the participants students. The teacher designed the main-activity process with character education values, namely independent, discipline, hardworking, curious, fond of reading, and responsible

In post-activity contained the values of communicative and religious. The teacher planned some activities, namely, guided to concluding the study (communicative), informing the study for the next meeting (communicative), praying (religious) and closing greetings (communicative). As in line with the National Education Ministry (2010) that the standard process in post-activity process were together with students to making a summary or conclusion of the lesson, making an assessment or reflection on the activities that have been implemented consistently and programmatically, providing feedback on the learning process and outcomes, planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and assignments, both assignments individually or in groups according to the learning outcomes of students, and delivering learning plans at the next meeting. The teacher designed the post-activity process with character education values, namely communicative and religious.

As a result, the teacher could internalize character education values in teaching and learning process by constructing lesson plan with character education. The characters were planned in the lesson plan were religious, discipline, responsible, hardworking, fond of reading, curious, independent, and communicative.

The Teacher's Way in Internalizing Character Values in Teaching English

The teacher internalized moral education by some actions. In internalizing the moral values did not internalized in explicit. As in line with Qoyyimah (2016) that implementing character values in implicit raised questions or whether students would recognize and realize that they were learning these values while doing activities in the

classroom. In other words, the teacher did not reported making improvisations by habitually introducing the character values in teaching English. Based on the interview, the strategy which was in the form of direct statements otherwise giving instructions to internalize the students' characters. There were eight character values targeted to be internalized in teaching English as a foreign language among others; religious, discipline, responsible, hardworking, fond of reading, curious, independent, and communicative.

a. Religious

The first value that targeted to be internalized in teaching process was religious. The teacher expressed and tended a common idea to prioritize the value of religious.

Based on the statement above, it could be found that the teacher tended to favor the value of religious. The value of religious appeared in pre-activity and post-activity process when the teacher gave instruction to recite Qur'an verses and 99 Asmaul Husna before they beginning the lesson and they prayed before left for home in the very last session. The teacher considered religious value to model in her class as the answer for what she perceived to be youth's moral erosion. The teacher asked to pray with English. Using words like "let's pray together. We pray to Allah in order to ask His bless .. our lesson runs well, and our knowledge will be useful for us in the future. Amiiin .." shows that the teacher internalizing aspects of religious value in teaching English.

b. Discipline

The second value that targeted to be internalized in teaching English was discipline. The teacher inclined to line up the value of discipline in listening and speaking session.

The teacher inclined to approve the value of discipline. The value of discipline appeared in main-activity process when the teacher gave instruction for the students before beginning listening session to concentrate on what they have listen to while studying. Then, the students listened seriously to what they were listening to, and they made sure the word they were listening to in dictionary, they wrote it down in a book. The teacher gave instruction with English. Using words like "please listen carefully, stay focus, listen and write down what information you got in the video," it shows that the teacher had instilled the value of discipline during listening session. The teacher internalized that value in listening session to help students understand better how to take lessons and to use time more efficiently to learn. And in teaching speaking, the teacher punished students who fail to comply with the rules of English learning by asking them to memorize vocabulary and test understanding of the material.

The teacher punished students with English by sayng, for example, "*anyone who doesn't have a dictionary, come in front of class. I want to give you a gift*" and "*memorize 20 verbs in 15 minutes in front of class*" shows that the teacher internalizing aspects of discipline value in speaking session. The teacher imposed punishments on students to obey the rules on learning English, to discourage students, and to remind them that they should not make the same mistakes. With that punishment, students should develop their vocabulary and use their vocabulary in learning English. The teacher also internalized discipline value in their duty.

The teacher ensured that students have the discipline to fulfill their duties in the learning English. Using words like "We have to obey the schedule. We have to come to the class on time on Friday. We have to follow the activities according to the schedule; we have to obey the school's rules, right? So what we do?" shows that the teacher internalized aspects of discipline value in learning. The teacher ensured that students had a discipline that reminds them to abide by existing rules in the learning process in the classroom.

