

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There are some previous studies related to character building the first study was a study conducted by Ary Setya Budhi Ningrum (2012) entitled *Teaching English language with Character Building*. This study showed that character building concept was perceived by 77% University students of Yogyakarta. However there were some teachers who were still in doubt in implementing character building in their teaching and learning processes. Character building was still a problem for some teachers regarding to the technique applied in EFL classrooms. Since they only had two hours in a week to teach as the 2013 curriculum.

★ The second study was a study conducted by Lestari Setyowati (2013) entitle *Integrating Character Building into Teaching to Enhance the Students Environmental Awareness*. Similar to the first previous study, the result revealed that 30 vocational secondary school EFL teachers perceived character building concept with the overall percentage of 78, 35%. It indicate that almost all teachers' knowledge about character building is appropriately with the concept of character building. Even though the concept of character building has quite satisfactory, many teachers still complained on government policy toward reduction

of lesson hour for English subject in the class. They also claimed that they needed more training of implementing character building in the classroom.

The last study was a study conducted by Styabudi Indartono (2011) entitled *The Effect Of E-Learning on Character Building Proposition for Organizational Behaviour Course*. It showed that university students of Yogyakarta practiced of character building well. Lecturers perceived the purpose of character building well. Moreover they also properly practiced character building concept and technique although some of the technique unfamiliar for them. Nonetheless, character building remained a burden for some lecturers due to the limited time to teach in 2013 curriculum.

From the studies above, it can be concluded that basically the concept of character building was implemented by EFL lecturer and teachers. However the problem is in the case of time. The reduction of lesson hour as recommended in 2013 curriculum. Furthermore it gives an obstacle for the lecturers and teachers in implementing character building in teaching and learning process.

B. Character Building

1. The Definition of Character Building

Word ‘character’ comes from English, it has several meanings. The first meaning of word character is nature. The second meaning of word character is role play. The third meaning of word

character is letter. Characters literally is an attribute or form to give the identity of the individual. As cited in Thomas (2013). Characters as a concept of the actions, attitudes, and practices shaped personality individual. This process is related to the acceptance of message or information. Character is not inherited. One builds its daily by the way one thinks and acts, though by thought, action by action.

Characters education has found its place in Indonesian education system, basically, since character building becomes one of the aims of national education as stated in law number one year 2003 on the national education system Maemonah (2009). Therefore was elaborated in the Indonesian law no seventeen year 2007 about long term plan of national education from 2005 – 2025 Kemendiknas (2010).

In terminology, meaning the character forward by Thomas Lickona. He said the character is "a reliable inner disposition to respond to situations in a morally good way." Then he added, "so conceived Character has three interrelated parts: moral knowing, moral feeling, and moral behaviour" (Lickona, 1991: 51). According to Lickona, noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing well. In other words, the characters refer to a set of knowledge (cognitive), attitudes (attitudes), and motivations (motivations), and behaviour (behaviours) and skills (skills).

From the explanation above it is understood that the character is identical to the character, so the character of the values of universal human behaviour that covers all human activities, both in order to relate with God, with himself, with others, as well as with the environment, which manifests itself in the mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. From this emerged the concept of character education concept character (character education).

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 behaviour, in every situation". Character education teaches habitual ways of thinking and behaviours that help individuals to live and work together as a family, community, and state and help them to make decisions that can be accounted for.

In summary. Everyone had their own characters. Our character that defines who we are and what we will become. Some people have more fully developed, some qualities, which set them apart from the rest. While character has much to do with the mental and ethical. Mental character makes a person to the unique qualities, which are built into an individual's life. Ethical character makes a person's attitudes, which is begin in his circumstances. Although character might mean a lot of qualities, the fact is that all the qualities

are kind of connected. If you are honest automatically you are more dependable, more responsible, and more reliable. When our overall character improves, it translates into success in all the areas of our life.

