
Part Two :

English Language Teaching and Character Building

INTERACTION OF LOCAL AND WESTERN CULTURES IN ENGLISH LANGUAGE TEACHING:

Teachers as Role Models

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Abstract: This article peculiarly aims at putting forward the significant contribution of teachers in general and English language teachers in particular. Because of teachers' influential role in the lives of young people, they play important role in filtering western cultures and values as well as penetrating Indonesian cultures and values. It is true that learning a foreign language should be accompanied by learning the culture of the language. Yet, learning a foreign language and its culture is not accompanied by lost of the native language as well as the cultures. It should not be taken for granted that all aspects of the foreign language are appropriate. Teachers need to insert cross-cultural understanding to their students. They involve in teaching cultural and societal mores and values, and in shaping students' ideas about what constitutes good behavior. While teaching is teachers' time to tell and to select what is good and discard what is bad. Character is a universal phenomenon and the five pillars of character education are of paramount importance. They are responsibility, honesty, fairness, respect, and trustworthiness; and teachers can employ two sorts of strategies: through teaching methodology (cooperative learning) and through modeling. Such modeling of moral values helps students learn that teachers not only talk about virtues, but have incorporated these into their day-to-day actions.

Key words: Indonesian cultures, responsibility, honesty, fairness, respect, trustworthiness, cooperative learning, modeling

I. Introduction

It is obvious that globalization marked by sophisticated inventions of information technology brings about both positive and negative impacts. People all over the world are competing in all aspects of life in a positive sense to get better life. Any facility we are enjoying at the present results from those inventions. However, globalization can also generate negative effects to people who are vulnerable to some new "negative" values which in turn make them abandon their former good values. Children now, for example, do not live in a kid-friendly world for they face more serious problems such as drug abuse, teenage pregnancy, juvenile delinquency, or youth violence. The invention of television, radio, the Internet, and mobile phones may bring about negative effects to young generation in the form of moral decadence unless they are educated in such a way that they can filter whatever information coming to them. Put simply, globalization to a certain extent can cause weak character among young generation, and it leads people to hedonism (Muslich, 2011). Accordingly, it will enhance instant culture in which people want to get things instantly without putting much effort to gain them.

In addition to the positive impact of globalization and information era, it also causes some negative impact. Some social problems and moral issues arising in our society such as juvenile delinquency, corruption, fighting among ethnic groups or gangs, free sex, cheating, hedonism, rule breaking, lack of discipline, anarchism, and mass brawl are some of them and are frequently associated with the failure of moral and character education and building. Thus, there has been increasing attention to the necessity of educating for character. Many theorists, educators and community members now agree on the necessity of educating for character and citizenship.

Some suggest schools and teachers always influence student character, whether or not they teach values explicitly. Debate about appropriateness and effectiveness of various approaches continues. It is important that the knowledge, skills, attitudes and values students are expected to learn guide decisions about character and citizenship education initiatives.

It is not an easy task to start any discussion on character building linked English teaching. It has been taken for granted that learning a foreign language should be accompanied by learning the culture of that language, yet, it should be kept in mind that English language teaching and learning and its culture is not accompanied by loss of the native language as well as the cultures. Since language plays an important role in the differential social distribution of positive and negative social values, English language teachers who are responsible for the English language teaching play significant contribution to make the students aware of the differences in cultures. In this instance, the notion of equilibrium is important. It should be fostered not only in the linguistic achievement of the learners but also in their cultural awareness. The equilibrium to be aimed at is on the personality level by means of certain efforts to avoid negative transfer from one language and culture into another.

A person of character has the wisdom to know right from wrong; is honest, trustworthy, fair, respectful, and responsible; admits and learns from mistakes; and commits to living according to these principles. Character is a universal phenomenon descriptive of people who possess the courage and conviction to live by moral values. Character encompasses being good and doing right, while behaving unethically is the antithesis of displaying character.

Eventually to this end, there must be some efforts from all parties to prevent those negative behaviors and

one of the institutions which is expected to play role in this instance is school. Schools have to prepare a better generation by changing their education system so that the output will have better character. They are expected to increase their role in the formation of personality of the younger generation through character education.

II. Foreign Language Learning and Foreign Culture Learning

Several references have been made to a central construct within the ethnography of communication: that is the notion of *communicative competence*, introduced by Hymes (1974), which may be broadly defined as what a speaker needs to know to communicate appropriately within a particular speech community. According to Hymes speakers who could produce any and all of the grammatical sentences of a language would be institutionalized if they indiscriminately went about trying to do so without consideration of the appropriate contexts of use. Communicative competence involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms.

Hymes (1974) augmented Chomsky's notion of *linguistic competence* with knowledge of appropriateness (whether and to what extent something is suitable), occurrence (whether and to what extent something is done), and feasibility (whether and to what extent something is possible under particular circumstances). Communicative competence extends to both knowledge and expectation of who may or may not speak in certain settings, when to speak

and when to remain silent, whom one may speak to, how one may talk to persons of different statuses and roles, what nonverbal behaviors are appropriate in various contexts, what the routines for turn taking are in conversation, how to ask for and give information, how to request, how to offer or decline assistance or cooperation, how to give commands, how to enforce discipline, and the like—in short, everything involving the use of language and other communicative dimensions in particular social settings.

The concept of communicative competence has important implications for selection and sequencing in language teaching curricula, but there are significant limitations on the extent to which the construct can (or should) transfer from first to second or foreign language contexts, particularly because of the different relationships that hold between first and second or foreign languages and culture. Within the definition of communicative competence, for instance, the content of what a speaker needs to know depends on the social context in which he or she is or will be using the language and the purposes he or she will have for doing so. From this perspective, cultural components of communicative competence are of great importance.

III. Cultural Knowledge

The concept of communicative competence requires reference to the notion of *cultural competence*, or the total set of knowledge and skills which speakers bring into a situation.), *Cultures* are systems of symbols, and language is only one of the symbolic systems in this network. This definition entails that interpreting the meaning of linguistic behavior requires knowing the cultural meaning in which it is embedded (Saville-Troike, 1996).

Ultimately, all aspects of cultures are relevant to communication, but the ones that have the most immediate importance for those learning communicative forms and processes in a second or foreign language are the social structure of its speech community and the values and attitudes held about language and ways of speaking. An understanding of social structure is needed in order to use the patterns of address in a language properly, for instance, as well as to know whom to avoid and when to remain silent. This involves determining what subgroups are accorded differential status and prestige and understanding what criteria are applied. Values and attitudes about language use may also relate to social structure, and notions such as what constitutes "speaking well" may vary within a speech community for males versus females or for members of different occupations or social classes. Attitudes toward language considered taboo are extremely strong, and violations may be sanctioned by imputations of immorality or social ostracism. No topic is universally forbidden; linguistic taboos relate integrally to culture-specific beliefs and practices.

In a broader sense particularly when relating to character building in a foreign language teaching, the concept of culture refers as well to all behaviors possessed by the speakers of a language and inherent in the speech community. Inappropriate manners both related to communication and behavior cause inconvenient situation and even eradicate relationship. In other words, values and norms working in a speech community of the a language need to be inserted too.

IV. What is Meant by Character Building

Let's first quote the Act of *Republic Indonesia on National Educational System* as follows:

....conscious and well planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State. National education means education based on *Pancasila* and the 1945 Constitution, and is rooted in the religious values, national cultures of Indonesia, and one that is responsive to the needs of the ever-changing era. (Act Of Republic Indonesia on National Educational System (Chapter 1 Article 1 and 2).

The above quotation contains several key words that are sometimes overlapping. Let's just mention some of them that are of interest of the paper. They are personality, morals, noble character, religious values (strengths) and national cultures. In this instance, character education presupposes that schools have the responsibility to facilitate students to encourage fundamental moral values, noble character, religious values (strengths) and national cultures to conduct their behavior throughout life other than help them to be smart in the lesson. The goal is to establish the students' personalities, to become a good human being, society, and citizens. This means that the teacher should facilitate to shape the character of the students in order to achieve the purpose of the national education in general and character education in particular.

Therefore, character refers to how good a person is. A person who exhibits personal qualities which fit with

those considered desirable by a society may be considered to have good character. The qualities may include, for example, trustworthiness, respect, responsibility, fairness, caring, honesty, self-discipline, perseverance, and citizenship. To develop such personal qualities is often regarded as the purpose of education. Therefore, character education is the deliberate effort to develop virtues that are good for individual and good for the society. The purpose of developing the virtues is to affirm human dignity, promote the well being and happiness of the individual, to serve the common good, to define one's rights and obligations, and to meet certain universal ethics (Lickona, 1991). Character building is the way to strengthen one's character by molding oneself into a productive person, or a person who has good qualities which fit his/her society. In Indonesian context, for example, it is necessary to teach multicultural values because Indonesia is comprised of many ethnicities, religions, and cultures. In schools with religious focus, piety, trustworthiness, respect, responsibility, fairness, caring, honesty, and self-discipline can get primary attention as a special character building values.

Some other definitions of character education are also provided by Berkowitz & Bier (2005:8) as follow:

1. Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.
2. Character education is teaching children about basic human values, including honesty, kindness, generosity,

courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens.

3. Character education is the deliberate effort to develop good character based on core virtues that are good for the individual and good for society.
4. Character education is any deliberate approach by which school personnel, often in conjunction with parents and community members help children and youth become caring, principled, and responsible.

V. Who is Responsible

The primary responsibility for character education development lies with parents and families, but schools play an essential supportive role. Whether they are conscious of it or not, schools are involved in teaching cultural and societal mores and values, and in shaping students' ideas about what constitutes good behavior. That is, students' success in academics and character are of interest to each institution and are best achieved through cooperative action and support. One most significant factor for children's development in any aspect as well as achievement is home environment since it plays a significant role in the development of individuals for three important reasons.

First and foremost is the amount of time children spend with their families. Children spend more time with parents and family members, especially in the first decade of their life. Parents always want the best of their children and always want their children to live a better life than they did. To that point, parents provide as many resources as they can. From the perspective of social theory of family capital, human

society does not function well in the absence of a sense of moral purpose and a cooperative stance toward others, and the first and most important place in which these are acquired is in the family. Given that children often remain with parents in their home, it is the responsibility of the parents to fulfill the basic needs/educational needs of their children. Moreover, parents are always in the favor of controlled life of their children. They also produce such atmosphere at home which does not affect the growth and education of their children. The learning environments provided by parents at home can affect children emotionally, with important cognitive and behavioral consequences.

At home, parents must exhibit good models for their children. Children will always

monitor what their parents do and they tend to do as their parents do. Fairness, hard work, honesty, democracy, kindness, charity, tolerance and the like may start at home. Parents need to monitor the development of their children in terms of their character development, and give them some guidance to lead them for better character.

In addition, teachers are expected to be morally upright individuals who display good character. They are expected to teach and discipline their students to be respectful and responsible. Because of teachers' influential role in the lives of young people, public still expects teachers to display behaviors reflective of moral virtues, such as fairness and honesty, and to adhere to professional codes of conduct. That is, teachers are expected to involve in teaching cultural and societal mores and values, and in shaping students' ideas about what constitutes good behavior. Schools help students to develop civic responsibility, healthy attitudes towards themselves and others, and a commitment to lifelong learning.

Often we think of learning as consisting entirely of academic skills and knowledge, but character and citizenship are the foundation of learning.

VI. What Teachers can do

Character Building through Teaching Methodology

In any classroom, no matter what subject matters are or age of students, teachers may structure lessons cooperatively, competitively, and individually. In a competitive class, a teacher has just finished making a presentation and is beginning to ask questions of students to check their comprehension of the material presented. The teacher poses a question to the whole class, and waits for volunteers to raise their hands. In most classes, the same few students invariably raise their hands eagerly, anxious to demonstrate their knowledge and gain the teacher's approval. A few others raise their hands tentatively, knowing that the appearance of willingness will also win teacher's approval. And there is another group of students who seldom or never volunteer to answer questions in class, maybe because they really cannot answer or because they do not care to join in the contest. Perhaps they have already learned that it is too risky, or they are so alienated that they are not interested in the teacher's approval.

Meanwhile, the teacher selects one of the eager students to answer. Others anxious to display their knowledge are disappointed that they are not chosen. Some of them would like the student who was selected to "get it wrong," thus giving *them* a chance to shine. Most teachers must have observed how the disappointed students reluctantly lower their hands, only to wave them vigorously in the air again if the responding student begins to falter. In other words, it is to their advantage if that student fails. Sometimes the student

does falter. In concentrating so hard on winning in this contest for teacher's approval, when the time comes to answer, the student has forgotten the answer and possibly the question as well. Kohn (1986) observes that there is a difference between trying to do well and trying to beat others, and that the emphasis on competition often produces inferior results.

The competitive structure of most elementary classrooms does not provide a social environment that promotes respect, trust, or altruism. Unsuccessful students may resent high achievers, grouping together to ostracize those whose academic success reflects unfavorably on themselves. Thus academic success in the competitive classroom carries a penalty: lack of peer approval. Many teachers of adolescents have seen high achievers reject academic success in favor of peer acceptance: a tragic choice for young people to have to make. These are some of the socially and psychologically damaging effects of "healthy competition." Clearly the prevailing ethic of competition does not motivate the lower achievers in the class.

In sum, a competitive learning environment cannot be said to be "healthy." The cooperative classroom, fostering peer assistance and peer approval for achievement, provides a more culturally appropriate learning environment: interactive, democratic, and supportive. Many teachers interested in improving the academic performance of minority students are adding cooperative learning to their repertoire of strategies in order to provide this kind of environment.

Different from competitive classroom, peer support and acceptance for learning in the cooperative classroom occurs because each student's success is to the benefit of the group. Students feel more in control of their own learning; display more on-task behavior; show improved attendance;

like their classmates, the class, the school, the subject, and the teacher better; and become more cooperative and altruistic as a result of cooperative learning experiences. These positive attitudes are likely not only to improve academic performance but to prepare students for effective and non-confrontational interaction with the community and the world beyond.

To be cooperative, the learning situation or every learning group must be structured on the basis of five basic elements of cooperative learning. The first is positive interdependence. Positive interdependence exists when students perceive that they are linked with group-mates in such a way that they cannot succeed unless their group-mates do and vice versa, or that they must coordinate their efforts with the efforts of their group-mates to complete a task. Positive interdependence promotes a situation in which students see that their work benefits group mates and vice versa, and students work together in small groups to maximize the learning of all members by sharing their recourses, providing mutual support, and celebrating their joint success (Johnson and Johnson, 1991). Positive interdependence is the heart or the most important element of cooperative learning. Here, the lessons must be structured so that a group can only succeed when each individual in a group attains his or her personal goals and helps the others in their group achieve their individual goals.

The *second* element in cooperative learning is individual accountability which is closely linked with positive interdependence. Individual accountability exists when the performance of each individual student is assessed and the results given back to the group and the

individual. The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform more highly as individuals (Johnson and Johnson, 1991).

The *third* essential element is face-to-face promotive interaction. Once a teacher establishes positive interdependence, he or she must ensure that students interact to help each other accomplish the task and promote each other's success. Students are expected to discuss what they are learning, explain to each other how to solve the assigned problems or complete the assignments, and provide each other with help, assistance, support, and encouragement. Silent students are uninvolved students who are not contributing to the learning of others as well as themselves.

Character Building through Modeling

There are five pillars of character that should be modeled by teachers as follow.

1. Honesty

Someone who is trustworthy warrants trust and is dependable, reliable, and faithful. An honest person does not lie, cheat, steal, or take unfair advantage, but is honorable, truthful, and trustworthy. This person is characterized not by deception or fraud, but by truthfulness, sincerity, and genuineness. Trust does not easily. It is not automatic. We have to earn trust, slowly, by showing that we are honest, living by what we believe, keeping promises and being loyal. Honesty means saying things that are true. It means doing things in a truthful, open, reliable way. Honesty is presenting

the whole truth in everything we do and say (Lindon Character Connection. 2006). Here are some things we can do at schools to help reinforce the importance of honesty.

- Encourage our students to talk honestly about any problem they have. Emphasize the point that we will not get angry with them for being honest.
- Point out any dishonest actions that may occur. Determine whether they are aware that the action was dishonest. Help them see why dishonest actions are not acceptable.
- Tell the students about times we have been tempted not to be honest. Explain that temptation is normal. Role-play different situations with them in which the temptation to be dishonest can, and frequently does, occur.
- Discuss with the students the alternatives to lying, cheating or stealing. Make sure your child understands that there almost is always a better way— an honest way—to handle such situations.
- Be prepared to discuss “white lies,” which your child may have observed you using.

2. Fairness

Fairness is closely linked with trust as students quickly learn whether or not teachers discriminate against them or treat them disparately. Fairness requires that all students have the same opportunity to meet certain standards. Sometime fairness may mean treating students differently because this is the right thing to do so.

Winning is not everything- fairness is. Unfortunately, people often care more about being treated fairly than about being fair themselves. Because we all like to win, sometimes we are tempted to see anything which puts us at a disadvantage as "unfair." Deciding what is fair can be a tough call, for while some decisions are clearly unfair, there is often more than one fair choice. This can be a tricky area, so at the very least we need to agree that fairness means going by the rules, treating everyone the same and using the same rules for everyone so no one has an unfair advantage (Alberta, 2005).

3. Responsibility

Responsibility is the most important value to be taught. The students are learned to take responsibility for their action. They are not allowed to make excuses or blame others. Evidence demonstrates that mostly, students still do not have enough responsibility in school environment. Students who do not finish their homework usually blame other person that actually does not include in their problem. They make a pretext of their fault because of their parents do not remind to finish the homework. It is the ironical condition. Properly, the students should make their own notes to remind them about their task in school. In this case, the teachers also have contributions to avoid this particular event. After the class ends, the teachers should form the habit of prompting the students about the homework and the next lesson in the class. By doing this method, the students learn to take care of their own business and reach the goal to get the responsibility person.

4. Trustworthiness

Trustworthiness has four basic values for children, which are be honest, be reliable, have the courage, and be a good friend. The teachers teach the students to be honest through class management that they do not allowed to cheat from their friends' work or their own notes when taking the quiz. In addition, the teachers also give the students chances to be reliable. They are learned to keep their promises such as to collect the assignment on time. To have the courage, the student be taught to do what is right in the society based on norms and laws, even it seems difficult. For instance, when the students take the final examination, the teacher asks them to inform while the other students are cheating. On the other word, the teacher should internalize good condition in the classroom. Moreover, the teachers educate their students to be a good friend. The teachers can conduct the class as a group discussion and each group has a leader. Through this method, the students can learn how to cooperate and do not betray the trust in the group (Lindon Character Connection. 2006).