The value of discipline looked in the teacher's lesson plan. The teacher internalized the value of discipline in pre-activity and main-activity process. In pre-activity process, the teacher checked the attendance of students before learning English. In main-activity process, the teacher asked the students to sit with their group. Checked the attendance and asked the students to sit down with their group as an attitude of value for discipline. Teacher have the value of guiding students' behavior or set limits to help them learn better to take care of themselves and others. Discipline value was planned in the lesson plan and in the learning process.

c. Responsible

The third value that targeted to be internalized in teaching English was responsible. The teacher tended to determine the value of responsible in speaking session. The teacher linked the responsible value to the learning material. The teacher internalized responsible value in speaking session. The value of responsible acted in main-activity process when the teacher asked delegates from each group to present the result of the discussion. The teacher's explanation which states "I will give you a task. I want you to present it in front of the class with your group but, you have to present it, one by one." shows that the teacher internalized aspects of responsible value in the teaching process. The teacher gave students the task of presenting the result of discussion they have done. This was done to develop a sense of self-confidence among students in completing the teacher's assignment and to improve the ability of students to speak English.

The value of responsible was seen from the lesson plan. The teacher internalized the value of responsible in main-activity process. In main-activity process, the teacher asked delegates from each group to present the result of the discussion. Student reflected the outcomes of the discussions given to them by the teacher as an attitude of value for responsible. During the presentation, students were able to express the outcomes of the discussions with other students, used to speak before the public and to inspire soul leadership in them. Responsible value was planned in the lesson plan and in the learning process.

d. Hardworking

The fourth value that targeted to be internalized in teaching English was hardworking. The teacher provided a reading text whose content reflects the character value of hardworking in reading session.

The teacher internalized hardworking value in reading session. The value of hardworking seemed in main-activity process when the teacher gave students the task of reading to understand the contents of the text using the dictionary. The teacher's explanation which stated "When they tried to read it with the dictionary,... When they want to read and find out every word they don't know yet, at least they want to try to learn" shows that the teacher had included the value of hardworking in the learning process. The teacher instilled the value of hardworking in the reading session so that students gain something that tried to understand the contents of the

text. With so students could understand, rate, as well as evaluate the information provided. A critical, creative, and innovative could also be developed through the assessment of text reading.

The value of hardworking looked in the teacher's lesson plan. The teacher internalized the value of hardworking in main-activity process. In main-activity process, the teacher asked students for several sentences in music video to be identified and analyzed. The teacher asked students to find and analyze the sentence in music video as an attitude of value for responsible. The teacher asked students to find and analyze the sentence in order to improve the accuracy and context of the sentence. Thus the students could make a good sentence. Hardworking value was planned in the lesson plan and in the learning process.

e. Fond of Reading

The fifth value that targeted to be internalized in teaching English was fond of reading. The teacher assigned homework assignment to students that reflect the fond of reading value. This was intended so that students get used to reading English material and using references. In this case, the dictionary was a reference to look for words that students did not know in English.

The teacher inclined to approve the value of fond of reading. The value of fond of reading performed in main-activity process when the teacher gave assignments' to the students who train students to read and use references. The explanation given "I will give you homework then.. I have two texts. Read the texts at home, understand the content. You have the write the comparison it. You have to read the text first. Then, you have to understand the text. You may open your dictionary at home. I will ask you the content of the text for the next meeting, so it must be read and understood, ya..." shows that the teacher has included the fond of reading value in the learning material. The teacher gave students the task of training students to understand the context of reading text they have learned that students' insight could increase when they study text reading.

The value of fond of reading looked in the teacher's lesson plan. The teacher internalized the value of fond of reading in main-activity process. In main-activity process, the teacher asked students for predictive sentences in picture to be analyzed. The process of analyzing the prediction of sentences performed by students as an attitude of value for fond of reading. The teacher asked students to analyze the sentence in order to improve the reading ability in terms of the exact understanding of the word and the meaning. So students who were better able to determine were correct and could comprehend a good sentence. Fond of reading value was planned in the lesson plan and in the learning process.

f. Curious

The fifth value that targeted to be internalized in teaching English was curious. The teacher asked students to write down the sentence about modal verb that have been learned. Then, asked them to confirm the correct answer.