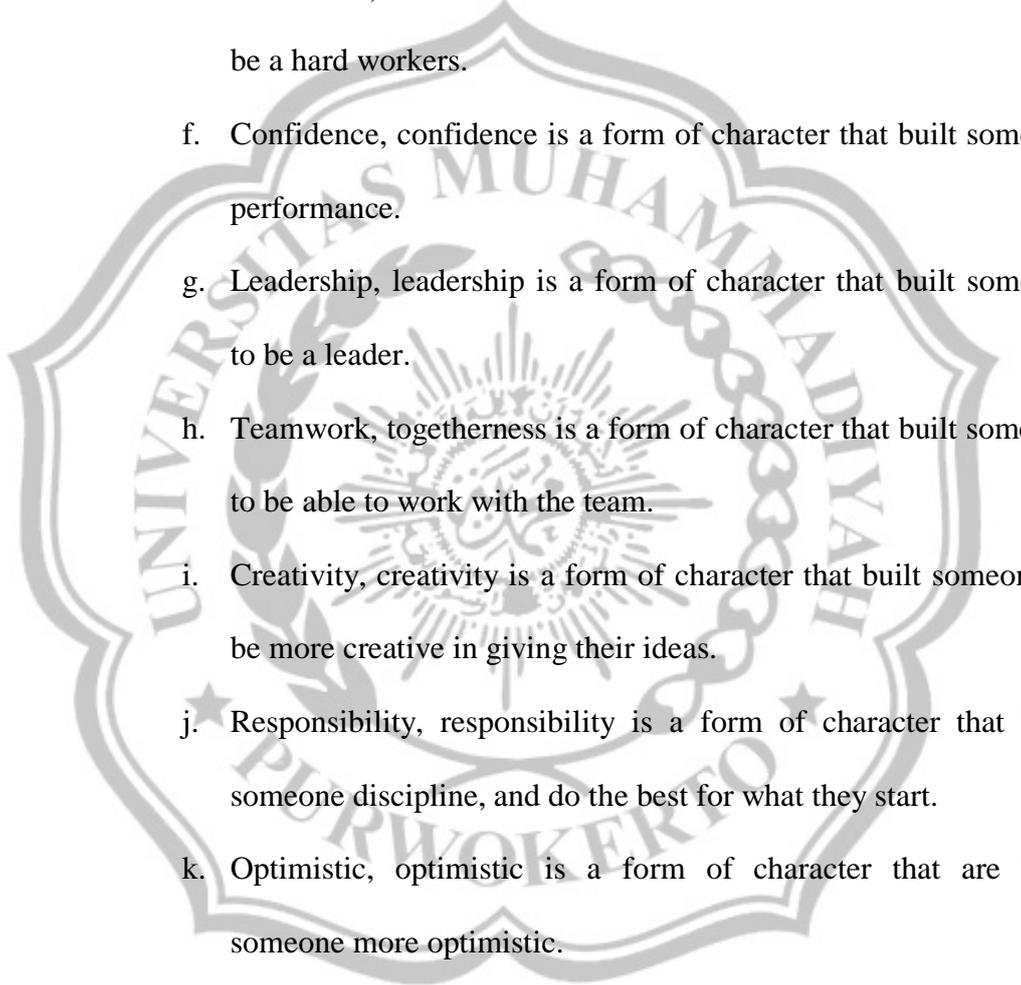
2. The Process of Character Building

In the process of education should know the purpose of education is human excellence (human virtue). So far, only one teacher to teach the subject matter, but this time the teacher had to teach character in their subject area. Thus, learners experience the learning process itself. Centered learning student's means students participated in the teaching and learning process as much as possible. Learners are not only intelligent, but they also have good qualities.

3. Types of Character Building Developed in English Classes

The types of character building in education is an umbrella term to describe the teaching of student in a manner that will help them to develop good characters and social behaviour. As cited in Thomas (2013). There were several types of character building, those are follows:

- a. Trustworthiness, trustworthiness is a form of character that built someone to have their own personality, honestly, and loyal.
- b. Fairness, fairness is a form of character that makes a person not cheating.

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- c. Caring, caring is a form of character that built someone care about their circumstance.
- d. Respect, respect is a form of character that built someone able to respect other.
- e. Hard work, hard work is a form of character that built someone to be a hard workers.
- f. Confidence, confidence is a form of character that built someone performance.
- g. Leadership, leadership is a form of character that built someone to be a leader.
- h. Teamwork, togetherness is a form of character that built someone to be able to work with the team.
- i. Creativity, creativity is a form of character that built someone to be more creative in giving their ideas.
- j. Responsibility, responsibility is a form of character that built someone discipline, and do the best for what they start.
- k. Optimistic, optimistic is a form of character that are built someone more optimistic.
- l. Risk taking, risk taking is a form of that built someone change to take more challenges.
- m. Politeness, politeness is a form of character that built someone able to be a polite people.

- n. Curious, curious is a form of character that built someone want to know more about something.
- o. Reading habit, is a form of character that built someone able to read something good.