5. Respect

Respect has three domains, which are respect for the environment, respect for others, and respect for self. The teachers educate the students to respect for the natural environment by care for and conservation of land, trees, clean air and pure water, and of all living inhabitants on the earth. This particular way can be accomplished in school day through voluntary labor service to make the school environment healthier. Furthermore, the teachers

raise the students to respect for others. As the example, the students listen to what other students have to say when they are in the discussion. They should appreciate what their friends have done. Not only that, they also should be courteous and polite to all of the people, especially for the teachers in the school. Afterward, the students can respect themselves. They should be taught to have self control of cleanliness. They learn to have good habits of personal hygiene and grooming. As the example, they throw the trash in the dustbin. In addition, the students should respect for their physical, mental and physical health. They learn about the awareness of the importance and conscious activity toward maintaining fitness and exercise in the school (Adisusilo, 2013).

VII. Final Remarks

It is true that teaching and learning a foreign language indicates teaching and learning the complex system of customs, values, and ways of thinking, feeling, and acting of that language. That is, a foreign language teaching will not be effectively carried out without giving explanation of its culture. English Language Teaching educators are practically required not only to teach the language but at the same time are required to present the cultural context in which this particular language is used. Meanwhile, the learners are also need to learn not only the language but also learn the culture of the society using it. This phenomenon is particularly common in the practice of a foreign language teaching owing to the fact that to be able to actively communicate using a foreign language, one needs to have not only a good proficiency of the language but also a comprehensive understanding of its culture.

However, even though teachers must be aware of the internalization of foreign culture in the practice of foreign language teaching. They need to be more careful in explaining materials containing cultural content in order not to make their students having a new semantic frame of their own culture. Teachers also need to wherever possible, promote the local content to the students by inserting the local cultural aspects or local wisdom during their teaching and learning process. This will be important in maintaining the students' understanding towards their own culture. The underlying reason of applying this new perspective towards language teaching is the fact that teachers need to integrate the spirit of character education for the sake of maintaining the nation identity.

It has been taken for granted that cultural acculturation through the intercultural communication between Indonesian and a foreign culture particularly Western culture, has been followed by the internalization of the foreign culture by means of various media including English language teaching. This cultural intercultural communication mainly results in the emergence of the construction of domination and hegemony of Western cultural values towards the Indonesian identity and nationalism. In this instance, teachers are also responsible for raising the students' awareness and understanding about what cultural elements of the foreign language are of good values. There are of course some good cultural elements and some others are not.

Eventually, since English teachers play important role in filtering western culture and values as well as penetrating Indonesian cultures and values, it is of paramount importance that they insert this cross cultural understanding to their students. That is to say, the English teachers need to make

the students aware that differences in cultures and values do exist, and lead them to select what is good and discard what is bad. Moreover, giving examples to students about good cultures such as punctuality, honesty, frankliness and so forth is the best practices.

Furthermore, teachers help students to internalize the moral values of honesty, trust, fairness, respect, and responsibility by modeling and continually reinforcing what is right and good. For example, whenever teachers admit to their mistakes and correct them they show that they themselves accept the consequences of their actions. Such modeling of moral values helps students learn that teachers not only talk about virtues, but have incorporated these into their day-to-day actions.

Lessons learned inside the classroom and through teacher-student interactions outside of the classroom should be based on virtues. Integrity, honesty, trust, fairness, respect, and responsibility should characterize teacher in their relationships with students. Teachers with character deal honestly with students in a trustworthy manner, nurture mutual trust and respect with and among students, treat others respectfully by believing in the inherent dignity of every person, and execute their responsibility in morally accountable ways. Society is best served when teachers teach and model, and students develop character and moral values.

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LEARNERS CHARACTER BUILDING IN GETTING SUCCESS ON ENGLISH LEARNING

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Abstract: Teaching English is not only transfer of knowledge, but also transfer of beliefs, morals, values, and character building. Teaching English in Indonesia has started from elementary school level until university. Various curriculum and methods have been developed to enhance learners ability in mastering English. Nevertheless the result is not felt the maximum in making learners can communicate well through language.

There are some aspects can be considered to build learners character in getting success on English learning are as follows: Introducing the important of English learning, Introducing the goal of English learning, Growing learners motivation and self confidence in English learning, Avoiding learners anxiety and building good image in English learning, Becoming English learning as enjoyable learning, Creating a positive classroom climate, providing speech community and developing English practice. English learning refers to habit formation process, giving students opportunities to learn about important social (moral) ethical issues, creating an atmosphere of respect for each other opinions, beliefs, and ethnic/culture diversity, and maintaining a threshold of morality and ethnic in the classroom climate.

If these aspects can be applied by teacher in the classroom, learners are not only mastering language, but also they will have self confidence, responsibility, empathy, strong and total personality, honest, autonomous, tolerance and work together.

I. Introduction

Teaching English is not only transfer of knowledge, but also transfer of beliefs, values, morals and character building.

Teaching English in Indonesia has started from elementary school level until University. Various curriculum and methods have been developed to enhance students ability in mastering English. Nevertheless the result is not felt the maximum in making students can communicate well through language.

II. Discussion

1. The Nature of Character Education

Character education is the deliberate effort to help people understand care about and act upon core ethical values. When we think about the kind of character we want them to be able to judge what is right, care deeply about what is right and then do what they believe to be right even in the face of pressure from without and temptation from within (Elkind & Sweet in Gunawan, 2012:23).

The objective of character education is to form strong, competitive, good behavior, good moral, tolerance, patriotic, and dynamic nation who has oriented to the knowledge and technology and become human who believes and fears to God almighty based on five principles.

2. Language Acquisition and Language Learning

Acquisition and learning are two concepts which have different meaning. The term of language acquisition refers to the capability development in one language naturally in communicative situation, while language learning determines process of knowledge accumulation about vocabularies and language rules consciously (Subyakto-Nababan, 1992:72). Activities which have correlation with language learning in general are used

in Language teaching at school and produce knowledge about language that learnt. While activities which have correlation with language acquisition is someone's knowledge about language in long time through interaction with society in the environment.

Acquisition is the process by which children unconsciously acquire their native language. While learning is as conscious knowledge of a second language, knowing the rules, being aware of them, and being to talk about them (Stephen D. Krashen and Terrell, 1983:175).

Learning has the same characteristics with acquisition of native language learner, while learning is formal knowledge. In acquisition learner is like to pick foreign language up and know that language, while in learning, learner learns foreign language and know that language. Acquisition process is subconscious process, while learning process is conscious process. In acquisition, knowledge is implicit, while in learning, knowledge is explicit. In acquisition, teaching formally doesn't help child capability, while in learning formally can help the increase of child capability.

3. Theory of Language Learning

The nature of language learning is influenced by two theories, namely Behaviorism and Cognitivism theory. Firstly, the theory of stimulus response from behaviorism based on the theory of B.F.Skinner (1957). He stated that language is manifestation of human behavior that has been habit. Language learning is new habits formation process. Behaviorism theory considered that learning is a process of habit formation of reinforcement with stimulus response system. Secondly, Cognitivism theory based on

cognitive psychology and transformational grammar by Chomsky (Gleason, 1998:386). He stated that language learning process is rule formation process, because human has "innate capacity", namely the ability to understand and to create new utterances. The theory considered that language acquisition is from he/she was born. In this theory, Chomsky had concluded that children were born with some kind of special language processing ability and had proposed the existence of a language acquisition device (LAD). The ability to distinguish speech sounds from other sounds; the ability to organize language into a system of structures; the knowledge of what was possible and what was not possible in any linguistic system; and the ability to construct the simplest possible system based on the linguistic data to which one was exposed (Hadley, 1993:98).

4. Some Aspects can be Considered to Build Learners Character in Getting Success on English learning

1) Introducing the Importance of English Learning

English is introduced for Indonesian students earlier, starting from elementary school. English has been pervasively studied in Indonesia since 1960^s and it is officially regarded as the first foreign language to be studied in schools and University (Ratminingsih, 2012). English is also learned as a part of academic requirements at school system, or in preparation for travel or study in an English speaking country. English has played an important subject and a compulsory subject. This is showed that English is taught from elementary school until University.

English is a tool to communicate orally and in writing. Communicating is to understand and express information, thoughts, feelings, and develop science, technology and culture.

Nowadays, English becomes an important language as it is used globally or internationally. The role of English is for global communication tool due to the globalization era. English is used widely and easily for it is called international language. English is the language of pop culture, of tourism, of markets, of the internet and trade (Nehemiah, 2009). Over half of various forms of personal communication written in letters, short message service, and e-mail are also written in English. Due the importance of English learning and the widely use of English in the world society and a tool for communication and interaction are not doubted.

In 2,000 there were approximately 1,500 million speakers of English world wide, consisting of around 329 million first language (L.1) speakers, (mostly in inner cycle countries), 430 million second language (L.2) speakers, (outer circle countries) and about 75 million speakers of English as a foreign language in the countries of expanding circle (Crystal, 2003). It is more over proven that English speakers are increasing every year.

2) Introducing the Goal of English Learning

According to the competency based curriculum which was issued by the Indonesian ministry of National Education reflects that the goal of English learning in Indonesia is to develop communicative competence and to enable the students be able to communicate in English orally and in writing. (BSNP, 2006). Communicating here

means to understand and to express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate is the ability to understand or to produce spoken text or written text to be realized in the four language skills, namely listening, speaking, reading and writing. The four language skills are used to respond or to create a discourse in public life, therefore, the method of English subjects are used at schools to be directed to the development of four skills of language for graduates be able to communicate and interact in English at certain level of literacy. In the end, the communication activity will create a human figure, who is able to communicate effectively, have high self confidence, critical thinking and be able to solve the problems and take an active role either independently or in groups.

3) Growing Learners Motivation and Self Confidence in English Learning

Learners motivation and self confidence should be built by teacher before learning English. Motivation is derived from Greek, "Movere", Its meaning is to drive (Fred Luthans, 1995). While Streers and Porter state that motivation has relation with "what energizes human behavior" (1991). Motivation is something that drives someone to do activities. Relation to this, motivation according to Lim Kiat Boey (1975) can be divided into two kinds. Firstly, is instrumental motivation, this is when the student learns the second language for instrumental purposes. For example, it may be required for post graduate work, for his career or for travel abroad. There is no desire on his part to go beyond the language as a tool to fulfill rather limited purposes. The secondly, is integrative motivation. In this case, the student learns

the second language with the desire to identify himself with the native speakers and to enrich his life by contact with another culture. It was found that students with integrative motivation have greater success at learning the second language than those with merely instrumental motivation. Based on the explanation above, it can be understood that motivation is very important for learner to get success in English learning.

Relation to this, according to Krashen and Terrell (in Hadley, 1993) state that a foreign language learner who has certain motivation, i.e he/she wants to be like a foreigner and has self confidence in learning English, she/he will get more success than who has low motivation and self confidence.

4) Avoiding the Sense of Learners Anxiety and Building Learners Good Image in English Learning

The sense of learners anxiety should be avoided before English learning, because the sense of anxiety makes a learner is lazy and anxious to learn English. Anxiety in general can be associated with “threats to self efficacy and appraisals of situations as threatening (Pappamihel, 202:331).

Language anxiety refers to the feeling of tension and apprehension experienced by learners in the foreign language classroom. More particularly, that language anxiety is a distinctive complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Marwan, 2008:119). In language learning process, teacher encourages learners to speak English or to ask questions in English. Teacher is to provide the kinds

of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be (Brown, 2007).

Relation to this, Pappamihel (2002) divides the anxiety into two types, namely state anxiety and trait anxiety. State anxiety is a type of anxiety which occurs because learners are exposed to particular conditions or situations. For example, there are learners who may feel anxious if they are requested to speak in front of the class or if they do not understand many of the teachers' words during the class. Mean while, trait anxiety is a person's tendency to feel anxious regardless of the situations to which they are exposed. Based on above explanation, that can be summarized that anxiety is a part of some body's character that makes someone's condition feel anxious. When learners are "put on the defensive" in English learning, the affective filter is high, and comprehensible input can not "get in". On the contrary, when the learners have good image on English learning and "put on the relaxing" the affective filter is opened and positive, the comprehensible input can "get in" (Hadley, 1993:51). It means that learners who have good image, opened and positive attitude on English learning. They will be able to communicate with other people with their trust and will be easy, and more successful in English learning. In this case, teacher should make conducive class. If the class is conducive, learners feel happy and easy to be motivated to learn. Teacher also should make English learning as enjoyable learning.

In the English learning, teacher should allow the learners to learn with playing, asking, discussing, doing the meaningful something and motivating them to become learning activity to be enjoyable learning. Learners want

to learn if learners see learning as an enjoyable experience (Hutchinson and Walters, 1994). If the learners are asked to answer the questions, discussion, or observation, learners brain will work better, so the process of English learning will be better too (Silberman, 1996) and will be able to increase learners evaluation score significantly.

5) Creating A Positive Classroom Climate

The roles that teacher plays and styles that teacher develops will merge to give the teacher same tools for creating a classroom climate that is positive, stimulating and energizing. A positive classroom climate can be done by teacher are as follows: establishing rapport, balancing praise and criticism, and the last is generating energy (Brown, 2007). Rapport is the relationship between teacher and students. The relationship built on trust and respect that leads to the students, feeling capable, competent, and creative. The relationship can be done by showing interest in each student as a person, by giving feedback on each person's progress, by openly soliciting students ideas and feelings, by valuing and respecting what students think and say, by laughing with them and not at them, by working with them as a team, not against them, and by developing a genuine sense of vicarious joy when they learn something or otherwise succeed. The relationship that made by teacher as above explanation, the learners feel respected. In this case, the learners will be easy to be motivated to learn English.

6) Providing Speech Community and Developing English Practice

In building learners character in getting success on English learning, it needed to create speech community.

Speech community is widely used by sociolinguist refers to a community based on language (Hudson, 1996). In the term of sociolinguistics, speech community is called linguistic community (Wardhaugh, 1998).

Linguistic community is a social group which may be either monolingual or multilingual held together by frequency of social interaction patterns and set off from the surrounding areas by weakness in the lines of communication linguistic. Communities may consist of small groups bound together by face to face contract or may cover large regions, depending on the level of abstraction we wish to achieve (Wardhaugh, 1998). In this definition, then communities are defined partially through their relationships with other communities. Internally, a community must have a certain social cohesiveness, while externally, its members must find themselves cut off from other communities in certain ways.

Relation to this, Bloomfield (in Wardhaugh, 1998:119) states that speech community is as a group of people who interact by means of speech. Speech community is meant as all of people who use a given language (or dialect) (Lions in Hudson, 1996:25). Based on above explanation, it can be understood that speech community is a community which the members should use a given language or the same dialect. In this case, teacher should encourage learners to practice English. For example, in the process of teaching and learning English in the class, every learner should use English for asking questions or for interaction with teacher or with other learners. Learners may not be permitted to use Indonesian. Learners have to use English for interaction in the class. In this case, Brown (2007) states that several classroom activities could be conducted, such as imitation (drilling),

intensive speaking, responsive speech, transactional dialogue (exchanging specific information), interpersonal dialogue (maintaining social relationship) and extensive dialogue (oral reports, summaries, short speeches).

7) Teaching and Learning English Refers to Habit Formation Process

Learning English through doing good habits is very important to be given to the learners, because, with doing good habits at the first time, learners will reject it. But, if teacher always asks for them to do good habits, little by little, learners want to do it. Because of doing good habits has been their new habits, in the end, learners can do it without pressuring from the teacher. For example, when learners are requested to speak English, at the first time, they will reject. But if teacher always asks for them and gives opportunity for them to speak English. In the end, learners will do it easily. Because learners always learn about it. As behaviorism theory stated that learning is new habit formation process. Learners can speak English if learners always speak English and English speaking activity becomes their new habits. Learners are able to do something, because of being their habits.

8) Giving Students Opportunities to Learn About Important Social/Moral/Ethical Issues

Teachers should be responsible for giving students opportunities to learn about important social/moral/ethical issues and to analyze all sides of an issues (Brown, 2007:515). A language class is an ideal locus for offering information on topics of significance to students. The objectives of a curriculum are not limited to linguistic

factors alone, but also include developing the art of critical thinking. Complex issues (say, religious fundamentalism or homosexuality, for example), can become the focus of intrinsically motivating content based language learning.

9) Creating an Atmosphere of Respect for Each other's Opinions, beliefs, and Ethnic /Cultural Diversity

Teachers are responsible for creating an atmosphere of respect for each other's opinions, beliefs, and ethnic/cultural diversity (Brown, 2007:515). The teacher should be able to create the classroom becomes a model of the world as a context for tolerance and for the appreciation of diversity. Discourse structures such as "I see your point, but" are explicitly taught and used in classroom discussions and debates. Students learn how to disagree without imposing their own belief or opinions on others. In all this, it is important that the teacher's personal opinions or beliefs remain sensitively covert, lest a student feel coerced into thinking something because the teacher thinks that way.

10) Maintaining A Threshold of Morality and Ethics in the Classroom Climate

Teachers are responsible for maintaining a threshold of morality and ethics in the classroom climate (Brown, 2007:515). Occasionally a teacher needs to exercise some discipline when students show disrespect or hatred based on gender. Teachers should ensure that "universal" moral principles (love, equality, tolerance, freedom) are manifested in the classroom for example: In Egypt, a culture where equal opportunities and rights of women are abridged, a teacher used an activity in a class with

both men and women in it that culminated in the students collaboratively writing up a “bill of rights” for women in Egypt (Mona Grant Nashed in Brown, 2007:517).

III. Conclusion

The nature of language learning is influenced by two theories, the first is behaviorism theory states that learning is new habit formation process. The second, is cognitive theory states that learning is rule formation process.

English has been studied in Indonesia since 1960's and become a compulsory subject. It is showed that English is taught from elementary school level until University. Nevertheless the result is not felt the maximum in making learners can communicate well through language.

