

**A CASE STUDY OF CHARACTER BASED TEACHING AND LEARNING
LISTENING OF THE TENTH YEAR STUDENTS OF SMA
MUHAMMADIYAH 1 KLATEN IN THE ACADEMIC YEAR 2017/2018**

S-1 THESIS

Submitted as a Partial Fulfilment of the Requirements for Undergraduate Degree in
English Education Study Program



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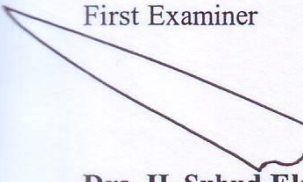
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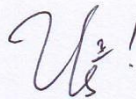
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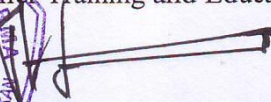


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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled A CASE STUDY OF CHARACTER BASED TEACHING AND LEARNING LISTENING OF THE TENTH YEAR STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN IN THE ACADEMIC YEAR 2017/2018.

It is not a plagiarism or made by others. Anything related to others' work is written in Quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 24 August 2018




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MOTTO

Do not give up! The beginning is always the hardest (The writer)

For indeed, with hardship (will be) ease. (Surah Al-Inshirah, 94: 6)

Happiness is when what you think, what you say, and what you do are in harmony

(Mahatma Gandhi)

Many of life's failures are people who did not realize how close they were to success

when they gave up (Thomas A Edison)

Don't compare yourself with anyone in this world. If you do so, you are insulting

yourself (Bill Gates)

PRESENTATION

This thesis is presented to:

1. The researcher's beloved parents, Mr. Nyamin and Mrs. Endang Rahayu, thank you for your praying and deep affection.
2. The researcher's little brother, Agil Syahputra thanks for being the half of my soul.
3. The researcher's grandpa and grandma, Mr. Sutedjo and Mrs. Kustini who always give prayer for me.
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The writer realizes that this thesis can not be finished without other peoples' help. In this opportunity, the writer would like to express the deep appreciation to:

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Because of the limited knowledge and experience, the reseacher is really aware that this thesis is far from being perfect. Therefore, the researcher will receive the criticism and suggestion from the readers in order to make this thesis perfect. Finally, the researcher hopes that the thesis is useful, especially for the researcher and the readers in general.

Klaten, Agustus 2018

Ersa Lusiana Dewi
1411202900

LIST OF ABBREVIATIONS

FN	: Field Note
Obs	: Observation
I.A.	: Interview of teacher
I.B.	: Interview of student
Doc	: Document
LP	: Lesson Plan
01	: Number of data

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ABSTRACT

Ersa Lusiana Dewi, NIM.1411202900, English Education Study Program, The Faculty of Teacher Training and Education, Widya Dharma University, Klaten. Thesis: *A Case Study of Character Based Listening of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018*.

This thesis aims at giving a description of the English teaching and learning character based listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2107/2018. The research did the interview with the teacher and students and the observation of teaching and learning English process as the answer of the problems of this study: How is the process of teaching and learning listening for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?, What are the obstacles found in teaching and learning listening in the tenth year students of SMA Muhammadiyah 1 Klaten for the Academic Year 2017/2018?, How is the solution that the teacher uses to solve the obstacles found in teaching and learning listening for the tenth year student of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?, What is the character based achievement found in the teaching and learning for the tenth year student of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?.

In getting the data, the researcher uses observation, interview, and document. The researcher observes the teaching and leaning listening in the classroom. The researcher interviews the English teacher and the students for detail information. The researcher collects the data by interview, observation, and documenta in the teaching and learning process. The researcher uses descriptive qualitative method to explain the teaching of English applied by the English teacher.

After analyzing the data, the researcher finds: 1) the process of teaching and learning listening consists of preparation, the activities in teaching and learning listening, the methodologies, the material, the media, and the evaluation; 2) the obstacles found are some students who were silent in the discussion, the students felt that English is hard, the students had limitation in vocabulary, and the students could not hear the pronunciation clearly; 3) the solutions from the teacher to overcome the obstacles found are the teacher gives motivation to the students, students use their dictionary to find the difficult words, the students can do some task in practicing their listening skill, the students can listen to the music and movie; and 4) the character based achievement found in the teaching and learning listening are being active, honest, serious, and responsible.

