

## CHAPTER V

### Conclusion

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There were some areas where the results of this action research were not as successful as hoped. For instance, the students needed to be prompted with clear rules about what actions that they should employ during the teaching and learning process and on how when they go outside to their social life, they can still apply the acts of being polite to people.

And yet some progress was definitely made, especially when the brief span between observations is considered. The students did interact with the teacher by nodding, some did answer the teacher's questions, and two, on their own initiation, even asked questions before the class. They are more polite and the sounds of bad words, mocking, abusing and underestimating are eliminated. The unanticipated side effect of the teacher becoming more concerned with the interaction was a welcome surprise and contributed to the improvement. There seems to have been some success in instructing and reminding and then expecting the students to become more interactive in the positive way their good character is really highly improved.

In addition, the research that was carried out showed on how the religious aspect is the most significant character that could be observed during the observation. The result of the interview also shows on how most of the teachers

believe that the religious aspect is something which could be clearly identified from the students. As long as it could be identified that the students greet the teachers and also begin their class with a prayer.

In contrast with the religious aspect, the honesty aspect is considered as the aspect that the students are lack on. As the provident, the students could not obtain the aspect of being honest where the students could not finish their work by themselves. There are numbers of students who got caught cheating when they were asked to do their task individually.

The research leads to the point of conclusion where first, the religious aspect is the significant aspect of the students. Second, the honesty aspect is the aspect of the character education that the students are lack. Third, the implementation of the character education in SMP N 1 Pinolosian needs to be improved in order to achieve the goals of the national character education. Fourth, the implementation of the students' character in SMP N 1 Pinolosian needs a solid cooperation from all educational elements, those are the teachers themselves, the schools, social environment and also parents as well.

## **Suggestion**

Based on the research conducted in SMPN 1 Pinolosian, thus it leads to a deduction that in implementing a good fundamental aspect of character education to all the students is not only the matter of how the teachers teach the students in the class but it involves the whole education in and outside of the class. Thus, it requires the cooperation between the teachers, schools, society, and also environment in supporting the students to achieve a good character in its relation with character education implementation.

Moreover, the implementation of the students' character could not be possible to be achieved if the teachers could not show or reflect or give an example for the students to be imitated, therefore by being a good sample towards the students, it is expected that the students will directly obtain the character education.

English course is not only just teaching a language, but also a culture, behavior, attitude and this includes instructing the character of a good student. Perhaps more importantly, they had to think about why the cultures are different, in this respect, and how to try and bridge that difference. This lead to questioning the conventional notion that students simply needs to be acknowledge to what the consequences that they will may get if they do not have a good character.

An additional reason for interest in the problem addressed here was the belief that this was a common problem in Indonesia. Teachers, especially the

English teachers, often become frustrated with a lack of initial success in obtaining a discipline class situation in the class. This often leads them to mistake a lack of familiarity with a lack of interest, and to teach within the students' culturally conditioned classroom expectations, instead of introducing the expectations commonly found in classrooms in English class. While intending to be more accommodating to students, they are failing to give students a useful social skill, which students would likely want and derive benefit. Some may think encouraging the use of this student-teacher interaction common with the society in a very polite way that shows the successfulness of the character education implementation. But if it is introduced in a sensitive and reasonable manner, it actually contributes to a more fulfilling English class. After all, most students don't study English just for linguistic competence. They will also want to develop sociolinguistic competence for communicating in different situations in the real life, and this includes the classroom.

All students can do well in learning foreign language if the teacher and student participate together in the total learning process and do not put aside the aspect of character education in the whole of teaching and learning process. Success can be achieved if each has set, respectively, individual teaching and learning goals.

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