To build learners character in getting success on English learning, there are some aspects can be considered by teacher to be applied in the class are as follows: Teachers are responsible for introducing the important of English learning; introducing the goal of English learning; growing learners motivation and self confidence in English learning; Avoiding learners anxiety and building good image in English learning; becoming English learning as enjoyable learning; creating a positive climate; providing speech community and developing English practice; English learning refers to habit formation process; giving learners opportunities to learn about important social/moral/ethical issues; creating an atmosphere of respect for each other's opinion, beliefs, and ethnic/cultural diversity; and maintaining a threshold of morality and ethics in the classroom climate.

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PLANTING CHARACTER EDUCATION IN TEACHING ENGLISH THROUGH INTERNSHIP PROGRAM

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Abstract: Referring to the purpose of the National Education in Indonesia, it is stated that the National Education has the function to develop the competences and mold the character education based on the national moral values of civilization in this country. Specifically, education is aimed at developing the learner's potentials to be knowledgeable, skillful, competent, independent/autonomous, creative, healthy, virtuous, religious, democratic and responsible citizen or human.

To support the purpose of the national education above, teacher, especially English teacher, has a significant role to succeed the national program proposed by the government through the teaching and learning in the class. In this way, every English teacher is expected to have two competences. The first is the English language proficiency or competence. English language competence has been rated as the most essential characteristic of a good teacher in education program. It is stated that the FLT education program should provide students with opportunities to develop competence in speaking, listening, reading, and writing. Moreover, Language proficiency has indeed constituted the bedrock of the professional confidence of non-native English teachers. The second is the knowledge of the character education. The character education is a system in which the good moral values or characters included knowledge, awareness or willingness, and act to apply those moral values to God, environment, and themselves are planted in the early age through the learning and teaching in the class. The planting of this character education is conducted by the teacher teaching the students in the class.

Due to the importance of the two competences above, some preparations are necessary. One of them is through the teacher training or internship program. Briefly, it is a program that helps teachers develop the knowledge, skills and attitudes they need to teach competently in their own classroom. Whether we call it teacher training, preparation, education or development, it is ultimately the purpose of these programs that makes them similar – that is, to ensure that teachers have the knowledge, skills and attitudes or dispositions they need to teach well, and to continue to teach better as they evolve in their profession to reach the goal of the national education program in terms of developing the language competence and the character education to the learners. Finally, through the internship programs, the teacher candidates will be trained how to teach the students the English competence and character education knowledge that may contribute to mould excellent students' characters, attitudes and competences to face the globalization era today.

Key Terms: Character Building, Language Competence/Proficiency, Internship Program

I. Background

One of the most famous issues that has much been discussed in many opportunities and articles today is character education. The minister of national education has proposed the character education program since May 2nd, 2010. Besides it is part of the process of forming the students' moral values, it is also expected that the character education can be the main foundation in succeeding the education in Indonesia in 2025.

The character education is aimed at developing the students' ability to make a clever decision to what is right and what is wrong, to maintain what has been good so far, and to materialize or apply what has been earned as goodness in the daily life obligingly. The character education is the

process of creating the students to be the real human having a good character in the heart, mind and soul dimensions. Through the character education, it is expected that the students should have a good character such as being honest, virtuous, responsible, healthy, smart, creative, religious and democratic.

Nowadays, Indonesia is facing various globalization challenges. In this globalization era, the countries which have the strong character will be capable of facing those challenges. This condition makes the education practitioners to give illumination and build the character (Rajasa, 2009 in Suparlan 2010). Character as "moral excellent" built is supposed to be meaningful when based on the moral values of national culture. Therefore, character education is directed to develop the moral values underlying goodness to be the personality trait to every citizen in this country (Suparlan, 2010).

The character education, once again, is expected to be able to increase the degree and rank of our country. The character education has been the focus of education in all levels of education in Indonesia. The building of this character education may start with the person's natural tendency given by God, which then forms attitude or behavior. In its process, this natural tendency is strongly influenced by the environment, which takes an important role in building the person's attitude or behavior. School and community as parts of the environment also have responsibility to recognize the character that will be formed or built.

The character education is supposed to be a system of planting the national culture moral values to students through components like knowledge, awareness and willingness, and action to conduct those values to God, themselves, other people and environment in order to create

perfect human (Insan Kamil). In the character education all components or stakeholders must be involved, including the education components such as curriculum, teaching and learning process, evaluation, school management, and so on.

This character education can be integrated in the learning process of every subject matter including foreign language proficiency like English. The learning materials may be developed in relation to the daily life. So that, the learning of character values not only appear in the cognitive area, but also touch to the internalization and real experience in the students' daily life. The character education is aimed at increasing the education quality at school referring to the attainment of building character based on the competence standard.

To reach what has been expected above, a good preparation in teaching English has to be done. The preparation may concern with the teacher training or internship program held by colleges or universities as the formal place or organization to prepare the teacher candidates in mastering English as a subject matter and the knowledge of character education to support the government's program through the national education system. Hence, it is expected that through the teacher training or internship program held by colleges or universities may contribute to master both the way how to teach English and plant the character education to students through the teaching and learning process.

II. Character Education

Definition

There are various definitions about the character education stated by the experts and education practitioners. The character education is simply defined as every effort conducted to influence the students' characters. The term

“character” may derive from Greek meaning “immortal signs”. These signs have belonged to human to identify the differences to each other. The meaning of “character” here is supposed to be positive characters, so building character means building positive or good characters with moral values or ethics. These moral values may involve the rules and develop good habit that may occur through repetition activities.

Berkowitz (in Damon, 2002) defines character as moral anatomy. This means that person’s moral function is influenced by his/her psychological conditions. There are seven concepts of moral anatomy proposed by Berkowitz – moral attitude, moral values, moral personality trait, moral emotion, moral consideration and thought, moral identity, and basic characteristics. Meanwhile, Lickona (1991) states that character education is a system of planting good values to students including knowledge, awareness and willingness, and action to conduct those moral values in relation to God, other people and environment.

Referring to good values proposed by the experts above, there are 18 good values proposed by our national education to be packed in a concept called character education values based on the national culture moral values. They are religious, honest, tolerant, discipline, hard work, creative, independent, democratic, curious, national spirit, loving motherland , achievement appreciation, communicative, peaceful, fond of reading, caring environment, social life, and responsible. Hence, character education is the deliberate use of all dimensions of school life to foster optimal character development. This character education is prepared to create highly qualified generations. To sum up, character education is the deliberate effort to help people understand, to care about, and to act upon ethical values.

The Origin of Character Education

Character education teaches the habit of thinking and behaving to help an individual live and work together as a family, society and nation. This also functions to help people make decision what is right and what is wrong. These characters can be seen in "The Six Pillars of Characters" issued by Character Counts. The characters proposed are as follows:

- a. Trustworthiness
This character makes people be integrated, honest and loyal
- b. Fairness
This character makes people have open minded thought, be fair and dislike exploiting other people.
- c. Caring
This character makes people take care and be attentive to other people and social conditions surrounding.
- d. Respect
This character makes people appreciate and respect to others
- e. Citizenship
This character makes people be law abiding and care about their environment
- f. Responsibility
This character makes people be responsible, discipline and do something good

The building of character is the realization of the opening statements of UUD and Pancasila mandates. This program is caused by the reality of education problems in this country. There are many problems faced by our education

system such as disorienting Pancasila moral values by most of the students or people in Indonesia, removing ethics in life, removing local cultures and so on. That's why, government, then, propose the character education as one of the priority programs for a long-period national development for 2005-2025. In this way, the character education is put as the base of conducting the national development vision.

Referring to the vision made by the government above, the character education has been proposed to be included in the national education system. This has been approved in UU RI No. 20 year 2003 about the system of national education (UUSPN). Hence, UUSPN is supposed to be the strong foundation in implementing the character education as one of the priority programs in our national education system.

The Process of Character Building

How can an individual character be built? Psychologically, individual character is meant as the result of the solidity of heart, mind, soul and physic management. The heart management may relate to the attitude and faith or belief. This may result some characters like being honest, faithful and responsible. The mind management may relate to the process of thinking to find and use the knowledge. This may result some characters like being smart, clever, creative, critic and innovative. The soul management will relate to the process of perception, imitation, manipulation and creation of new activities. This may result some characters like supportive and strong. And the physic management may relate to the willingness and awareness of caring to each other.

An individual character is built since he/she was a child based on genetic and environment influence. The

process of building character will influence the way how the individual views himself/herself and his/her environment that will be reflected in the daily life. School and college are the place to arrange how the character education can be held and evaluated. That's why, it is crucial that curriculum be arranged by including the character education in the subject matters and academic activities held by the teachers.

Steps and Strategies of Building Character Education

There are some strategies or approaches proposed by the government through the ministry of national education in building or developing the character education.

1. Intervention through policy (top-down)

This step is mostly done by government through the ministry of national education. This step will be synergized to governors in the province and regent officer in the district. The government applies five strategies as follows:

a. Socialization

This step or activity is aimed at building the collective awareness about the importance of the character education in terms of national circumstances. This is done by planning the character education for all parties.

b. Regulation Development

To accelerate and inform the national movement on the character education, the minister of education needs to consolidate internally by developing the regulation as the strong law umbrella for implementing the character education.

c. Capacity development

The minister of education comprehensively and massively will do some efforts to develop the capacity of resources in implementing the character education. Hence, it is necessary to prepare the training for the project-doer in developing and socializing the character values.

d. Implementation and cooperation

The ministry of education needs to synergize various things related to the implementation of the character education in terms of function and target.

e. Monitoring and Evaluation

The ministry of education will monitor and evaluate the work units to control and avoid the mistakes in implementing the character education.

2. Practitioners' experiences (Bottom-up)

In this step, initiation is expected to come from the education unit. Government give technical support to schools that have developed and implemented the character education.

3. Program revitalization

In the last step, revitalization program needs conducting. This condition can be seen from many extra-curriculum activities that have implemented the character education. (Panduan Pelaksanaan Pendidikan Karakter, Pusat Kurikulum dan Perbukuan, 2011)

III. Building Character in Schools & College

National movement on character education from government has become a great momentum to give an

opportunity to the students to be active in the teaching and learning process. School starting with kindergarten to college has an important role in building the students' characters.

The characters must be developed through some stages – knowing, acting and behaving. The characters are not limited in the knowledge owned by the students. The students who have knowledge on goodness does not guarantee for them to do the right or good things referring to what they have known. This condition is getting worse when they do not get used to doing it in their daily life. The characters seem to reach the habit and emotion areas. Hence, there should be three components needed in implementing the character. They are moral knowing, moral feeling and moral acting (Lickona, 1991). This is necessary to make the students understand, feel, realize and implement those good characters built through the learning and teaching process.

The areas of knowing that may enrich the cognitive circumstance are moral awareness, knowing moral values, perspective taking, moral reasoning, decision making and self knowledge. Meanwhile, moral feeling is supposed to be the strengthening of students' emotion aspects to become characterized human. This strengthening may relate to the attitudes that must be felt by the students. They are conscience, self esteem, empathy, loving the good, self control and humility.

On the other hand, moral action is an action that is supposed to be an outcome of those two character components above. To understand what makes people do good things, there exist three aspects that can be seen. They are competence, will and habit. Academically, character education may mean value education, virtuosity education, and moral education. Those things are aimed to develop the students' ability in

making decision by considering what is right and wrong and maintaining what is right and implement those good or right things in the daily life obligingly.

Character education, according to Doni Koesoema (2007) is an anthropological structure directed to the process of developing human characters continuously, to perfect themselves as human. This can be done by actualizing the moral values like toughness, responsibility, humility, and so on. He, again, assumes that human soul can be changed by education. That's why, he proposes five methods of character education – teaching knowledge on values, giving the modeling, deciding the priority, practicing the priority and reflection. These all methods are done in every moment at school. Then, it begins to be implemented in community. The community's role is to control whether character education has been successfully implemented.

According to Lickona et al (2007), there are 11 principles to conduct the character education effectively. They are (1) developing the main ethic values, (2). Defining "character" comprehensively including mind, attitude and feeling, (3) using comprehensive and pro-active approaches in developing character, (4). Creating attentive school community. (5) giving the students opportunities to do moral act, (6) making academic curriculum that is meaningful and challenging to respect all other students and helping them to succeed, (7) motivating the students, (8) involving the school staffs as the learning community, (9) growing the moral togetherness and leadership, (10) involving family and society as the partners in developing the characters, and (11) evaluating school characters.

In the classroom learning, the characters are expected to be the results or the competences that can be reached by the

students. In this case, the classroom learning should not ignore or separate the three aspects of learning – affective, cognitive and psychomotor. Some experiences have shown that many teachers or schools tend to develop or reach the cognitive and psychomotor only. They seem to ignore the affective aspect that is not supposed to be instructional effect. Hence, the problems arise. Some affective aspects as the base of character building disappear though the students have known or had the knowledge on characters.

Referring to this experience, it is expected that the planting of character or affective aspects in the learning and teaching process can also be the target of education as well as the cognitive and psychomotor aspects. That's why, schools or teachers must commit to develop the students based on the values or characters by defining them in the form of attitudes that can be seen or observed in the daily school life, exemplifying or practicing them in our own life, discussing and using them as the base of activities, and appreciating the manifestation of the values in society (Bashori, 2010).

The character education in college is also important to be implemented. This is supposed to be the continuation of building the character education in school level. The difference is that every college qualifies to decide the characters built to their students. The characters built to the students may refer to the vision and mission of each college that is supposed to be different from each other.

The character education in college needs designing completely, including the steps or stages when the students enter the college for the first time as their new learning life and finish their studies in the college. The stages of building the character education in college are commonly divided into three stages.

1. Beginning

This stage may emphasize to the status changes to the students. The students are supposed to be mature and have any consequences and responsibilities to their own life in college.

2. Middle

This stage may emphasize the students to be able to be independent in learning, to socialize with others and develop their own ability.

3. Final

This stage is the process of developing the students characters by focusing on the graduation profile that will face the world of working.

IV. Internship in Planting Character Education Through Teaching English

Internship Program

Teaching has been a Prophetic profession and passionate activity aiming at developing accepted and/or required attitudes, values and skills among nascent learners through making their minds. Its sanctity appears to be vested in expertise, patience, determination and commitment of teachers with the cause and/or objectives of their profession. Teaching as a profession appears to be an art; crafting the potential of learners into ability and intelligence into intellect. It makes learners capable of applying knowledge instead of memorizing the information.

Talking about teaching, a teacher is supposed to be one of the most important things in teaching itself. A teacher is regarded as a facilitator and reformer who gradually brings about change among his/her learners' self and surroundings. Besides, a teacher is considered to be the

role model and academic leader for students assuming the responsibility of transforming novice minds into intellect. It is not a simple task rather a practice of patience, forbearance, and commitment with profession and professional ethics. It requires professional training to inculcate these competencies and skills for carrying out such Prophetic responsibilities. Since a product speaks of its master likewise a graduate of any level reflects the professional competencies and ethics of his/her teacher. It is an agreed upon fact that a skilled and competent teacher is the architecture of constructive minds and intellect (Duffee & Aikenhead, 1992).

Therefore, people who want to be teacher must know what they should prepare to do their teaching profession successfully. It is true that teaching is not only a profession but also an art. As an art it requires appropriate practical training for job placement (Benton, 1990) and productive professional life. Conventionally, practical training of teachers has been imparted through practice teaching where prospective/trainee teachers work as and with regular teachers in the school. Practice teaching is school-based training (teacher training) of short duration; likely to train the teachers mostly in classroom situations, but teaching profession is not limited only to the classrooms. Classroom activities add to the professional development of teachers but they need more skills, competencies, values and attitudes to meet the needs of education in 21st century.

What is teacher training? Briefly, it is a program that helps teachers develop the knowledge, skills and attitudes they need to teach competently in their own classroom. The concept has changed over the years, from on-the-job training to training by religious orders to government-based training in normal schools to teachers colleges and finally, to university faculties, schools and departments of education (Husen &

Postlethwaite 1994). In time, the term teacher training comes to be used in developing countries to encompass teacher preparation in the pre-service mode, and teacher upgrading (skills and/or qualifications) the in-service teacher mode.

In some countries, however, 'training' tends to connote a more restricted kind of education focused on specific outcomes achieved through a sequence of steps, within a specific period of time. It is based on the assumption that through mastery of discrete skills, teachers will be effective in the classroom. Teacher training involves giving novices and experienced teachers alike ready-made answers as opposed to allow them to discover their own alternatives. Where training represents a pre-planned agenda set by the workplace or syllabus, education represents an impromptu, flexible agenda set by groups. Where training implies the needs of the workplace, education implies personal needs. Where training leads to qualification, education leads to career development. Training relies on leader and experts, education on peer groups. And where training leads to standardization, education leads to innovation.

Instead of teacher training, then, "teacher education" is more often used in industrialized countries. Tatto (1997) provides a definition: teacher education refers to formally organized attempts to provide more knowledge, skills and dispositions to prospective or experienced teachers (in Cummings & McGinn 1997: 213). Thus, teacher education refers to (1) pre-service as well as in-service preparation and (2) a variety of ways of bringing about learning rather than simply the inculcation of skills that the word "training" invokes for some. Cummings & McGinn (1997) concur that as with schooling, teacher education has moved from the "transmission model" to one which emphasizes thought

processes. Finally, a concept that is even broader than teacher education is teacher development, a continuous process that begins with pre-service teacher preparation and spans the entire career of the teacher.

Whether we call it teacher training, preparation, education or development, it is ultimately the purpose of these programs that makes them similar – that is, to ensure that teachers have the knowledge, skills and attitudes or dispositions they need to teach well, and to continue to teach better as they evolve in their profession. For the purposes of this paper, we will use the term teacher training to encompass all of the ideas described above, understanding that each program must be examined on its own merits in order to determine the extent to which promotes skills transfer and/or the development of thought processes.

Teacher education programs have received mixed reviews in the last quarter of the twentieth century. Many observers point out that the quality of training is better than it ever has been in the schools of education. In fact, only in the last 30-40 years have would-be teachers been required to complete four-year, degree-granting programs. Today's teachers are more socially aware, professionally conscious, knowledgeable about learning theory, and even more student oriented perceptions on the part of some, however, attacks on teacher preparation programs and institutions have grown over the past decade.