Key words : *case study, teaching and learning process, listening, character education*

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Listening is the key to all affective communication, because we understand people's purpose after we listen to them. Listening is the process of understanding the ideas, information, feeling and so on. When we can not listen correctly, we may have a poor understanding. Listening is receptive, we can listen to and understand things at a higher level than we can listen to and understand things at a higher level than we can produce (Nunan, 2003: 240). It seems that the communication involves the speaker and the listener. The listeners' understanding depends on how well the listeners can hear what the speakers say. In other words, the communication will run well if there is an understanding between the speaker and listener. It is an active process, the purpose which is needed to make sense of what we hear (Helgesen, 2003: 24). However, the process is needed to construct the meaning of utterances to understand the aim of what people say. Both listener and speaker try to interact each other to get the meaning.

English listening is contained of syllabus and curriculum 2013 of Indonesia. English syllabus of Indonesia supports four skill for the students. They are listening, speaking, reading, and writing. In process of teaching and learning listening for the Senior High School, the teacher prepares the material for listening. The students is focused on the materials that they hear to catch

the social function, structure of the text, and the elements of language. Student is learned to find the main ideas, details information, and other informations in the process of listening.

Listening is needed by the students to improve their English skills. One of them is they are not familiar with the spoken words and foremost they miss catch the word. The differences of the sound system between the first language and the second language, the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling of pronunciation. They are lack of understanding the whole spoken text. In this case, listening becomes complicated skill since they are limitation of ability to catch the word, grab the meaning of word, and also comprehend the spoken text. The students also can not listen the pronunciation clearly and it becomes problem for them.

English as a foreign language is difficult for Indonesian people, because English is different from mother tongue. In applying English in the teaching and learning English in the school is based on curriculum by the government. Curriculum is the learning which is planned and guided by the school, whether it is carried in groups or individually, inside or outside the school (Kelly, 2004: 3).

In Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah, English is one of the fundamental material in the process of teaching and learning in the school. In teaching and learning

English of Senior High School, listening is one of four skills which is needed to learn in the classroom. Based on the syllabus of the tenth years student of Senior High School, there are six aspects that must be learned by students in mastering listening. There are words, modal auxiliaries, verbs, spelling, pronunciation, and intonations. All those aspects are needed by students to get the information in the process of teaching and learning listening in the classroom.

School curriculum on general scale is as a concept of national curriculum that has big influence to the national education system and social system of state. Curriculum directly involves and handles the students as nation generation in the future. The student's listening practice should involve the students in using the listening skills in real life.

Based on general problem that faced by students in learning listening, the tenth year students of SMA Muhammadiyah 1 Klaten also have difficulties in learning listening. From the interview with the teacher, the teacher said that some students feel English is hard. Some students have difficulty in understanding the vocabulary that was pronounced, it happened because the students are limitation in their vocabularies. As a result, they did not know the meaning of words. The students also could not hear the pronunciation of the word clearly. They felt confused with the words that speaker said. So, they could not catch the word truly.

To support the quality of the students, the government had determined the regulation of the government for character education in Indonesia.

Students are expected to have values and characters by using the values of character education for their life as the way to reach the purposes of character education in the government's rules.

Character education should basically refers to the vision and mission of the institution concerned (Kamarudin, 2012: 223). When we think about the kind of character we want for our children, it is clear that 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. Character education is a process. Students can not get it instantly. It needs process in the teaching and learning process in the classroom everyday.