However, there are dozens of character education programs in and struggling for adoption by schools. Some are commercial, some non-profit and many are uniquely planned by states, districts and schools, themselves. A common approach of these programs is to provide a list of principles, pillars, values or virtues, which are memorized or around which themed activities are planned. It is commonly claimed that the values included in any particular list are universally recognized. However, there is no agreement among the competing programs on core values. There is also no common or standard means for assessing, implementing or evaluating programs.

Moreover, if you are diligent, better offers will come your way. If you are compassionate, you will receive the goodwill and the blessings of both your peers and your friends. There are no easy solutions. If any kind of long term solution is hoped to be achieved we will have to go to the grass roots the core values. Children who have strong sense of values will be under lesser pressure to succumb because there is already support system and it is not outside them, it is within. Core values give them the ability, the courage to stand up for what they believe in. Character is the tree and habits are the seeds

you sow to reap it. If you invest in good habits, you will have reaped character and if you invest in character you will reap destiny.

4. The Principle of Character Building

In relation with the definition of character building, Zubaedi (2011: p.145) has divided the principles of character building into 9 those are follows.

- a. Giving task or job.
- b. Evaluating and spending quality time.
- c. Preparing for a good example.
- d. Opening their mind for anything naturally.
- e. Using character language
- f. Giving good punishment.
- g. Trying to hear what they want.
- h. Involving in their circumstance.
- i. Teaching with the action.

C. Perception

1. The Definition of Perception

Perception is the process of human thinking about certain phenomenon. As cited in (Walgito, 2010: 87), perception is started from the sense of the organ. This process is related to the acceptance of message or information by human brain. In this process, a person interact with his/ her environments using five sense. Those are

vision, hearing, taste, smell, and touch. People interact with the environment use these sense, then the stimuli will be registered by brain and send them to the nervous system. Furthermore, this process is called as a sensation, sensation is a part of perception. Koenjtaningrat as cited in Sahal (2010: 7) explained that perception is the realization of human brain process and it appears as a view without phenomenon.

In summary, perception is a process of human thinking about certain phenomenon after they get sensation from the environment through the sense of organ.

2. The Process of Perception

Perception consist of certain process. It started by accepting the stimulation from an object through the sense of organ, then continues with the registers of stimuli to nervous system which is called sensation. Furthermore, this process is ended by thinking, analysing, and interpreting. In order to achieve the meaning of the object. In relation with the process of perception, Moskowitz et al as cited in Walgito (2010: 54) explained that perception is a complex process. He divided the process into three, those are follows:

a. Physical Process

The process when an object arouses stimuli caught by receptor; this process is called as sensation.

b. Physiological Process

The process of sending stimuli to the brain by sense organ.

c. Psychological Process

The process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

He added that perception can both of support and dissolve someone's strength on the basis of one feeling. Good perception can build up people desire. That is why perception can collaborate both physical and physiological of human being because their thought will influence the body.

3. The Factor of Perception

There are two factors that influence someone's perception. As cited in Slemento (2010: 54) those are follows:

a. Internal Factor

Internal factor is a factor which comes from an individual. It depends on psychological factor such as: thoughts, feeling, willingness, need, sex, motivation, and attention. Every human being different characteristic, which is shaped by individual's family and environment. It is a factor which comes from internal insides. This factor is divided into two factors, those are physical and physiological factor.

b. External Factor

The factor which comes from outside of an individual. The external factors are also affected by someone's perception and stimulus is an internal factor in monitoring process. The process of stimulus will pass through the sense of organ or receptor such as: sight, sounds, hearing, etc. it can be conclude that individual's sense of organ is as a connector between individual and object in the world.

4. The Principle of Perception

In relation with the definition of perception, Slemento (2010: 103-105) has divide the principle of perception into four. Those are follows:

a. Perception is relative not absolute

In relation with the relative of perception, the first stimulus will give bigger impact than the next one.

b. Perception is selective

A person's ability to catch a stimulus is restrictive because human brain only catch stimulus based on the most attractive thing.

c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relation/ groups.

- d. People's perception may different although in the same condition. The different perception can be explored in the differences individually, behaviour, attitude, and motivation.

D. Basic Assumption

Character building in the classroom gives students' opportunities in implementing character building aspect well. Moreover, if the teacher had implemented well in their teaching and learning process. It leads students to have more attention to their own attitudes. This research was aimed to investigate students' perception toward character building in English classes. By knowing this, the perception given by the students can be in positive or negative. Surly, the positive perception given by the students to teachers who had been implemented character building in their classes. If the students give negative perception, it means that they do not known well about character building or they do not comfortable during teaching and learning process.