Regarding the practical training of teachers, teacher education through internship program may seem to be crucial for holding that practical training for teachers. Van-Driel, Beijaard, & Verloop (2001) affirm that practical training makes initial teachers learn professionalism and professional ethics along with mastery of teaching methods and techniques. It equips them with knowledge of and about teaching

profession, school environment, school records, maintenance of discipline, relationship and communication with colleagues, head teacher, students, parents and community, and time management, and skills.

Therefore, it seems appropriate to include all professional activities in school-based training by extending its duration up to a full term and/or semester. The prospective teachers would work in schools as full time regular teachers with a paradigm shift from practice teaching to internship as it is observed in developed countries. In developed countries, interns work for an extended period, with full responsibility as teachers in school situation. Teachers must also be responsible with their learners. Learners have novice minds which need to be transformed skillfully into mature and rationale thinkers. Therefore, a teacher would have to necessarily be equipped with such skills and competencies so as to make their learners independent, logical & reflective thinkers and pro-active in their life.

V. Internship for ELT

Language proficiency is the most important component of content knowledge for teachers in English Internship program. The American Council on the Teaching of Foreign Languages' provisional program guidelines for FLT education, in the area of specialist development, state that the FLT education program should provide students with opportunities to develop competence in speaking, listening, reading, and writing. Due to the importance of the English language in the internship program, English-language teacher (ELT) training programs are being implemented all over the world. Considerable attention has been given to the process of training English-as-a-foreign-language (EFL) teachers.

Generally speaking, most EFL teacher-training programs around the world consist of several components. There is a methodological/pedagogical component, a linguistic component, and a literature component (Cullen, 1994). Although in most parts of the world the main emphasis in ELT is on methodology, there have been situations in which emphasis is placed on raising the language level of the future teacher. Berry (1990) states that teacher-training programs virtually exclude the methodological aspect and concentrate on the improvement of the language level.

In such a case, attention is given to linguistic knowledge of the language rather than the ability to use the language or real communication. Cullen (1994) states that only a few teacher-training courses are able to achieve the objective of improving the communicative command of the language rather than knowledge of it. Cullen, however, recognizes that in most regions of the world, especially where English is not a medium of instruction, the main interest of English teachers is the need to improve their own command of the language so that they can use it more fluently, and above all, more confidently, in the classroom.

Language proficiency has indeed constituted the bedrock of the professional confidence of non-native English teachers. Language competence has been rated as the most essential characteristic of a good teacher (Lange, 1990). Language improvement was ranked as the most important and methodology was second. Berry (1990) shows the dual functions of language improvement. The first function is obvious, raising the teacher's level of proficiency. The second function is very subtle and consists of providing effective teaching models when changes are desired in teaching practices.

Murdoch (1994) has suggested that teacher-training programs should think more in terms of activities that will help develop both the pedagogical skills of the trainee and his or her language competencies. Hence, it needs to reduce the hours of study of other subjects in the curriculum like principles of education in order to reserve more time for language study. Besides, according to Doff (1987), a teacher's confidence in the classroom is undermined by a poor command of the English language. Poor command of the language through lack of use can affect the self-esteem and professional status of the teacher and interfere with simple teacher procedures. Furthermore, it can keep the teacher from fulfilling the pedagogical requirements of a more communicative approach to language teaching. A foreign-language teacher's lack of proficiency leads students to believe that learning a foreign language consists of the completion of textbook activities rather than learning the language for the purpose of communication.

There are many subjects of teacher's practical training held by any institutions. One of them is language teacher education especially English. The standard of English as a Foreign Language (EFL) education has prompted calls for reform to EFL teacher education. Field experiences are central to their professional development. Language teacher education programs are likely to be housed in departments of applied linguistics, education, or languages and literature: These three disciplines provide the knowledge base and opportunities for developing skills and dispositions for both prospective and experienced teachers. Until recently, applied linguistics (psycholinguistics, sociolinguistics, discourse analysis, language description, and language teaching and testing methodology) formed the core of language teacher

education, not unexpected, since language teaching has historically been the primary focus of applied linguistics (Bardovi-Harlig and Hartford, 1997). Finally, language teacher education is a microcosm of teacher education, and many of the trends in current language teacher education derive from theory and practice in general teacher education.

VI. Character Education & ELT through Internship

As stated above that internship program is held to help teacher candidates prepare themselves by getting better knowledge about how to be skillful and professional teachers teaching students in the class. In this case, every teacher, especially English teacher, is expected to have two competences. The first is the English language proficiency or competence. English language competence has been rated as the most essential characteristic of a good teacher in education program. It is stated that the FLT education program should provide students with opportunities to develop competence in speaking, listening, reading, and writing. Moreover, Language proficiency has indeed constituted the bedrock of the professional confidence of non-native English teachers. The second is the knowledge of the character education. The character education is a system in which the good moral values or characters included knowledge, awareness or willingness, and act to apply those moral values to God, environment, and themselves are planted in the early age through the learning and teaching in the class. The planting of this character education is conducted by the teacher teaching the students in the class.

In teaching English, English proficiency is supposed to be the main target to be successfully taught by the teacher. English teachers are claimed to master or have good English

proficiency before teaching the students. Besides, teachers must be creative to teach the materials through the use of any media like books, audio tools and so on. In relation to the building or planting the character education proposed by the government through the national education system, teachers are not to forget the affective aspect as the base of the character education.

It is commonly found that many teachers teaching English only pays attention or focuses on the mastery of the cognitive and psychomotor aspects. This seems to be natural since no theories on English proficiency regards to the character education. English is supposed to be a language learned through its language components – pronunciation, grammar and vocabulary, and skills – listening, speaking, reading, writing and translating. In conclusion no characters are related to the learning of English as a language. But regarding to the teaching English, teachers are unavoidable to use any teaching strategies, techniques and methods how to teach English better referring to the materials or targets to be reached.

In relation to the techniques for teaching English in the class, teachers are expected to have an opportunity to develop, build and plant the character education to students. The 18 character values proposed by the national education can be inserted during the teaching English in the class. Here are some techniques that can be used by the teachers how to insert the character values through teaching English skills in the class.

1. Listening skill

In teaching listening skill, teachers can insert the building of character values like being independent/autonomous, discipline and honest. Teachers can use the

audio-lingual method by giving the listening materials as usual and motivate the students to understand what they are listening independently and honestly. Students, indirectly, are planted good attitudes by being honest, discipline and independent. This activity will train the students to mold some good characters that may be beneficial in their lives.

2. Speaking Skill

In speaking skill, there are some character values that can be planted such as being religious, communicative, democratic, tolerant, social life and responsible. In speaking class, teachers tend to hold the communication. A student can talk to the teacher or other students. Teachers are possible to build the character values whilst teaching speaking in the class. They can use communicative approach by giving some speaking materials such as polite and religious expressions to be taught, spoken and applied in speaking English. Making conversation also teaches the students to be tolerant, communicative and democratic. The students must be tolerant and democratic by having turn-taking conversation to each other. They can communicate, share and respect some opinions spoken by other students.

3. Reading/Translating

In teaching reading, there will be many character values taught to students. The teachers can build some values like curiosity, nationalism, loving motherland, peaceful, fond of reading, and caring environment. Those characters can be built or planted to students by teaching or giving some passages entitled nationalism and environment. Hence, the students will get much information about them. And

after reading those passages it is expected that they can grow their nationalism and care about their environment. Besides, motivating the students to read may build their curiosity and fondness of reading.

4. Writing

In teaching writing, some other character values are also possible to be inserted. Teachers may build the character values like being creative, hard working, achievement appreciation.

Many other approaches, methods and techniques can be used to teach those skills and build the character values above. In short, internship programs can be beneficial not only to train the students in teaching the English proficiency but also the character values. Finally, through the internship programs, the teacher candidates will be trained how to teach the students the English competence and character education knowledge that may contribute to mould excellent students' characters, attitudes and competences to face the globalization era today.

VII. Conclusion

There will be many obstacles in implementing the character education. This can be caused by lack of socialization that makes the character education unknown and difficult to implement in every school in Indonesia. The old paradigm that still strongly influences the teachers such as tending to teach the students mostly the cognitive and psychomotor areas since it is assumed that those two areas are supposed to be more important and may result the real product of learning and teaching in the class.

To anticipate the obstacle above, the teachers need

to commit in planting the character education through some activities in the class. In this way, the teachers and other people commonly are not expected to see the needs of cognitive and psychomotor competences as the only aspects of education, but the affective area within the characters can be prioritized in their teaching.

Finally, teachers, especially English teachers, not only focus at developing the students' proficiency in English but also planting the character values to students. And internship program is expected to be able to prepare the teacher candidates in planting the character education values in their teaching English.

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PROMOTING RELIGIOUS VALUES IN THE TEACHING OF LINGUISTICS

Toyyibah and Nur Afifi

STAIN Kediri

Abstract: Currently we are facing a moral decline that is rampant in all walks of life, especially drugs and corruption. Efforts to cope with this problems should be made not only by the government and formal education institutions but also by individuals of the society, including language teachers who are basically very much "cultural workers". In Indonesian context, where teachers and students commonly share relatively the same cultural and social settings and identities, religious values should be the main culture to be socialized and transmitted through their teaching activities. This paper seeks to formulate some linguistic phenomena that are usually discussed in Linguisticsclass that can be used to promote some religious values. The first frame of thinking should be introduced is that learning the English language can be one way to Allah. The linguistic phenomena are among others: (1) the origin of language is still a puzzle, suggesting that human science has limitations; (2) all the languages in the world have a regular system, strengthening belief that the entire universe is subject to the rules of God. Examples of some other phenomena in English syntax and semantics which are useful for promoting other religious values are then provided.

Key words: teaching linguistics, religious values, character building.

I. Introduction

Currently we are facing a moral decline that is rampant in all walks of life, especially drugs and corruption. Efforts to cope with this problems should be made not only by the government and formal education institutions but also by individuals of the society. Teachers are among individuals

who have strategic position to be actively involved in building people character by integrating character building in their teaching. It is because language teachers are basically very much "cultural workers" (Giroux, 1992). They can socialize students into new cultural/linguistic practices and help them make new intercultural, cognitive, social, and affective connections. At the same time, the teachers are adapting to their contexts, roles, and identities, resolving incongruities, and gaining greater experience with each new cohort of students. Whether they are aware of it or not, language teachers are very much involved in the transmission of culture, and each selection of videos, newspaper clippings, seating plans, activities, and so on has social, cultural, and educational significance (Duff and Uchida, 1997: 475-476)

The next issue needs to discuss is what kind of culture language teachers should socialize and transmit to the students. For the situation in Indonesia, the social and cultural settings and identities of both the teachers and the students are relatively homogeneous, especially in religious schools. It means that they share the same idea of ideal character or personality to build nation character. Religionism can be one source of nation character besides nationalism (Silalahi and Puspitasari).

Teaching the English language and linguistics can provide good opportunities for the teachers to actively participate in building nation character through building students' good character. The basic principle to frame our entire life is that everything we do, including teaching and learning the English language and linguistics, should guide us to the ways to Allah such that the activities will be worth of worship. Accordingly, some linguistic phenomena commonly discussed in Linguistics class need to be framed with religious principles or can be used to implant certain religious values to

the students. Scientifically this step will provide an alternative answer for some controversial linguistics problems, and socially and spiritually can build students' personality by strengthening their belief in God the Almighty.

II. Teaching and Learning English is of the ways to Allah

Within the framework of religion, all activities throughout the whole life should be intended to be the ways to Allah. One thing that determines whether an activity can be one way to Allah is our *niat*. *Niat* (Bahasa Indonesia and نية in Arabic) is an Islamic concept referring to the intention one evokes in one's heart to do an act for the sake of God (Allah). 'Umar b. al-Khattab narrated that the Prophet (S) said: *"Deeds are [a result] only of the intentions [of the actor], and an individual is [rewarded] only according to that which he intends. Therefore, whosoever has emigrated (hijrah) for the sake of Allah and His messenger, then his emigration was for Allah and His messenger. Whosoever emigrated for the sake of worldly gain, or a woman [whom he desires] to marry, then his emigration is for the sake of that which [moved him] to emigrate."* -- Narrated by Bukhari and Muslim.

Scholars of Islam give two meanings to *niat*. The first refers to the intent (*matlamat*) while the second refers to the sincerity (*ikhlas*) of the act. In Islam, your *niat* is more important than the act itself. Hence the *niat* determines whether one receives blessings (*pahala*) for one's act or whether one should be condemned for the *dosa* or sinful act.

Learning English can either spiritually have deep meaning or "just" physical activities which bring intellectual and professional development without any spiritual values. It is the way the learners view their activities of learning English which determine whether the activities make them receive blessings or do not have any spiritual values. The

view should be implanted at the very beginning of doing any activities related to their efforts to improve their English and always be kept in their mind while doing the activities. Staying up at night doing the assignments, reading English resources, planning for the curriculum, preparing for the English classes, buying books or other resources and any other activities should be intended as the ways to Allah. In other words, all the time they devote, the energy they exert and the money they spent for learning English can be a kind of worship to Allah and have the same spiritual values as carrying out such other worship activities as paying for the charity, doing ritual prayers, or fasting and doing self-control in the month of Ramadhan.

This noble paradigm should be realized by every muslim learner of English and be applied in every activity. Their main intent of learning English should be directed to learn one of the signs of Allah's power, that is the diversity of language, as stated in The Qur'an surah Ar-Rum: 22 (which means):

"And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colours. Verily, in that are indeed signs for men of sound knowledge."

It means that the diversity of languages in the world is one of the evidences of the existence of God and that of His power. Thinking of language diversity and learning a language, just like thinking of other natural phenomena mentioned in the verse (*khalqusaamaarwaati wal ardh* or "the creation of the heavens and the earth" and the race diversity) can strengthen our belief in God's existence and His Power.

By setting this frame of thinking as the initial intent of learning the English language and linguistics, muslim learners may expect that their activities will make them

receive blessings. In Islamic view, not only the doers of good deeds who will receive blessings but also anyone who make them able to do the activities. In this context, it is not only the English learners who will receive the blessings but also their parents or other members of family who encourage them and support them financially will receive the blessings if they are aware of this concept. Every drop of the parents' sweat while working for their children learning English and that of their teachers teaching the students can be worth of worship, leading them to ways to Allah and make them closer to Allah.

III. The Origin of Language

Thinking on the origin of language can be another way to strengthen our belief that Allah is the Almighty and that human is very weak. There are many things beyond their capacity to think because of their limitedness. One of the mysterious thing the experts of linguistics cannot provide the answer is questions about how human could firstly speak, what language was firstly spoken and how the first language diversified. Fromkin and Rodman (2011:27) tell us that all religions and mythologies contain stories of language origin. Philosophers through the ages have argued the question. Scholarly works have been written on the subject. Prizes have been awarded for the "best answer" to this eternally perplexing problem. Theories of divine origin, language as a human invention, and evolutionary development have all been put forward. Linguistic history suggests that spoken languages of the kind that exist today have been around for tens of thousands of years at the very least, but the earliest deciphered written records are barely six thousand years old. These records appear so late in the history of the development of language that they provide no clue to its origin. Despite

the difficulty of finding scientific evidence, speculations on language origin have provided valuable insights into the nature and development of language, which prompted the great Danish linguist Otto Jespersen to state that “linguistic science cannot refrain forever from asking about the whence (and about the whither) of linguistic evolution.

In other words, Yule (2010:1) provides similar information related to theories of the language origin. He says that We simply don't know how language originated. We do know that the ability to produce sound and simple vocal patterning (a hum versus a grunt, for example) appears to be in an ancient part of the brain that we share with all vertebrates, including fish, frogs, birds and other mammals. But that isn't human language. We suspect that some type of spoken language must have developed between 100,000 and 50,000 years ago, well before written language (about 5,000 years ago). Yet, among the traces of earlier periods of life on earth, we never find any direct evidence or artifacts relating to the speech of our distant ancestors that might tell us how language was back in the early stages. Perhaps because of this absence of direct physical evidence, there has been no shortage of speculation about the origins of human speech.

Fromkin and Rodman then conclude that although myths, customs, and superstitions do not tell us very much about language origin, they do tell us about the importance ascribed to language. There is no way to prove or disprove the divine origin of language, just as one cannot argue scientifically for or against the existence of deities (Fromkin & Rodman, 2011:28).

Furthermore, whether all languages originated from a single source or language arose in several places, or at several times, in the course of history, is also still debated by linguists; although nearly all “theories” of language origin, however

silly and superstitious, contain the implicit belief that the first is the true. Many studies have actually been devoted to answer this question. For millennia, “scientific” experiments have reportedly been devised to verify particular theories of the first language. The Egyptian pharaoh Psammetichus (664–610 b.c.e.) sought to determine the most primitive language by isolating two infants in a mountain hut, to be cared for by a mute servant, in the belief that their first words would be in the original language. They weren’t! History is replete with similar stories, but all such “experimentation” on children is unspeakably cruel and utterly worthless (Fromkin & Rodman, 2011:29)

Muslim teachers of the English language and linguistics should realize this scientific fact and then spread and implant the awareness to their students. Although views of some religions dealing with the origin of language are usually discussed under the head of Divine Source “theory”, in many linguistics book written by Western linguists we do not find Islam’s view on the origin of language as mentioned in Al-Baqarah 31, which means:

Then He taught Adam all the names (of everything), then He showed them to the angels and said: “Tell Me the names of these if you are truthful”

Based on this verse, it is clear that, in Islam view, it was Allah who taught the first human the Prophet Adam the first language. Therefore, Muslim linguistics teachers should socialize to their students how they have to view this linguistic issue from the view point of Islamic theology. They should understand that Al-Qur’an has provided the answer for this controversial linguistic issue.

By so doing while they are teaching linguistics, they are basically preaching the religious principles that in turn building their students’ personality. It means that their

teaching activities are noble and support their development not only academically and professionally but also spiritually.

IV. Languages are systematic

All languages in the world are subject to a certain rule, or they are systematic. The system can be found from the smallest unit of language, i.e. sound, to the largest unit of language, i.e. discourse. For example, at the sound level, each language has its own phonemic inventory and certain sound can only occur at certain positions; at the word level, free morphemes and bound morphemes are subject to certain rules of word formation processes; and at the sentence level, words cannot be put randomly to form phrases and sentences. There are rules of particular languages, such as English, Swahili, and Zulu, that form part of the individual grammars of these languages, and then there are rules that hold in all languages. Those rules representing the universal properties that all languages share constitute a universal grammar. The linguist attempts to uncover the "laws" of particular languages, and also the laws that pertain to all languages. The universal laws are of particular interest because they give us a window into the workings of the human mind in this cognitive domain (see Fromkin & Rodman, 2011: 17)

What kind of value(s) that we can learn from this linguistic phenomena? Muslim linguistics teachers can make use of this property of language as a starting point to promote a religious principle that the entire universe, including language, is subject to the rules of God, their Creator. This understanding then can be directed to natural compulsory for humans, part of the universe and the God's creatures, to follow the system, the road, that God has provided to guide them. If this principle is internalized and used as the

main consideration of making any decision, students' good personality in both thinking and acting will be built.