The teacher inclined to approve the value of curious. The value of curious appeared in main-activity process when the teacher gave instruction to students to write sentences about modal verb and asked them to confirm the correct answer by looking for the right word in the dictionary. The explanation given "please make sure again, breath there, breath or breathe, please open your dictionary" and "so.. it means that.. which is the correct verb? Which one? breath or breathe?" shows that the teacher had included the curios value in the learning material. The teacher instructed

students to write a sentence and ask them to confirm the correct answer by searching for the correct word in the dictionary so that they were more knowledgeable about learning materials and also add vocabulary when they found new vocabulary in the dictionary. And students could also see how words were used correctly in a sentence.

The value of curious looked in the teacher's lesson plan. The teacher internalized the value of curious in main-activity process. In main-activity process, the teacher asked the students to analyze the sentences structure about Will contained in the video. The process of analyze the sentences as an attitude of curious value. The teacher instilled the value was to make students sensitive to learning materials. With that value, students could learn that they could study learning materials willingly and enthusiastically. Curious value was planned in the lesson plan and in the learning process.

g. Independent

The seventh value that targeted to be internalized in teaching English was independent. The learning material provided by the teacher reflected the value of independent, namely asking students for presentation, each student from the group makes example sentences related to the material.

The teacher inclined to approve the value of independent. The value of independent appeared in main-activity process when the teacher gave instruction to students to present the material and explain an example of sentence in front of the class one by one. The teacher instructed students to present the materials and explain a sentence example in front of class one by one, to make the students more independent and honest in their duties. In other words, teacher trained students' confidence to speak in public independently.

The value of independent looked in the teacher's lesson plan. The teacher internalized the value of independent in main-activity process. In main-activity process, the teacher asked delegates from each group to present the result of the discussion. Student reflected the outcomes of the discussions given to them by the teacher as an attitude of value for independent. During the presentation, students were able to express the outcomes of the discussions with other students, used to speak before the public and to inspire soul leadership in them. Independent value was planned in the lesson plan and in the learning process.

h. Communicative

The last value that targeted to be internalized in teaching English was communicative. The teacher implements dialogical learning by asking students to answer questions related to the material. It was shown by her statement as follows.

U15T : When finished, I call the student, for example the noisy one, 'Hasan, what is the text about?' but when asked the student can still answer even though they were noisy during the text reading session. 'Webmaster Ms', I appreciate it well, give praise especially to student who really learn it. 'That's good, Hasan. Yes, webmaster.' After that, there was a student who responded, 'Ms, all of these jobs have responsibilities, Ms. Not easy. We have to work hard, Ms, so that it is good.' 'Yes, that's right. Everyone must work hard at any job to achieve good results.

As in the statement, the teacher internalized communicative value in reading learning. The value of communicative appeared in main-activity process when the teacher instructs a noisy student to answer question related to the text about job. The teacher's explanation which stated "Hasan, what is the text about?", "That's good, Hasan. Ya webmaster" and "Yes, that's right. Everyone must work hard at any job to

achieve good results" shows that the teacher had internalized communicative value in learning process. The teacher instructed the noisy student to answer question related to the text to train understanding or the ability to think about students in the core of the learning materials. Teacher interacted with students in such a way that students were used to learning how to listen and appreciated each other's opinions through the use of lectures, questions-answers, and the provision of materials relevant to the task of learning delivered. The student would be used to express his or her mind without fear of one, as well as to familiarize students with ethics and good communication between students and teachers and students.

The value of communicative looked in the teacher's lesson plan. The teacher internalized the value of independent in pre-activity and post-activity process. In pre-activity process, the teacher asked questions that relate to the subject matter to be discussed at the meeting. And post-activity process, the teacher guided students to conclude the material and informs them of the subject matter for the next meeting. Learning materials were hoarded by the teacher who learns to assess students' readiness to learn materials. Communicative value was planned in the lesson plan and in the learning process.

CONCLUSION

As a conclusion, the teacher had a good understanding toward internalizing moral value in teaching English. The teacher could internalize moral value in teaching and learning process, namely in planning stage, teaching and learning stage, and evaluation stage. First, in planning stage, the teacher had designed the lesson plan with character values. The characters planned in the lesson plan were religious, discipline, responsible. Second, the teacher's knowledge of the values was categorized good since the teacher was able to explain the detail of character values involving 1) the purpose of the inculcation of character values, 2) the definition of character values, and 3) the choices in inculcating which values were significantly needed to deliver. Third, in teaching and learning stage, the teacher had practiced moral value in every learning activity by applying Scientific Based Learning approach in an implicit way.

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