

**THE INTEGRATION OF CHARACTER EDUCATION INTO TEACHING
READING HORTATORY TEXT**

PAPER

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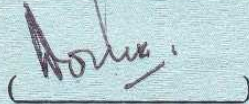
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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *The Integration of Character Education into Teaching Reading Hortatory Text*.

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ABSTRAK

Meladina : The Integration of Character Education into Teaching Reading Hortatory Text

Makalah ini memaparkan bagaimana menerapkan *character education* dalam kelas dengan menggunakan keterampilan membaca teks *hortatory*. Pada awal pembelajaran, guru memodelkan salah satu karakter yang perlu dimiliki siswa kemudian agar siswa mempunyai kreatifitas dalam berfikir, guru menampilkan sebuah gambar dan meminta pendapat mereka tentang gambar tersebut. Setelah itu, guru memberikan sebuah teks *hortatory* yang berkaitan dengan gambar dan *character education* di dalamnya. Guru membimbing siswa untuk bisa memahami isi teks dan berdiskusi tentang apa yang dibahas di dalam teks dengan melibatkan atau memperkenalkan beberapa *character education* dalam proses pengajarannya. Untuk membuat siswa lebih paham terhadap teks yang mereka baca, guru menyuruh siswa untuk berdiskusi dengan kelompoknya membuat sebuah tulisan tentang kesimpulan dari isi teks tersebut dengan menggunakan bahasa mereka sendiri dan melaporkannya di depan kelas. Selain itu, guru juga dapat memperkenalkan *character education* tersebut melalui langkah pembelajaran yang diterapkan. Penerapan *character education* dalam pembelajaran *reading* ini dapat menghasilkan siswa yang memiliki karakter yang baik sehingga sekolah dan masyarakat yang baik juga dapat terwujud.

Kata Kunci: *character education, reading, hortatory text*

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Padang, August 2013

Writer

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CHAPTER I INTRODUCTION

A. Background of Problem

Over the last ten years, there are major problems in schools that involve many students in senior high school. It attracts serious attention not only from Indonesian's government but also from teachers at many schools. The problems that involves the students in high school such as fighting between two groups of students that effect at least two students died, do not have responsibility to their duties, do not respect to their teacher for example fighting their teacher back if they do something that teacher do not accept it and try beguile others if they do a mistake or dishonest.

All of those problems above occur because of some factors. First, the students do not have enough attention from their parents at home or on other words they come from broken home family. Second, they have financial problems. According to Aristoteles (In Haba 20:5) says that "poverty is the godfather of revolution and criminality". From this statement we can conclude that students from weak financial support often do the criminality or do the bad attitude than those students who have a good financial support. It is because they do not want to live with that shortage and try to find an easy way to get what they want such as stealing her/his friend's right. Poverty or weak financial problem also affects their behavior, as said in (The Relationship Between Low Family Income and Psychological Disturbance in Young Children: An Australian Longitudinal Study) "Low family income is a significant factor in the etiology of

a variety of children behavior problem” and also in one of the study from McClelland (In Buck, 1988:383) who supported the American’s opinion that poverty deals with psychological of an individual. Even many children from poor families get the depression with their condition, and they can’t approve that condition. Last, the educator or teacher does not give attention to the students so they are free to do what they want without obeying rules that they have to pay attention. Most of teachers only teach without educating the students. It means that they do not know how to put the value of morality in their teaching.

Actually, to educate students’ characters can be implemented in all subjects in teaching learning process especially in teaching language as foreign language. In learning a foreign language such as English, there are many skills that we can use to apply it, for example in reading. As we know that reading is an important skill in leaning a foreign language. By reading, students get information about a knowledge that they do not know before. For example by reading a passage about technology students may know about some technical term that use in that field of study.

In addition, In order to implement character education to the students who lack of morality, attitude and behavior, teachers may apply some steps of teaching and learning process to create classroom strategies that include character education on it for example when the teacher come to the class they have to create positive moral influence to their students such as respecting and caring about their students, setting a good example, and providing directive moral guidance.

Besides, teachers can also use reading a passage as a medium to educate their students. It means that, teacher choose materials that are related to build students character, ask the students to read it then explore, discuss and ask each student to share their opinion that topic.

In KTSP, reading is one of English skills that should be learnt and mastered in any level of education from elementary up to senior high school. According to KTSP 2006, students at senior high school have to mastered many kinds of texts that consist of twelve genres, such as narrative, descriptive, report, recount, discussion, explanation, hortatory, analytical exposition, news item, review, procedure, and spoof text. In this case, writer decided to choose reading hortatory text that consists of character education's material. It means the teacher chooses a topic that that related with moral value that exists in students' environment and talk about it in a hortatory text. As we know, hortatory text is a text that try influence or persuade the reader about something by presenting the supporting arguments so that the teacher discusses with the students about that topic and share what their opinion about the material. This way is expected to enable the students to make draw a conclusion about the topic and they feel motivated to adapt it in their daily life. So that, indirectly students know moral value that exist in their environment and what attitude is good or not good.

B. Identification of problem

As mentioned in the background of the problem above, most of students in senior high school tend to do some acts that can damage themselves and people

around them. This problem occurred because of some factors. First, they do not have enough attention from their parents. Second, is financial problem and the last is the teacher does not find a good way to educate the moral value in teaching and learning process.

Because of those problems, the teacher have to give some advices that they may have attention more from a teacher at their school by sharing their problem and financial problem is not a reason for them to do the criminal act. They can learn from the environment to change their life by seeing the environment as a positive place to develop their capabilities to make their life much better. Besides, the teacher also has to educate the characters' of the students by practicing it in teaching and learning process and also giving some materials that involve the cultivation of virtue that exist in their environment then shows in hortatory text.

C. Limitation of the Problem

Based on the identification of the problems above, the problem of this paper is limited to the integration of character education into teaching reading hortatory text.

D. Formulation of the Problem

The problem of this paper can be formulated into following question:
“how can a teacher integrate character education into teaching reading hortatory text?”

E. Purpose of the Paper

The purpose of the paper is to describe how to integrate character education into teaching reading hortatory text. In this paper, the writer also explains the stages of teaching English as second language that involve character education on it.