V. Islamic Values in English Syntax and Semantics

Composing words to be functional utterances can be a daunting task even for an advance language learner. It is because remembering and applying the rules of a language in real life situation is not an easy task. However, the ability to construe utterances grammatically is considered to be the ultimate goal of learning other languages. Learning a language cannot be considered as mastering the language before the learner can produce grammatical utterances, spoken or written. Ability to read or listen other languages can not be regarded as mastering the language, since mastering is always associated with production which automatically includes reception. While receiving - reading or listening- does not guarantee the ability to produce. Therefore, knowledge as well as ability to construct phrases, clauses or utterances grammatically needs to be planted into the language learners as early as possible with taking into account the syntactic acquisition development of each level.

This section is not going to explore about English syntax or any possible ways to teach syntax. Instead it is going to use syntax as a tool to delivering the hidden messages laid in the rules governing the word ordering in English syntax. As character education becomes the base of educational system in Indonesia, English teachers have to find out ways of delivering the character values that is integrated into their subject teaching. The structures governed the utterances can be seen as reflecting some personality traits that indirectly can be used as a means of character teaching in linguistics.

In English syntax, there are some typicality of the rules that might be applicable to convey character values.

Any utterances that do not follow the rules will be considered as violating and therefore will not be acceptable for communication. According to Longman grammar of spoken and written English (Biber et al 2007), there are 9 major patterns of clauses: Subject - verb phrase, Subject - Verb phrase - adverbial, subject - verb phrase - subject predicative, subject - verb phrase - direct object, subject - verb phrase - prepositional object, subject - verb phrase - indirect object - direct object, subject - verb phrase - direct object - prepositional object, subject - verb phrase - direct object - object predicative, subject - verb phrase - direct object - adverbial. Any utterance can be traced back to follow one of those patterns or combination of some of those patterns. However, who invented the rules has not been known yet. The linguists might only be able to search and research for the patterns used by their tongues years by years, and has not found who has set these rules. The moral value that can be delivered through this fact is that our life is not arbitrary, life is full of rules, rules that is set by Allah, the creator. If we comply to the rules set by the God we will be understood and accepted. If we talk or write following the patterns, the hearers and the readers will understand our intentions, our message. If we ask for something using the right pattern, we will obtain what we want. Similarly, If we act and live our life with regulation sent by Allah through His prophet, He will make us understood to others and Allah will understand our intentions. Allah will accept our requests and make us acceptable in our daily life. However, if we do not obey the rules, we will not be understood and therefore will not be accepted. In our life we need to understand and being understood, we need to accept and being accepted, not only in our interaction with our society but especially for our vertical interaction with Allah almighty. Therefore, the syntax of clauses actually teach us to comply with the rules set by the

“unseen”. As the English clause syntax patterns are also must be followed to enable us connect with others.

Not only values and messages for individuals, English syntax also conveys messages for community. English as one of subject dominant languages, a language that requires subject as a compulsory element in their expressions, typically sets the subject in the initial position. We can take analogy of a clause as a composition of words to a community that comprises of humans. Subject of a clause can be considered as the leader in a community, since subject is typically the topic of the clause and controls some features in the following structure. Islam also teaches that there must be a leader in a community, even in a crowd. And the leader is the one who leads and guides the group to achieve their communal goals. In Islam, a leader is a compulsory element for any group. Even for trivia traveling, if there are more than one person having traveling, one of them must lead the trip. The subject of a clause also leads the following structure, for example, the subject controls the form of the verb - in third person present singular, the verb must concord to the subject by adding the morpheme -s or es, “he drives the car recklessly”. The subject is typically the topic of the sentence in *topic-comment* division, it also the given element in *given-new* division. The topic is the element being talked about, the focus of the sentence. While the given means the subject is the one that is already known by the speaker/ writer and the hearer/reader. It implies that the leader in a community is the representative of the group. The one who is in charge and becoming the face of the group. Islam also teaches that a leader must listen to the member and take any necessary actions to achieve their goal. Similar to this rules, the subject of a clause must give up its position to the auxiliary verb where the clause is meant to ask a yes / no question. For example, if the affirmative says : “*We were facing*

a quite hardships in old days". And we want to ask the yes no questions using this structure, the subject must inverse with the auxiliary verb, "*were we facing quite hardship in old days?*".

Semantically, subjects have several semantic roles (some call it thematic or theta roles). The semantic roles give the addressee the sense of meaning of the subject. For example, *Some school kids play football at the school yard every afternoon; Children love pets; The hail cracked my northern side window; The knife cuts the carrots; This afternoon will be OK; The cupboard next to the door is the most expensive furniture in this room.* Each subject in the sentences above has different semantic role. The subject that actually does something is the most typical subject and called as "the doer" or "the agent". In fact we mostly consider that all subjects are doer or agent. The first sentence represents the agent subject. However, the subject in the rest of the example cannot be considered as doing something; they are experiencer subject, causer subject, instrument subject, temporal subject, and described subject respectively. The various roles of the subject project messages to our life. As we consider a subject as a leader, the semantic roles of the subject reflect the roles of the leader. A leader should be flexible to occupy any roles that might be necessary to be taken. The leader is the doer means that the leader must actively involved in activities of the community; in Islamic history we know that the warlords and the Islamic figures were those who takes the first battles in wars. By doing so, they exemplify the troops combination of strong faith, bravery, courages, and battle expertise that was meant to build the troops mental and confidence. The leader is also an experiencer, meaning that a leader must be emphatic and sympathy to the member of the community. This is one of the traits that is exemplified by our prophet and his companions. There are many stories telling us how sympathetic they were.

The leader is also a causer, meaning that the leader are the initiator who becomes the cause of the group's achievement. The leader is also an instrument, meaning that the leader must be able to become the tool for the group accomplishment, and so on and so forth. All in all the roles taken by the subject in clauses imply the role of a leader in a community.

The predicate of an utterance gives information about the subject. The predicate contains a verb that can be followed by structure that giving affirmative about the subject, *The International seminar offers the participants various views on character building in English language teaching*. The structure after the verb highly depends on the verbs valency. Discussing about the predicate, Berk (1999) divides verbs into three broad categories: intransitive, transitive, and copula. The transitivity of the verbs are seen as a continuum that allow verb to move form one end to the other. Therefore, terms like light transitive is also introduced in the verbs categorization. The degree of transitivity also differs verbs into intransitive, mono transitive, ditransitive or complex transitive. Intransitive means that the verbs do not need any object. Mono transitive, as the label, indicates that the verbs need one compulsory object. While ditransitive signs the obligatory of two objects. Complex transitive shows the needs of objects and object complement in the structure. The various valency of the verb can be taken as a sign that our life need many adjustments. If the verbs are assumed as a regulation from the leader (subject), then the the member of the community (the structure following the verbs) must comply to the rules of the verbs, whether the verb need nothing, one, two objects or needs any other structure. The structure after the verbs must also suit to the nature of the verb, whether the verbs need an object, a subject predicative, an adverbial, a prepositional object or do not any of them. This implies that as the follower we must

not only obey but also execute any assertions from the leader with appropriate responses.

Those are analogies taken from the English syntax at the clause level. As clauses are compilation of words, the messages of the clauses are analogous for community life. Apart from the clause, there are also rules governing lower structures; phrases. Below are the elaboration of the phrasal rules with their values interpretations:

Noun Phrase

A noun phrase is a structure that has a noun as its head / core. The most common head for noun phrases are noun and pronoun (LGSW). The noun in a noun phrase acts as the core of the phrase, meaning that it can somehow be modified by the modifiers. The modifiers without a noun as the head would not have a digestible meaning, for instance, in "the tall beautiful green tree" the head "tree" controls the whole meaning of the phrase, when we have only the modifiers "the tall beautiful", the meaning is not understandable. However, if we only have the noun "tree" the sense will be different with the one which has been modified. Moreover, a noun typically can not stand alone in a clause. There must be at least a determiner modifying the noun. In our daily life it can be projected that human can not stand alone, we always need others to live our life. Human is not self satisfied. There are many helpers outside ourselves that make us as we are now. That is the noun phrase.

Verb Phrase

Verb phrase acts quite differently from noun phrase. While noun phrase always retain its core meaning, the verb phrase may alter the meaning depends on the particle following the lexical verb. Another thing is that the noun phrase is not quantify by time. Conversely, the verbs phrase

is the one that signifies the time of the action in any clause. Therefore, there are typical modifiers for each of them.

Generally, there are two types of verb phrases : the one modified by particles and the other modified by auxiliary. In the first type, the lexical verb may be altered the meaning because of the particle following the verb. Whilst in the second type, the lexical verbs tends to retain their meaning. The first type examples are : *apply for, arrive at, break into, connect with, engage in, get at, get over, get through, go on, laugh at, look after, look into, meet with, point to, stay with, succeed in, suffer from, work at, work for, work on, work with*. The example of meaning alternation due to the difference particle can be seen in the last four, phrasal verbs with *work* as the lexical meaning. There is also a popular motivation jargon “ don’t let them *laugh at* you, make them *laugh with* you”. This meaning alteration due to the particle change implies a flexibility. A particle attached to a verb will always add or even alter the meaning of the verbs. This supports the principle of being sociable in human life. Two is better than one. In decision making principle, Islam teaches us that a decision resulting from a discussion of several capable people will be always better than a decision of one person.

The particle that makes specific meaning to verbs can also be projected as loyalty. The verb will not construe the specific meaning except with the particle, for example *work on* and *work off*, the particle *on* and *off* give specific meaning to the verb work. While *work on* means perform something, *work off* means cause to go away through effort.

The verb phrase is also the main element of a clause that indicates the time of the whole clause. It is the one brings the tense and the aspects that places an activity within a timeframe. Longman Grammar of Spoken and Written English states that “both tense and aspect relate primarily to time

distinctions in the verb phrase". Therefore, time in the verb phrase is an important quality since it places the whole clause to the relative time frame (present or past) and also indicates whether the activity is on going or complete. In our life timing is a crucial matter. Islam put time as a determinant factor in several life span. Youth is considered as the most important timeframe, since those who dedicated their lives for Allah's sake while they are still young is considered as one of the seven groups that is promised to heaven. There also a Surat in Al Qur'an that especially talks about time. Time is also explicitly stated in several other verses. The discussion about the importance of time is spread out in many Quran verses as well as Hadith. This shows us that time is pivotal. Our life is counted by time. One's life is counted by their spending time on good deeds. The more the time spending on good deed, the longer their life. So, those who never perform any good deed in their life can be considered as died.

VI. Concluding remarks

The role language teachers as "cultural workers" should be maximized to build students good character. Religious values should be selected as the culture to be socialized and transmitted by teachers of the English language and linguistics. First of all, they should be aware of and spread the awareness to the students the basic principle that learning a language could be worth of worship when it is started with appropriate intention: learning one of the signs of Allah. Next, while discussing some topics in the lesson such as the origin of language, the properties of language, English syntax and English semantics, they can include some other religious values. The values can be also added as the concluding remarks after discussing each of the topics.

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TO GIVE IS BETTER THAN TO RECEIVE: ISLAMIC CHARITY CONCEPT OF PHILANTHROPY APPLIED IN EFL WRITING

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Abstract: Islam encourages the sharing of wealth with others and helps people to stand on their own and become productive members of the society. The term 'wealth' does not only refer to financial matters but also to several other types of sustenance like knowledge and expertise. In English as Foreign Language (EFL) context, the provision of help can be done through peer review. Although peer review has been shown to be beneficial in many writing classrooms, the benefits of peer review to the reviewer, or the student giving feedback, has not been thoroughly investigated in EFL context. Hence, the benefit of giving contribution not only in the form of material but also ideas is rooted from Islamic charity concept of philanthropy. The study found that in improving student writing, giving peer feedback gives more benefit than receiving one. This demonstrates that to give is better than to receive as supported by Islamic principles. The study was conducted at English Department writing classes at UIN Maulana Malik Ibrahim Malang. An analysis on the gains in writing ability measured from writing essays collected at the beginning and end of the semester to see whether or not the reviewers made more significant gains in their own writing over the course of the semester.

Key words: peer review, charity, EFL writing

I. Charity Concept in Writing Class

Charity as provision of help is not just recommended by Islam, it is required as part of Muslim character and as the realization of philanthropy in Islamic practice. Islam encourages the sharing of wealth with others and helps people to stand on their own and become productive members of

the society. The term 'wealth' does not only refer to financial matters but also to several other types of sustenance like knowledge and expertise. Islam teaches that people should acquire wealth with the intention of spending it on their own needs and the needs of others (The Religion of Islam, 2013). In other words, acquiring knowledge and expertise also covers the spending and sharing for the needs of others.

The whole concept of wealth is considered in Islam as a gift from God. The Quran and Hadeeth (sayings and actions of the Prophet Muhammad, may the mercy and blessings of God be upon him) also stress *adaqah*, or voluntary almsgiving, which is intended for the needy which is also applied through sharing knowledge.

No good is there in much of their private conversation, except for those who enjoin charity or that which is right or conciliation between people. And whoever does that seeking means to the approval of Allah - then We are going to give him a great reward (An-Nisa': 114).

The Quran emphasizes helping those who are in need, and the more one helps, the more God helps the person, and the more one gives, the more God gives the person. One feels he is taking care of others and God is taking care of him.

The sharing of knowledge in EFL (English as Foreign Language setting) can be done through peer review activity. Peer review which also means peer editing, peer evaluation, or peer response, frequently used in EFL writing classrooms, especially in post intermediate level. It is an important activity which allows writing teachers to help their students receive more feedback on their essays. Teachers can incorporate it as a way to create student centered classroom. This activity also results in making students to be not only better writers but also self-reviewers. Accordingly, this study seeks the

relation between peer reviewing and the improvement of argumentative writing quality. It tries to see whether peer reviewing plays a role in student's writing especially to the reviewer's essays.

II. Peer-reviewing Task in EFL Critical Writing Course

Writing course is a part of the teaching of critical thinking skill which involves generating ideas by using problem-solving process employing a range of cognitive and linguistic skills. A successful writing class should end with the development of critical thinking which is initiated by finding the learner's interest or expertise (Indah, 2009) and is geared from collaborative writing activities (Indah, 2010). These are involved in peer reviewing as part of writing process.

Writing as a process is seen as a recursive rather than linear, meaning that it includes prewriting, drafting and revising activities. During the process, fluency is considered more important than accuracy by helping learners understand well their own composing process (Brown, 2001). In the context of academic writing, this process requires learners critical thinking in treating the information related to the issue to be developed into an essay. Learners need to stimulate the recall of information for the purpose of reproducing knowledge (Crasswell, 2005). Such a process is needed to formulate a solid and well-developed argument that can be strengthened through peer reviewing activity.

Writing leads to learner's skill to identify a purpose, to produce and shape ideas and refine expression as well (White, 1995). This means that learners are generating ideas by using problem-solving process employing a range of cognitive and linguistic skills to produce a good argument. Accordingly,

the teaching of reading and writing critically is significant especially for tertiary students. It aims at developing skills of critical thinking in both writing and reviewing the argument.

Argumentative writing is inseparable from reading critically. In order to write a good analysis and evaluation on a topic, careful critical reading of sources is essential to strengthen the argument. The judgments and interpretations made based on the texts are the first steps towards formulating the writer's own approach (Knott, 2009). By reading and reviewing critically, learners can develop reflective skill before they actually start to write critically.

Therefore, it can be stated that critical thinking plays an important role in the writing and reviewing skills. In addition, such a development is also affected by the ability to read critically. This process generates the dynamic of critical thinking and both reading and writing critically. Indeed, this process is not always followed by the consistency of rhetorical skill meaning that there might occur errors in learner's writing. This is due to the fact that writing in second or foreign language requires not only the idea development but also ability to review the writing itself. This issue has become the starting point of this study in which the peer reviewing activity is aimed to reduce such difficulty.

In assessing argumentative writing, there are some aspects to consider such as the assessment purpose, type, and aids. On the purpose of assessing writing, it is important to note that assessment is the gathering of information for the goal of guiding instruction. A good assessment uses specific and appropriate language to describe the data gathered and the patterns that are observed (Peha, 2003). Yet, in general, the focus of writing assessment is on the language used, not on

the fulfillment of the task *per se*. In other words, students need to have the opportunity to prepare the content in advance of the writing because of the difficulties to manage the linguistic demands as second language writers (Weigle, 2002). Therefore, in overcoming the difficulties students should also be given opportunity to learn from each other through peer reviewing activity.

In doing the assessment, the rater position should regard the purpose of assessing critical writing. The rater is not only teacher but also another student analyzing the thinking and reasoning involving equally hermeneutic and rhetorical performances (Petruzzi, 2008). More interpretation toward the text is required to figure out what is actually happening in the learner's thought.

Concerning the type of assessment, there are some reasons underlying the choice between timed and non-timed writing assessment. The later type may include strategies such as discussing a topic in class, allowing students to write an outline and do drafting in class, followed by revising it out of class based on teacher or peer feedback for a separate grade (Weigle, 2007). The choice must be made based on the instructional objective of the critical writing course.

Regarding the use of assessment aids, models of writing assessment are proposed by some researches which involve the use of rubric. The rubric criteria were identified as ideas and content, organization, voice or tone, word choice, sentence fluency, and conventions. This model has strong support from teachers regarding their perception of the assessment in supporting teaching practices and student success (Dappen et al., 2008). The rubric facilitates the raters

to assess writing based on the targeted competence of the course.

Basically, the assessment model makes strong connections with emerging conceptions of writing, literacy and critical thinking suggesting an assessment approach in which writing is viewed as calling upon a broader construct than is usually tested in assessments that focus on relatively simple, on-demand writing tasks (Deane et al., 2008). Any model employed should be oriented to assessing not only the development of the student's critical writing skills but also on the progress made in terms of critical thinking cognitive domain which can be done in peer reviewing activity.

Another aid for assessing student's critical writing is by peer-evaluation assignment which encouraged students to think critically, synthesize information and write about a sound argument rather than incorporate surface information into written assignments. Because peer reviewers can improve the grades on their final papers by offering concrete suggestions to the original authors, the peer-evaluation process is helpful to improve both their writing skills and critical thinking ability (Todd & Hudson, 2007).

The use of peer-evaluation in critical writing assessment does not only benefit the writer whose essay is reviewed. With the aid of reviewing peers' writing, significant gains can be seen in the reviewer's own writing than did the receivers, who focused solely on how to use peer feedback. Results also indicated that givers at the lower proficiency level made more gains than those at higher proficiency levels (Lundstorm & Baker, 2009). This model is certainly employed to support the assessment done by the teacher.

III. Methodology

Participants

The participants of this study are students of writing class in English Department of UIN Maulana Malik Ibrahim Malang. Thirty students as the experimental group reported the result of the peer-review as they become the 'givers' of the suggestion to improve the quality of their friend's essay. While the other thirty students as the control group only received the comment from their friends.

Procedure

As a quasi-experiment study, the peer reviewing activities were given in some meetings following the writing process of brainstorming, planning, outlining, presenting in class conference and drafting. Students in the experiment group reported the review of their friend's essay using the following rubric:

No.	Aspects	Absolutely yes	Maybe yes	Maybe not	Absolutely not	Not present
		10	8	6	4	2
On Claim of Fact						
1.	Claim of fact is clearly stated					
2.	Clear meaning, no remaining ambiguous term without explanation					
3.	The data used are sufficient, accurate, recent					
4.	The evidences used are arranged to emphasize what is most important					

No.	Aspects	Absolutely yes	Maybe yes	Maybe not	Absolutely not	Not present
		10	8	6	4	2
On Claim of Value						
1.	The issue is crucial					
2.	Clear explanation on the good result of taking the value					
3.	Clear examples or illustrations are given					
4.	The testimony used is effective					
On Claim of Policy						
1.	The proposed policy is clearly stated					
2.	There is explanation on the need for a change from the current condition					
3.	There is response to opposing argument					
4.	The proposed policy is supported by data					
On Writing Quality						
5.	No remaining spelling errors					
6.	No error on punctuation					
7.	No error on capitalization					
8.	The word choice is good					
9.	The grammar errors are not found					
10.	The grammar error does not influence reader's understanding					
Total						
Final Score						
Suggestion for improvement						

The rating is done by obtaining the average score given by the students as reviewer and the teacher as well.

I. Results

The following table summarizes the difference scores of the control group (the receivers) and the experimental group (the givers).

	Group	N	Mean	SD	SE	t	Df	Mean diff.	Sig.
Pretest	Receivers	30	62.0000	11.03287	2.01432	.164	58	-.5000	.871
	Givers	30	62.5000	12.57735	2.29630				
Post test	Receivers	30	69.0000	5.14446	.93925	-2.675	58	-6.50000	.010
	Givers	30	76.0000	12.27557	2.24120				

Paired Differences

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Receivers	-7.50000	10.31821	1.88384	-1.13529	-3.64712	-3.981	29	.000
Givers	-13.50000	8.92014	1.62859	-16.83084	-10.16916	-8.289	29	.000

The above statistical computation shows significant difference between receivers and givers in the post test with the givers outperform the receivers. To test whether this was indeed the case, a similar analysis was performed on the intermediate giver and receiver participants' pre-test and post-test scores. This analysis revealed a main effect of treatment ($p < .05$), suggesting that for those students who were new to peer review, the intermediate giver students made greater gains than did the students in the receiver group. Post-hoc

analyses revealed this was the case for the overall, organization, and development aspects of each type of claim (claim of fact, value and policy).

The above analyses addressed the impact that exposure to reviewing or revising papers had on whether students' writing improved significantly from pre-test to post-test. It is possible that the gains found for the giver group over the receiver group were the result of factors other than differences in treatment, such as quality of autonomous learning, individual student differences or different experience from pretest to post-test. The finding also indicates that students in all the giver group classes made significantly greater gains than those in the receiver group classes.

IV. Discussion

The findings of this study suggest that in the context of L2 writing students can improve their own writing by transferring abilities they learn when reviewing peer texts. In addition, these findings also suggest that students taught to give peer feedback improve in their own writing abilities more than students receiving peer feedback. These results seem to support earlier finding on writing research (Lundstorm & Baker, 2009).

Givers or reviewers often determine what aspects of writing that the peer review will focus on and most likely provide suggestions for the writers or the receivers. The suggestion given must fall within their (the reviewer's) zone proximal development (Zaretskii, 2009).

One benefit of peer review was the interaction between the two students. Future research should also examine how the interaction during the peer review helps students who

give peer review improve their writing and most likely would demonstrate even greater benefits for these students than occurred in this study. As this study was conducted in one semester using experimental design, more exploration is needed to see whether the same case happens for different level. It is expected that by using another research design such as ethnographic study, there will be more significant finding showing the aspects of the peer review which contributes more of the benefits of the reviewers.

The result from this study indicated that those students who revised student papers improved in specific areas of writing more so than those who only learned to use student feedback. Since the main focus in this study was on whether or not students improved in global aspects of writing, it is predicted that the givers would improve more on these aspects than the receivers. The improvement is more obvious in those of low achievers compared to higher ones in all global writing aspects (content, organization, language use, vocabulary and mechanics). More findings are needed to confirm whether the improvement occurs in each writing aspect to see the pattern of the improvement across different writing levels and writing performance.

It should be noted that the students in the receiver group also improved in both overall and in specific areas over the course of the semester. This suggests, as previous research has shown (e.g., Hyland, 2000), that revising is also a beneficial activity and when combined with reviewing in a peer review session, students may gain even greater benefits than those found in the control group in this study. Thus, in a typical peer review session, students would ideally develop the thinking skills necessary to effectively evaluate a paper, as well as practice using feedback they receive from their peers.

Therefore, although effective peer review activities take time and training to make them work, they can be very effective in developing student writers, particularly at lower proficiency levels or with those who have had little experience with peer review writing.

In accomplishing the peer reviewing tasks, L2 writers operate their critical thinking skills to make some evaluative judgment on the quality of the text to review. This process required two kinds of information: a representation of the task environment, which consisted of the writing assignment and the text produced; and knowledge stored in long-term memory, which consisted of topic knowledge, a model of the audience, the writing plan, rules for grammar production and knowledge of text standards (Flower & Hayes, 1980). On this basis it can be inferred that by reviewing writing students operate their critical thinking skills more especially using the higher order of critical thinking skills. This is why the students of the reviewer group benefits more than the other one.

In reviewing text, at least there are five knowledge which should be acquired by L2 writers or reviewers. They are content knowledge, system knowledge, process knowledge, genre knowledge, and context knowledge. Content knowledge consists of the ideas and concepts in the topic area the text will address. System knowledge is related to syntax, lexis, appropriate formal conventions needed in creating the texts. Process knowledge deals with the ways to prepare and carry out a writing task. Genre knowledge is about the communicative purposes of the genre and its value in particular context. And context knowledge is linked to the readers' expectations, cultural preferences, and related texts (Hyland, 2003). By acquiring the knowledge, L2 writers can evaluate their peers more effectively. Therefore, the reviewer

group practices the knowledge indirectly as another outcome of the peer review process. It explains another benefit taken by the reviewer which in turn contributes to their own writing product.

V. Concluding Remark

Peer review activity in writing class involved the sharing of knowledge in EFL setting. This activity has been proven to be effective not only in helping L2 writing students to receive more benefits by giving feedback to their friends' essays but also to learn and to internalize the concept of charity. Writing teachers can incorporate it as a way to shape students character. The benefit of peer review demonstrates that to give is better than to receive as supported by Islamic principles of philanthropy.

By giving constructive suggestion to their friends, sharing knowledge and practicing evaluative judgment, learners shape their critical thinking skills. Therefore they can gain better result compared to those who only receive feedback from others.

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INSERTING UNIVERSITY'S VALUES TO ENGLISH READING-WRITING MATERIALS FOR CHARACTER BUILDING

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Abstract: English as one of subjects at university should develop and insert characters in each subject integrated in a curriculum. The character should be reflected through task component in reading-writing skill. The teacher selects the appropriate approach or method that supports the integration of values and the students' competences. Learning steps such as pre-activity, while-activity and post activity that reflect the application of approach or method need to be arranged. Contextual Teaching and Learning (CTL) as an approach to develop the values and the students' competences. It can be used to develop the values and competences through its principles namely constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. UIN Maliki Malang is one kind of Islamic University having concern and attention much to the formation of student character. This is marked by the spirit of UIN Maliki trying to deliver alumnus, having spiritual depth, good character, knowledge comprehensiveness, and professional maturity. The model of character education developed by UIN Maliki Malang creates ulul albab frame as the basic. Through developing reading and writing tasks at UIN Maliki Malang, its values should be integrated in all components of tasks such as learning objectives, input, procedures or activities, setting of learning, teacher's role and students' role. They have to be stated and reflected explicitly in each component.

Key Words: University's values, English, Reading-writing materials, Character building

I. Introduction

A character education has recently become an Indonesian education issue. The idea of this character education program is initiated by anti-culture attitude of this nation such as indicated by the loss of our good behavior like having coordination and unity among ethnics and also the strong influence of foreign culture for our society. The anti-character attitude of this nation is pointed out by the more anarchism and dishonesty among our students, including university students, for example dispute, cheating and plagiarism among students. Besides, there happened an authority misapplication by officials so that corruption spreads broadly to almost all our government institutions. The other moral problems attacking the university students recently are quite miserable such as dressing ethic, association ethic (respect to staff, lecturer, head of department/ faculty/ university), and their attitudes in the classroom, inside and outside campus. The moral problems can be probably resulted from the failure of education and learning process in our country that tend to be cognitive-intellectualistic and formalistic.

The character problems of our nation have now become our concern together. Our care to the character has been formulated to the education function for this nation future. Article 3 of Laws No. 20 of 2003 on National Education System mentions "National Education functions to develop competences and build prestigious character and nation civilization in educating nation life with the purposes of developing students potential to be religious people to god, having noble character, healthy, intelligent, competent, creative, independent, and becoming democratic and responsible citizens". Referring to the laws can be defined that the national education encourages the building

of nation generation for having religious, noble, intelligent, independent, and democratic character. University is an academic institution with its main function for conducting education and developing science, knowledge, technology, and art. The goal of education, in fact, is not only developing science, but also building personality, independence, social skill, and character. Therefore, various programs are designed and implemented to achieve the education goal, especially in building character.

Based on the function and goal of the national education states that education in each level should be conducted systematically for achieving it. It is related to the character building for students so that they are able to compete, have good ethic, moral, politeness and interaction within society. According to Walid (2011) from an article at Harvard University in United States of America, people' success are not determined merely by technical knowledge and ability (hard skill), but more by ability to have self-management and manage other people (soft skill). The article states that a success is only determined by about 20 percent of hard skill and the rest is 80 percent of soft skill. Indeed, the most successful people in the world can succeed because supported by soft skill instead of hard skill. It indicates that character education quality of the students is needed to increase.

Some education institutions have planned and implemented the character education, but still in the limit of pre-school education level (play group and kindergarten), primary school (SD/MI and SMP/MTs) and senior high school (SMA/SMK/MA). Meanwhile, just a few of university levels that implement it. In fact, if Indonesia expects to improve quality of human resources, then the recent education system should be reorganized, including at university level. Character

education at university is a step for building character more significant than character building at school level. Character education at university is a continuance for character education at school. Thus, each university both public university and Islamic university should have character building system for students relevant to vision, mission, characteristic for each university. This paper is intended to view and formulate how the character education model is implemented in university, especially in this case Islamic university, that is Maulana Malik Ibrahim State Islamic University of Malang (UIN Maliki Malang) where the writer works. UIN Maliki Malang is one of Islamic universities that have concern and attention more on character building for the students. It is signaled by the efforts of UIN Maliki Malang to create graduates who have spiritual depth, moral grandeur, knowledge broadness, and professional maturity. The above concepts are actually based on the grand design of character education developed by National Education Ministry (Kemendiknas, 2010), that is the development of cognitive, affective, and psychomotoric aspect. Those four concepts of UIN Maliki Malang can be also classified into the character education configuration in the totality context of psychology process and socio-cultural such as spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creative development.

II. Character building integrated in curriculum

Walid in Maimun (2005) states that for increasing ability for both educators and students should refer to the main competences such as subjects/ lessons and competence in managing teaching and learning process. Furthermore, it is explained that the mentioned competence are "what"

should be taught and “how” to teach. What to teach is related to the materials/ subjects are going to be used in learning and described in curriculum structure. Curriculum is a methodology implemented to achieve education purposes consisting of learning subjects. The functions of curriculum include (1) as an orientation of education programs for education institution organizers; (2) as a basic for organizing learning programs, choosing materials, deciding strategies, selecting assessment devices, allocating time, and selecting the relevant learning sources; (3) as an orientation for the concerned sides to determine education policy; and (4) for the users (institution that recruits the graduates) functions as an orientation for the graduates qualification. Whereas “how” to teach is related to the learning strategy demands knowledge, attitude, skill, and value that give teaching capability. The learning plan includes the subject presentation by indicating basic competences with certain indicators or what is called by subject syllabus.

Zaidan, A.K in Nunan (2004: 42) said “Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior”. He further states that learning objectives describe the students’ competencies and characters that they have to achieve. In the learning objectives, the orientation of learning activities is not only to obtain the knowledge, but also to implement the values. Therefore, teacher should formulate the learning objectives with certain attainment of certain values and competences. The example of learning objectives in developing the students’ competences and values is as follow:

Learning objective:

At the end of instruction, the students are able to

- determine the explicit and implicit piece of information in functional written text in the form of expository essay cooperatively

III. Distribution of main character items in English subjects

The model of character education developed by UIN Maliki Malang creates *ulul albab* frame as the basic. Inside of developing the students character, UIN Maliki Malang bases on value of the existence of UIN and the vision, mission of the university. Theoretic base used as handle in developing character education *ulul albab* base is Islamic conception. Setting out from the meaning of *Ulul albab*, stated by Walid, Muhammad (2011) the character education at UIN Maliki Malang is directed to make all the students have:

1. Religiosity (patient, willing, defenseless, simple, consistent, surrender, fair, honest, and kind-hearted)
2. Hard worker
3. Creativeness and critical
4. Broad knowledge
5. Able to see natural and social phenomena correctly/ smartness
6. Empathy
7. Tolerance
8. Coordination
9. Professionalism (always tries to do good and the best)/ excellence

Those above characters developed by UIN Maliki Malang are simplified to be some sentences as followings, they are (1) having high spirit for struggling for the sake of god; (2) having sharp eyesight (creative, innovative, and critical); kind-hearted (religious); (4) professional for doing good and the best/ having broad knowledge/ excellence; (5) able to see/ read natural and social phenomena correctly/ smart. From the above description, the character values developed at UIN Maliki Malang are Excellence, Critical, Smart, Religious, and Jihad (struggling for the sake of God). If these five strengths can be reflected by anyone who studies at university, then Ulul Albab education seems to be successful since by the characteristics, one can be expected to have strength in spiritualism, character grandeur, knowledge broadness, and professional maturity.

The description of each value:

Hard work

Hard work is having high spirit for struggling for the sake of God as an actualization of good deed. It means doing activities and the best service to other people, never give up, because there must be belief that anything done will not be in vain and must be successful because of God (professional maturity). Jihad is also done as responsibility from a trust given and done consistently. The meaning of Jihad (hard work) developed in UIN Maliki Malang are:

1. Having good responsibility
2. Having good trustworthiness
3. Work hard and never give up
4. Having ability for self-improvement and take care of life sustainability among people and environment

5. Having good integrity
6. Working with high competence and trustworthiness
7. Working with high professionalism and dedication

Creative, innovative, and critical

Having a sharp eyesight and always looking for new ideas to create innovation and change in conducting job and role better. Creativeness can also be defined as creative power, critical thinking, and innovative and also useful power (professional maturity). The meaning of creative, innovative, and critical developed by UIN Maliki Malang are as follows:

1. Critical and responsive to change
2. Able to create opportunities
3. Developing creative power in science, technology, and art
4. Skilled in organizing body movement
5. Pro-active
6. Having adaptive ability to the era development
7. Working hard and never giving up
8. Holistic thinking

Religiosity

Religiosity here is in the society and state life or in doing the job as students and always holding on the Islamic values. From the religious characters developed by UIN Maliki Malang include:

1. Patient
2. Willing
3. Defenseless

4. Simple
5. Consistent
6. Surrender
7. Fair
8. Honest
9. Kind-hearted

The above religious characters are as the actualization of obeying to God and perfectly worshipping (spiritual depth and character grandeur).

Excellence

Trying hard to achieve the perfect result as well as become the best (knowledge broadness).

1. Having good competence
2. Having spirit in working to always be winner
3. Never give up
4. Always trying to be the best
5. Expecting the perfect achievement

Smart

Smart can also reflect a figure with knowledge broadness. Smart in character education developed by UIN Maliki Malang has meanings:

- 1) Sharp thinking and solving thinking
- 2) Quick response to the environment change
- 3) Understand problems of the environment change quickly

- 4) Having sharp analysis and many alternatives for problem solving
- 5) Able to select alternatives for problem solving correctly

Indeed, what is mentioned by smartness developed in character education in UIN Maliki Malang is not only for intellectual quotient, but also emotional quotient, spiritual quotient, and physical quotient. Those four smartness are developed and built to students repeatedly with the balance of learning environment and lecturer's good example, in learning activity, intracurricular and cocurricular and extracurricular activities.

IV. Reading-writing materials for character building

English teaching can serve as a means of teaching character building. It can be conducted through various ways such as listening, reading, speaking and writing. A teacher needs to emphasize the morals or values embedded in the materials used to learn the target language. In reading, for instance, a teacher can use bibliographies of successful figures, literary works, short stories, storybooks, or fables. He/she can pick out some morals from the

sources to be inculcated in the students' mind. He/she can also ask the students to tell why they like or dislike certain characters in the materials they are reading. Newspapers are also a great source to find both good and bad character traits. The teacher can ask the students to work in pairs to find articles which show good or bad characters, and then let them explain why the people in the articles are good or bad. Character building can also be taught through discussion. A teacher can hand in a list of qualities of a person to be discussed.

The students may comment on the personal qualities or characteristics and render the reasons why the characteristics are good or bad. This kind of discussion can also be preceded by playing a video showing good or bad conducts of the characters in the video. A teacher may ask some introductory questions on a certain quality before playing a video. In writing, a teacher may assign his/her students to write an essay describing a certain personal quality. A teacher can also use a good news box in his/her classroom. A box is displayed permanently in the classroom. The teacher asks the students that each time they see good acts such as helpfulness, caring, kindness, trustworthiness, patriotism, and the like, they write a praise note stating who and what good acts, and place the note in the good news box. Periodically, the teacher reads out the praise notes to the classmates. Songs are interesting to teach good character building. A teacher may play a song consisting of certain morals. He/she gives a song lyric to the students, and lets them sing along. Next he/she can discuss the content of the song, and emphasize the importance of having certain qualities as stated in the song (Rosyidah, 2011).

Therefore, the internalization of the values should be integrated in the whole subjects of learning. English as one of subjects of learning should develop these characters or values through language skills tasks. Two of language skills tasks, reading and writing, will be developed for character building in this paper. This paper will be devoted to the discussion of character building integrated in the curriculum, developing tasks for character building and the examples of reading and writing tasks for character building. Character building integrated in curriculum section involves integrating the values in syllabus and plan, selecting appropriate approaches or methods and developing appropriate evaluation technique

for developing the values and competences. The developing tasks section comprises definition of tasks and components of tasks. Then, at the end of discussion, the examples of developing reading and writing tasks will be given.

V. Implementation of character education integrated in learning process

The internalization of character education in the learning process is conducted from the step of planning, implementation, and assessment of learning for all subjects. From the principles can be adopted in making learning plan, conducting learning process, and assessment are contextual teaching and learning principles (CTL), as it is also stated by Batang Barat, Fmgmp (2013). Those principles are analyzed briefly as followings:

1. Constructivism

Constructivism is a learning theory stating that teacher builds students' understanding from the new experiences based on their initial knowledge and belief.

The teacher's role in constructivism learning is to facilitate learning process by:

- a. Making meaningful and relevant knowledge for students,
- b. Giving students' opportunity to find out and implement their own ideas,
- c. Encouraging students to implement their own strategies in learning.

2. Questioning

In a productive learning, questioning activities are useful to:

- a. Gaining both technical and academic information
- b. Checking students' understanding
- c. Arousing students' response
- d. Identifying students' curiosity
- e. Knowing things understood by students
- f. Focusing students' attention to something expected by teacher
- g. Refreshing students' knowledge

3. Inquiry

Inquiry is a movement process from an observation to be understanding, initiated by observation from the appeared questions. The answers from those questions can be gained through a cycle of making assumption and hypothesis, developing ways of hypothesis test, making further observation, and formulating theory and concept based on data and knowledge.

Steps of inquiry activities are:

- a. Formulating problems
- b. Conducting observation
- c. Analyzing and presenting the product of observation in the form of writing, picture, report, chart, table, and other work
- d. Communicating or presenting the product/ work to readers, classmates, teacher, or other audiences

4. Learning Community

Learning community is a group of students bounded in learning activities to achieve more profound learning process. The practice of learning community is actualized in:

- a. Forming small group
- b. Forming large group
- c. Inviting experts to the classroom (figures, sportsmen, doctors, farmers, policemen, and others)
- d. Working with equal classes
- e. Working with group of upper classes
- f. Working with society

5. Modeling

Modeling is a process of modeling a sample so that other people think, work, and learn. Teacher shows how to do something to learn new things.

The example of modeling practice in the classroom:

- a. Sport teacher gives examples of the way to swim by certain styles in front of students.
- b. Geography shows a map used as an example for students in designing their region's map.
- c. Biology teacher demonstrate the use of thermometer
- d. English teacher invites the foreigner to class, then the students are asked to interview him/ her

6. Reflection

Reflection enables the way of thinking on what have been learnt by students and to assist them describe their own personal meaning. Realization of the reflection can be implemented for example at the end of meeting the teacher give several minutes for students to have reflection. It can be done by the form of:

- a. Direct statement on what have been gained by students that day

- b. Notes or journal in students' book
- c. Students' impression and suggestion on today's learning
- d. Discussion
- e. Product of activity

7. Authentic Assessment

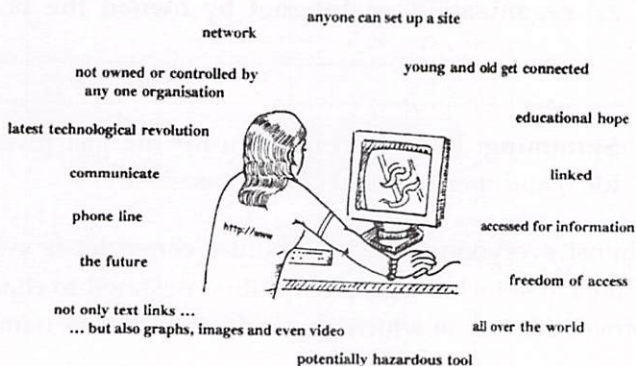
The real authentic assessment is a term created to explain any methods of alternative assessment.

VI. Observation instrument for character building from the given reading-writing materials

Before giving the materials, the lecturer explains values should be applied by students for improving their reading-writing competences along with the observation checklist. Here are the examples of reading and writing materials applying the university values together with the values analysis:

1. Reading Materials (90 minutes for a meeting)

- a. **Prediction:** Look at the illustration below and the words and phrases taken from the Reading Passage on the next page. With a partner if possible, try to predict exactly what is being discussed (10 minutes):



b. **Pre-Reading Questions:** Before reading the text on the following page, work with a partner and ask and answer the questions below. Base your answers on your possible knowledge of the topic (5 minutes):

- Name various ways in which people communicate with each other long distance.
- How do you think people might communicate with each other in the future?
- Do you use a computer? What do you use it for?
- Have you ever used the Internet? What do you know about it?
- Why do you think some people fear the widespread use of the Internet?
- How does one move the cursor around the screen of a computer monitor?

Next, reorder the words in the mystery questions below:

1. the get need to Internet What connected to do you ?

.....
.....

2. organization an Internet by owned the Is ?

.....
.....

c. **Skimming:** Read the text once for the gist (overall idea) and then in detail (7 minutes given):

1 Almost everyone with or without a computer is aware of the latest technological revolution destined to change forever the way in which humans communicate, namely,

the Information superhighway, best exemplified by the ubiquitous Internet. Already, millions of people around the world are linked by computer simply by having a modem and an address on the 'Net', in much the same way that owning a telephone links us to almost anyone who pays a phone bill. In fact, since the computer connections are made via the phone line, the Internet can be envisaged as a network of visual telephone links, it remains to be seen in which direction the Information superhighway is headed, but many believe it is the educational hope of the future.

5

10

15

20

25

The World Wide Web, an enormous collection of Internet addresses or sites, all of which can be accessed for information, has been mainly responsible for the increase in interest in the Internet in the 1990s. Before the World Wide Web, the 'Net' was comparable to an integrated collection of computerized typewriters, but the introduction of the 'Web' in 1990 allowed not only text links to be made but also graphs, images and even video. A Web site consists of a 'home page', the first screen of a particular site on the computer to which you are connected, from where access can be had to other subject related 'pages' at the site and to thousands of other computers all over the world. This is achieved by a process called 'hypertext'. By clicking with a mouse device on various parts of the screen, a person connected to the 'Net' can go travelling or 'surfing' through a web of pages to locate whatever information is required.

Anyone can set up a site; promoting your club, your institution, your company's products or simply yourself, is what the Web and the Internet is all about. And what is more, information on the Internet is not owned or

controlled by any one organization. It is, perhaps, true to say that no-one and therefore everyone owns the 'Net'. Because of the relative freedom of access to information, the Internet has often been criticized by the media as a potentially hazardous tool in the hands of young computer users. This perception has proved to be largely false however, and the vast majority of users both young and old get connected with the Internet for the dual purposes for which it was intended – discovery and delight.

Source: 202 Useful Exercises for IELTS International Edition

- d. **Word Definitions:** Find the single words in paragraphs 1 and 2 which mean the following (8 minutes given):
 - i. certain to become
 - ii. a machine linking computers
 - iii. found everywhere
 - iv. interconnected group
 - v. complete change
 - vi. Given as an example
 - vii. Location (of activity)
 - viii. Vast, huge
- e. **Text Analysis (8 minutes given):**
 - i. Which is the best title for the passage above?
 - a) The World Wide Web
 - b) The Educational Hope of the Future
 - c) The Internet Revolution
 - d) How to Use the Internet

- ii. What is the main point of the first paragraph?
 - a) Almost everyone has heard of the
 - b) The Internet will revolutionize the
 - c) You need a modem and an address Information Superhighway to use the Internet
 - d) No-one knows where the Information way people communicate Superhighway is headed
- iii. Which is the topic sentence of the second paragraph?
 - a) Sentence number one
 - b) Sentence number two
 - c) The last sentence
 - d) none of the above
- iv. What would the next paragraph to follow the passage probably be about?
 - a) The future of the Internet
 - b) Advertising on the World Wide Web
 - c) Abuse of the Internet by youth
 - d) The cost of using the Internet
- v. To what do the following pronouns in the passage refer?
 - a) it (line 9)
 - b) which (line 10)
 - c) this (line 17)
 - d) it (line 28)

- f. **Gapfill (5 minutes given):** The following is a summary of the passage above. Choose words from the box below and refer to the passage to fill the gaps:

The internet is the best (1).....of the technological revolution known as the Information Superhighway. Linked by computer through global (2)lines, users can (3) obtain information by connecting to the World Wide Web. Before the 'Web', only (4) information could be flashed upon the computer (5), but thanks to a process called (6), visual images can easily be (7)by (8)through a maze of connected (9)on Web sites all over the world. The internet is not independently (10), which ensures freedom of access to information.

communicate	speedily	visual	computer	advertise	owned
example	hypertext	telephone	exemplified	screen	link
modem	travelling	textual	information	accessed	click
access	criticized	mouse	typewriter	only	pages

- g. **Matching Sentence Halves (6 minutes given):** Refer to the text and match the halves of the given sentences together:

- Having a modem and an Internet address...+
.....
- The introduction of the 'Web' on the Internet allows +

- c. By a process called 'hypertext'...+
.....
 - d. The Internet has often been criticized ...+
.....
 - e. The vast majority of Internet users...+
.....
 - f. It is unclear what the Information Superhighway...+
.....
 - g. ...because young computer users have potentially hazardous tools.
 - h. ... 'surfing' through the 'Net' is possible.
 - i. ... thousands of other computers all over the world with a 'home page'.
 - j. ... will lead to in the future.
 - k. ... for allowing access to potentially dangerous information.
 - l. ... do not abuse the freedom of access to information.
 - m. ... as the educational hope of the future.
 - n. ...enables millions of people around the world to be linked by computer.
 - o. ... abuse the Internet for the purpose of discovery and delight.
 - p. ... a transfer of graphics and images on interconnected computers.
- h. **True/ False/ Not Given (5 minutes given):** Refer to the text above.
- a. Everyone is aware of the Information Superhighway. **T F NG**

- b. Using the Internet costs the owner of a telephone extra money. T F NG
- c. Internet computer connections are made by using telephone lines. T F NG
- d. The World Wide Web is a network of computerized typewriters. T F NG
- e. According to the author, the Information Superhighway may be T F NG the future hope of education.
- f. The process called 'hypertext' requires the use of a mouse device. T F NG
- g. The Internet was created in the 1990s T F NG
- h. The 'home page' is the first screen of a 'Web' site on the 'Net'. T F NG
- i. The media has often criticized the Internet because it is dangerous. T F NG
- j. The latest technological revolution will change the way humans T F NG communicate
- i. **Short-Answer Questions (6 minutes given):** Refer to the text!
 - i. Name the two stated purposes for which the Internet was created:
 - 1.....
 - 2.....
 - ii. According to the passage, owning a telephone links us to whom?
 -
 - iii. According to the author, the Internet since 1990 can be thought of as:

iv. The process called 'hypertext' requires the use of a certain device. What is it?

v. What do companies advertise on the Internet?

vi. According to the passage, who does the Internet belong to?

- j. **Wordsearch (12 minutes given):** All words are taken from Reading Passages. Match the words and meanings in boxes A and B on the left. Next, locate the words in the wordsearch grid. (Answers to the clues are upside down and back-to-front under the grid – hold them up to a mirror):

A

1. approach or way in (n)
2. thought of, imagined as (pp)
3. invention, thing designed for a particular function (n)
4. with two parts (adj)
5. hard to find or catch (adj)
6. (to) take away from something (v)
 - a. (T R E C A D T)
 - b. (E V D C E I)
 - c. (E V I G N A D S E)
 - d. (L E V I E U S)
 - e. (C E C S A S)
 - f. (U A D L)

B

7. small and clever device (n)
8. joined together (v)
9. electronic box that connects computers (n)
10. interconnected group (n)
11. plot of land, place where activity takes place (n)
12. equivalent of the big toe but on the hand (n)
 - g. (R K O T N E W)
 - h. (T E S I)
 - i. (K N I L D E)
 - j. (T A D G G E)
 - k. (B H M T U)
 - l. (O D M M E)

D	E	G	A	S	I	V	N	E
T	C	A	R	T	E	D	L	P
M	K	E	D	P	X	U	L	W
E	R	B	C	E	S	K	A	N
D	O	Z	M	I	K	Z	U	Y
O	W	U	V	U	V	N	D	S
M	T	E	G	R	H	E	I	L
T	E	G	D	A	G	T	D	L
J	N	B	S	S	E	C	C	A

1. DEKVCL 15. HHOWB
 2. HTZAE 16. ZLE
 3. DOVT 17. HELWOKY
 4. DEACE 18. WODEN
 5. EAAEVCE 19. NAKED
 6. ACCEZ 20. CYDCEL
 (Hold up to a mirror to view answers!)

- k. **Discussion (18 minutes):** There will be a discussion for sharing answers for above questions.
2. **Observation instrument for character building from the given reading materials**

No	Values for Character Building	Indicators for Reading Materials Implementing the Values	Students Applying the Values
1	Religiosity	Being honest; eg. The value of 'religiosity' here can be indicated from students' honesty to do all the questions from exercise c up to j with the given provided time. They have to do them up independently and honestly without asking others so that the lecturer really can measure their reading competence.	.....
2	Hard worker	Completing the project punctually; eg. The value of 'hard worker' is reflected by the students' ability for completing the project punctually. Student should focus and work hard for doing exercise c up to j on time as the given total time.	.....
3	Creativeness and critical	Asking questions and making self-strategy; eg. By asking questions and making self-strategy reflects the value of 'creativeness and critical'. Here, students are asking questions critically toward the way for doing the questions as well as asking implicit information from the reading passage. Then, they are expected to make their own strategies creatively to do each given exercise. By using the strategies, they are directed to answer the questions correctly and fast.	.....

4	Broad knowledge	Having alternatives of answer; eg. To do pre-reading activities for exercise a and b, students have alternatives of answer along with reasons to strengthen their answers. They have 'broad knowledge' to relate the topic discussed to their own experiences authentically.	.....
5	Smartness	Think fast; eg. Students should be smart enough for doing the above exercises punctually and correctly. For this, they should think fast and apply certain strategies to complete the project. The example of strategy they can apply such as in exercise f (gapfill); to do this test, they should consider words in the box and classify them into their part of speech. Understand the context around the blank and students will fill in the blanks with the appropriate part of speech as the answer according to the context clues.	.....
6	Empathy	Helping others; eg. In exercise a and b, the students are asked to do them with partner. It means that they are allowed to help each other to search the correct answers for the given questions. This manner reflects the value of 'empathy'.	.....
7	Professionalism	Doing the project perfectly; eg. Student should do all the projects professionally. To make their product more perfect, they have to apply strategies for doing each above exercise by not only considering the matter of correctness but also the speed of work.	.....

8	Coordination	<p>Having a group work; eg. Exercise a and b from the reading material above shows the value of 'coordination'; students are asked to work with a partner to predict what being discussed is (exercise a) and answer pre-reading questions (exercise b). They have to work together to have possible responses from the given questions. It is to activate their prior knowledge before coming into reading; the lecturer checks their comprehension and as a bridge to ease their understanding for the following reading passage.</p>	.....
9	Tolerance	<p>Having discussion for sharing ideas; eg. There is a discussion after doing all the above exercises. There will be different ideas coming out of the students. The lecturer gives chances for them to share their ideas along with their reasons. Each student will <i>tolerantly</i> listen their classmates state their answers.</p>	.....

3. Writing Materials (90 minutes for a meeting)

- a. **Writing Task 1:** The table below summarizes some data collected by a college bookshop for the month of February 2000. Write a report of about 200-250 words describing the sales figures of various types of publications, based on the information shown in the table (20 minutes).

	Non-Book Club Members			Book Club Members	Total
	College Staff	College Students	Members of Public		
Fiction	44	31	-	76	151
Non-Fiction	29	194	122	942	1287
Magazines	332	1249	82	33	1696
Total	405	1474	204	1051	3134

Source: 202 Useful Exercises for IELTS International Edition

b. Passive Construction (7 minutes): Rewrite the sentences below with the underlined verbs in the passive (group work):

- The data in the graph give figures for both males and females.
.....
- The table shows information regarding TV sales to various age-groups.
.....
- The statistics displayed by the bar chart include data on radio listeners.
.....
- The chart denotes figures for the rate of vocabulary acquisition at various ages.
.....
- The diagram divides into four sections, one for each language.
.....
- The user places the CD into the CD-ROM and the program loads into memory.
.....

7. The music store sold 2000 CDs in the month of May to persons aged 20-25
-

- c. **The topic & the topic question:** Writing task 2 (4 minutes): Circle the topic and write the topic question as a 'wh' or yes/ no question (group work):

Example:

Studying the English language in an English-speaking country

is the best but not the only way to learn the language.

(It) is the best, but is it the only way to learn a language?

- a. Compare the success of various methods of learning a foreign language. Give advice to students intending to learn another language.
-
- b. To what extent does television have a negative effect on society? Discuss the effect of widespread television viewing.
-
- c. The Arts should be better funded by the government, but there must be more control over where the money goes. Discuss.
-
- d. **Writing Task 2:** Your college tutor has asked you to write a short essay of about 350-400 words on the following topic (30 minutes):
- 'Studying the English language in an English-speaking country is the best but not the only way to learn the language.'**

e. **Articles:** add the missing articles where necessary to the following sentences taken from the answer (10 minutes):

1. Studying (1).....language in (2) country where it is widely spoken has many (3)advantages. It is therefore (4) good idea to study (5)English in (6)country such as.....Britain. However, I believe it is not (8)only way to learn (9)language.
2. Secondly, (10)studying (11) basics of (12)English at (13) secondary school is less stressful than learning (14)language while overseas.
3. Everyday there are (15)opportunities to practice (16)listening to and (17)speaking with (18)British people. Also, (19)students can experience (20)culture first-hand, which is (21)great help when trying to understand (22)language.
4. In general, even though it is preferable to study (23)English in (24) English-speaking (25)country, (26) reasonable level of (27) English can be achieved in (28)one's own country, if (29)student is gifted and dedicated to (30)study.

f. **Scrambled Sentences:** Without looking at exercise e, unscramble the following sentences taken from the model answer (4 minutes) (group work):

1. of learning – English – there are – in Britain – obvious advantages
.....
2. to understand – when trying – a great help – which is – the culture first-hand – can experience – the language – students.
.....
3. native speakers – if – will be – extend – the teachers – full-time – students – a language school
.....
4. English – to – English-speaking – an – study – country – in – it – preferable – is
.....
5. of – reasonable level – gifted and dedicated – can be achieved – study – to – one's own country – English – is – a – a – in – student – if
.....

g. Prepositions and Punctuation: With a partner, add the missing prepositions and punctuate these sentences from the passage in exercise e (5 minutes):

1. although their spoken English is not usually (1)...
.....a very high standard their knowledge (2)
.....grammar is often quite advanced
2. students living (3)home do not have
(4)worry (5)problems such as
finding accommodation paying (6)their
study and living costs and trying (7)
survive (8)a foreign country where day
to day living causes much stress

3. there are obvious advantages (9)learning English (10)britain every day there are opportunities (11)practice listening (12)and speaking (13)native speakers
4. this is especially true if they choose (14)live (15)a british family as exchange students (16)example

- h. **Discussion (10 minutes):** out of writing task 1 and 2, there will be a discussion for sharing answers for each above exercise.
- i. **Teacher's feedback:** The teacher will give feedback for students' writing task 1 and 2 in the matter of content and language accuracy at the following meeting.

4. **Observation instrument for character building from the given writing materials**

No	Values for Character Building	Indicators for Writing Materials Implementing the Values	Students Applying the Values
1	Religiosity	Being honest; eg. The value of 'religiosity' here can be indicated from students' honesty to do both writing task 1 and 2. They will honestly state sources/ references (writing quotation) if they take expert's opinion and they really do the writing project independently not copying their classmates' ideas.	.....

2	Hard worker	Completing the project punctually; eg. The value of 'hard worker' is reflected by the students' ability for completing the project punctually. Student should focus and work hard for doing all writing exercises above on time as the given total time.	.....
3	Creativeness and critical	Making self-strategy and having critical thinking; eg. Students are very creative in developing ideas in writing and they have their own ways to arouse reader's interest. Besides, they have critical thinking for the topic given relating to current phenomena.	.....
4	Broad knowledge	Having alternatives of ideas for the given topic; eg. For writing task 1, students have multiple interpretations to understand the given table with logical reasons and for writing task 2, they have alternatives of ideas to put in their writing. Their 'broad knowledge' will assist them to produce a good writing attracting readers.	.....

5	Smartness	Think fast; eg. Students should be smart enough for doing the above exercises punctually and correctly. For this, they should think fast and apply certain strategies to complete the project. The example of strategy they can apply such as in writing task 2; they apply steps for writing process, from outlining, drafting, editing, and revising. With this strategy, they can write fast and accurately.	.....
6	Empathy	Helping others; eg. Out of writing task 1 and 2, the students are asked to do them with partner. It means that they are allowed to help each other to search the correct answers for the given questions. This manner reflects the value of 'empathy'.	.....
7	Professionalism	Doing the project perfectly; eg. Student should do all the projects professionally. To make their product more perfect, they have to apply strategies for doing each above exercise by not only considering the matter of correctness but also the speed of work.	.....

8	Coordination	Having a group work; eg. Out of writing task 1 and 2; students are asked to work with a partner or work together to have proper answers from the given questions.	.....
9	Tolerance	Having discussion for sharing ideas; eg. There is a discussion after doing all the above exercises. There will be different ideas coming out of the students. The lectures gives chances for them to share their ideas along with their reasons. Each student will tolerantly listen their classmates state their answers.	.....

VII. Conclusion

The internalization of the values for character building should be integrated in the whole subjects of learning. English as one of subjects of learning should develop these characters or values through language skills tasks. Two of language skills tasks, reading and writing, are developed for character building. Character building integrated in curriculum section involves integrating the values in syllabus and plan, selecting appropriate approaches or methods and developing appropriate evaluation technique for developing the values and competences. The developing tasks section comprises definition of tasks and components of tasks. Then, at the end of discussion, the examples of developing reading and writing tasks are given.

According to Zaidan, Abdul K. (2012), Contextual Teaching and Learning (CTL) can be used to develop the

values and competences through its principles namely constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. In constructivism, the students develop their understanding through their experiences, knowledge and beliefs. Teacher can develop their understanding through asking several questions to the students to encourage their critical thinking activities. Through this principle, the teacher not only can develop the competences but also can develop independent value to the students by finding, expressing and applying their own ideas. Teacher can use questioning to check the students understanding and the students' knowledge, arouse the students' response, focus the students' attentions and refresh the students' knowledge. The questions can be used to develop the values such as critical thinking, politeness, appreciating someone opinion, and confidence. Inquiry is a learning process which is started from the observation of the emergent questions. This principle can be used to explore the students' comprehension and knowledge toward the material. The teacher can arrange the students' activities through designing questions such as observing, analyzing, interpreting, and evaluating and reporting something from the topic of discussion. Thus, through these activities, the teacher can integrate values. Learning community can be done through group work. Students have same opportunities to convey their opinions or ideas, listen to another students' opinions and cooperate in their groups to build the knowledge. Teacher can use this principle to develop the values in the teaching and learning process. Modeling is an appearance process of an example in order that the students think, work and learn through the model. Teachers can use models or examples through media. Teacher and students can also be the media of learning.

Character education at university is a step for building character more significant than character building at school level. UIN Maliki Malang is one kind of Islamic University having concern and attention much to the formation of student character. The model of character education developed by UIN Maliki Malang creates ulul albab frame as the basic. Through developing reading and writing tasks at UIN Maliki Malang, its values should be integrated in all components of tasks such as learning objectives, input, procedures or activities, setting of learning, teacher's role and students' role. Inside of developing the students character, UIN Maliki Malang bases on value of the existence of UIN and the vision, mission of the university. Character education at university is a continuance for character education at school. Thus, each university both public university and Islamic university should have character building system for students relevant to vision, mission, characteristic for each university.

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ISLAMIC CHARACTER BUILDING IN ENGLISH LANGUAGE TEACHING

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STAIN Kediri

Abstract: Education is very important to build character of students; it provides a process of teaching-learning and materials to be learnt by students. Education takes important role to provide qualified human resources. Besides other factors, schools are still believed as a foundation to build a good morality of students. It is really important to avoid a worse moral degradation as like cheating, lack of discipline, anarchism, corruption, and terrorism. In Islamic education, there are principles in teaching good morality to students. They come from Al-Qur'an, Hadist and Sunnah. Teacher can apply the principles in building the students' characters, including in English language teaching. It is commonly believed that the English language teaching in practices always accompanied by inserting foreign cultural values which are not always in line with our own religious and cultural values. Therefore, it is important to provide the students with our good cultural values based on Islamic religion in the teaching and learning process. This article aims to explore the meaning of Islamic character building, and what are the principles of Islam in the teaching of a good morality. It will also put forward some efforts to implement the principles in the teaching and learning process in the frame of character building, including in English language teaching.

Key words: Character building, Islamic principles, English language teaching.

I. INTRODUCTION

It is commonly believed that education takes the most important role to provide qualified human resources of a country. It is one of the foundations for future development of a country included our country, Indonesia. The definition of the term education can be seen in the Act of Republic Indonesia

on National Education System on article 1 that education is a conscious and well planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, the community, the nation, and for the State.

From the definition above, the roles of education are quite clear that is character building, developing learners' potency as basic for acquiring strength belief, personality, intelligence, noble character, morals and skills. Therefore, education especially schools plays an important role in building the students' character. Besides other factors, schools are still believed as a foundation to build a good morality of students and avoid a worse moral degradation as like cheating, lack of discipline, anarchism, corruption, and terrorism. Hence, it will influence the development of capability, character, and civilization of the nation.

National education in the Act of Republic Indonesia on National Education System on article 2 means education based on *Pancasila* and the 1945 Constitution, and is rooted in the religious values, national cultures of Indonesia, and one that is responsive to the needs of the ever-changing era. Those principles are as foundation in conducting education in schools.

The religious values including Islamic values which come from *Al-Qur'an*, *Hadist* and *Sunnah* give guidance in building good character in education. It is a change for the teachers to apply the religious value in the teaching and learning process. The purpose is to build the good character of students which is important for their life. Therefore, in the next section, this article will discuss more about the concept

of character building in education, the Islamic principles in character building, how to integrate the character values (religious values) in Education, and how to insert the values in the teaching and learning process, especially in teaching English language skills.

II. THE CONCEPT OF CHARACTER BUILDING IN EDUCATION

The word “character” based on Cambridge Advanced Learners’ Dictionary (2008) means particular combination of qualities and personalities that makes one person or thing different from others. Lickona (1991:51) defined character as a reliable inner disposition to respond situations in a morally good way; it so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior.

In line with Lickona, Hill (2002) said that character determines someone’s private thoughts and someone’s actions done. Good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation. Character is the whole human characteristics including someone’s capability, behavior, attitude, potency, value, and the way of thinking (Utami, 2011)

Character building in schools often called character education is the way to strengthen the students’ character by molding oneself into a productive person having good qualities which fit the society. Character education is the deliberate effort to develop good character based on core virtues that are good for the individual and society. It is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children becoming morally responsible, self-disciplined citizen (Berkowitz and Bier, 2005:8). Meanwhile, Schwartz in

Damond (2002:3) defined character building in education as developing certain values for students to develop self-control and personality. So, character building means encouraging students to create their own constitution.

According to Frye (2002: 2), character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.

At least, there are four reasons why character building should be integrated in education (Tantra, 2012). First, education is an effective process to develop character. The character building should be started from education in the family as the fundamental education to develop a child with good character building, and then education in school to strengthen the good character building from the family, and also environment as a place for child to implement the good character building in daily life. Second, education is a long term process (long life education). So, character building should be learned from a child till died. Third, character building in education will avoid the students from bad character. Since, education is not only to develop intellectual quotient, but also emotional, social, adversity, ecological, and spiritual quotient. Hence, the students will have opportunity to develop their potentials become optimal. The fourth, through education, the character building can be thought by the teachers, students, and all of steak holders of the school.

The Islamic Principles in Character Building

In Islam, character education derives from *Al-Qur'an*, *Hadist* and *Sunnah* of Prophet Muhammad SAW. as the sources of Islamic studies. There are three principles in good character building (moral/*akhlaqul karimah*), namely morals to the God, morals to own self and other people, and morals to environment. Morals to the God mean how someone takes position as a slave to the God, as a creature to the Creator God. Morals to own self and other people refer to someone's respects to own self and other people; how can he/she give good attitude or behave for him/herself and other people. Morals to environment mean how someone behaves to environment, especially plant and animal, as the creation of the God.

Islamic character means how someone presents the God in public area. The God existence is in the entire side of human life, so there is no area in life without the presence of the God. This concept in Islam is called as *Ihsan*. The concept of *Iman*, *Islam*, and *Ihsan* becomes the foundation in Islamic character building. The concept of *Iman* refers to someone's belief; *Islam* is related to act of devotion (*ibadah and muamalah*), and *Ihsan* is someone's spiritual which feels always in the God's sight. It is in line with speech (*hadist*) of Prophet Muhammad SAW " You act of devotion (*beribadah*) as well as you can see Allah SWT., and if you cannot see the God, you need to make sure that the God sees you" (HR. Bukhori-Muslim).

The concept of *Iman*, *Islam*, and *Ihsan* is in line with the principles of character building stated by Lickona. He said that there are at least three principle aspects of character building in education: knowing the good, desiring the good, and doing the good (Lickona, 1991:51). In other word, good character refers to interrelated cognitive, attitudes, motivations, behaviors, and skills.

The act of devotion in Islam is really related to character

building. It is the form of someone's obedience to the God (*taqwa*) by doing the God's instructions and leaves the God's prohibitions. The norms in *Al-Qur'an* instruct the people to be fair, devoted to parents, help each other, and prohibit to be despotic, insult parents and other people. In *Al-Qur'an*, *Hadist* and *Sunnah*, the purpose of character building is to improve the quality of human's character, as like honesty, relationship, justice, help each other, forgiveness, patient, good thinking, brave, keep a promise, discipline, etc. It is in line with Prophet Muhammad SAW's statement that he is delegated to make a perfect character (HR. Imam Malik).

Integration of the Character Values in Education

Character education is a system of inculcation of character values in school including knowledge (cognitive), affective, behavior (action) and skill to implement the good values/morals: morals to the God, him/herself, environment, and state, to be a perfect human (*insan kamil*). The character education is developed to increase the quality of education in Indonesia, start from primary school until tertiary level. Therefore, all of subjects must be integrated to build the good character of students. One ways to build students' character is by integrating the character building values in all subject matters, extra-curricular activities, school management and culture (Marzuki, 2012).

All values in the previous discussion are really important to be applied in character education. However, it is really hard if we apply all of them, so we need to choose which values can prioritize to be inculcated; it depends on our subject matter and the objectives. The table below shows the values developed in Senior High School.

Table 1. The Values Developed in Senior High School

No.	Values	Description
1.	Religiosity	Minds, words and actions of someone based on the religion and God's values.
2.	Honesty	Behavior which is based on the effort to be an honest human being in minds, words, and actions.
3.	Perspiciacity	Logical and realistic thinking in doing something to produce a new way or result.
4.	Democracy	The ways of thinking and acting of someone that consider someone else as equally.
5.	Tolerance	Behavior that prevent natural destruction and improve moral.
6.	Integrity	Autonomous, confident, responsible, cooperative and discipline behavior.

(National Education Ministry, 2010:11)

There are some principles and approaches in developing characters. The principles are continuously, integrated in all subjects, not only implemented but also developed, and students' active learning. Then, the approaches in character education are value inculcation approach, cognitive moral development approach, value analysis approach, value clarification approach, action leaning approach, and self-evaluation approach (Marzuki, 2012).

Integration of the character values means introducing the values by giving facilities to the student in acquiring awareness of the important the values, and internalizing the values in students' behavior in everyday life. The purpose is that the students will not only achieve targeted competence, but they also apply, aware and internalize the values in their daily life.

The integration of character values in teaching and learning process can be implemented through three steps: planning, implementation, and evaluation. In the planning step, the teacher analyzes the competence standard and basic competence (SK/KD) of the subjects, syllabus development, lesson plan, and materials preparation. The analysis of the competence standard and basic competence (SK/KD) is done to identify the character values that can be integrated substantially. Then, the syllabus is redesigned by adding character component (column) on the right side of basic competence. In the lesson plan, the learning objectives, teaching and learning method, activities, teacher's role, students' role and evaluation should be revised and selected appropriately to develop the character values.

The appropriate teaching and learning method will support the integration of the values and the students' competencies. Contextual Teaching and Learning approach and active learning approach are very effective used in the process to develop the students' competence and values. The teacher's roles are as facilitator, model, motivational teacher, participant, etc.

In the implementation step, it consists of introduction, content and closing activities. The principles of Contextual Teaching and Learning approach and active learning approach need to be applied in the process of teaching and learning. In this step, the teacher facilitates the students to achieve the competencies and the values (cognitive, affective and skills).

Evaluation step is an important part in the teaching and learning process. The appropriate evaluation techniques that support the development of the values need to be developed. Authentic assessment, self-assessment, peer-assessment and observation are the examples of evaluation techniques can be used to assess the students' competence and values.

Inserting the Character Values in the Teaching English Language Skills

English language skills consists of receptive (listening and reading) and productive skills (speaking and writing). In the teaching of English language skills, the teachers need to insert the character values. The purposes are providing the students with meaningful texts related to their real life situation, conserving the religious study and cultural heritages, and exploring the moral (religious values) and living values.

The process of inserting the character values in practice can be done through same ways. First, the teacher adds the character values which will be inserted in the learning objectives, then selects the appropriate materials which are in line with the objectives. The selected materials should be a meaningful text related to the values (the religious and/or cultural values). Next, in learning activities, the students discuss the content of the materials, explore and elaborate the values in the productive skills by using appropriate English expressions showing the implementation of the values. For example, requesting can develop character being polite and respectful; sympathy expression can develop character being caring and empathetic, and so forth. The teacher asks the students to apply what they have learned in the class into their daily life.

The meaningful texts can be in the form of authentic materials, and they are as sources of learning. In reading and listening activities, the teacher may ask students to discuss and pick out some morals from the sources to be inculcated in the students' mind. Then, writing and speaking activities as productive skills can be done integratively. In writing activities, the teacher may assign students to write an essay

describing a certain value, e.g. personal quality, and give guidance questions to lead students in writing. The students also can present what they have or discuss in group (speaking) about the values and exchange their works.

III. CONCLUSION

Regarding to the discussion above, some conclusions can be made. Islamic values as one of character building source give guidance how to be a perfect human. The guidance lead the human to have morals to the God, morals to own self and other people, and morals to environment. It covers the entire sides of human life.

Good character is not formed automatically; it is developed over time through process of teaching, examples, learning and practices. Character building in education can be developed integratively in all subjects matters, including English with all branches. The integration of character values in teaching and learning process can be implemented through three steps: planning, implementation, and evaluation. School of course plays an important role in character education. Character building should be backed up by school system, teachers, parents, authorities and business.

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