In *Pengembangan Pendidikan Budaya dan Karakter Bangsa* which is organised by (Kementerian Pendidikan Nasional, 2010) has formulated eighteen values of characters that will be implanted to the students as an effort to build the character of the nation. Dealing with the syllabus of Indonesia, listening tries to implant some characters as the result of teaching and learning listening. The characters are responsibility (*tanggung jawab*), care (*peduli*), team work (*kerja sama*), communicative (*berkomunikasi baik*), and understanding (*pemahaman*). The characters is gotten from student's knowledge, attitude, and action.

Character-based education in this research focuses on listening. Students not only learn about listening skills in the daily activities in the school, but they also help the students to have the character-based listening for

them. Characters that can be reached by students become one of the data in this case study. Data on classroom activities which are used to teach listening skills are collected by using questionnaires administered to teachers and students, direct observation during listening skills lessons in the classroom. The data collected were analyzed using quantitative data came from the listening and the students' attitude towards teaching and learning listening. Based on the explanation above, the researcher focuses on character-based teaching and learning listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018.

B. THE REASON FOR CHOOSING THE TOPIC

The reasons that encourage the researcher for choosing this topic are as follow:

1. Listening needs special attention which enables the learner to plan and rethink the communication process in the target of teaching and learning listening.
2. Listening is needed to build the students' character through character-based teaching and learning English.

C. THE LIMITATION OF THE STUDY

There are some problems happen in the process of teaching and learning listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic year 2017/2018 as follows:

1. The processes happen in the teaching and learning character-based listening.
2. The obstacles found by the English teacher in teaching and learning character-based listening.
3. The solutions of the obstacles found by the English teacher in teaching and learning character-based listening.
4. The character based achievement found through listening.
5. The students are less in understanding the words, grab the meaning of word, and also comprehend the spoken test.
6. The students do not familiar with the spoken words.
7. The students miss the words that they hear.
8. The students can not hear the pronunciation and articulation of the words clearly.

In this study, the researcher wants to limit the study in order to focus the topic that will be discussed. The researcher limits the study as follows:

1. The process happens in the teaching and learning character-based listening.
2. The obstacles found by the English teacher in teaching and learning character-based listening.
3. The solutions of the obstacles found by the English teacher in teaching and learning character-based listening.
4. The character based achievement found through teaching and learning listening.

D. THE PROBLEM OF THE STUDY

The researcher presents the problem that can be formulated as the following statement.

1. How is the process of teaching and learning listening for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?
2. What are the obstacles found in teaching and learning listening in the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?
3. How are the solutions that the teacher uses to solve the obstacles found in teaching and learning listening for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?
4. What is the character based achievement found in the teaching and learning for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?

E. THE AIM OF THE STUDY

Based on the statements of the problem, the researcher has some aims of the study as follow:

1. To describe the process of teaching and learning character-based listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018.

2. To describe the obstacles of teaching and learning character-based listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018.
3. To describe the solutions that the teacher uses to solve the obstacles found in the teaching and learning character-based listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018.
4. To describe the character based achievement found through teaching and learning listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018.

F. THE USE OF THE STUDY

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

This study will be useful to enrich the references needed by the reader who looks for additional materials related to the listening theories. The references which are used in this study are easy to find that it will be easy for the readers to find it.

2. The Practical Use

- a. This study will be useful for the English teacher of SMA Muhammadiyah 1 Klaten. The result of the study may give new references based on the relational of those skills to develop and

increase the quality of the process of teaching and learning listening to make variations in teaching and learning listening by using methods and different media. The teacher also can make the class more active and more interesting during teaching and learning process.

- b. This study will be useful for the students of SMA Muhammadiyah 1 Klaten and readers. By knowing the importance of listening skill and how to be fluent in English listening skill, it will be easy for those who want to learn foreign language and find solution if they have some problems in mastering listening.

G. THE CLARIFICATION OF THE KEY TERMS

The title of this research is A Case Study of Character based Teaching and Learning Listening of The Tenth Year Students of SMA Muhammadiyah 1 Klaten in The Academic Year 2017/2018. To make it easy to understand, the researcher clarifies the terms of the study as follows:

1. Case Study

Gerring (2007: 20) explains that a case study may be understood as the intensive study of a single case where the purpose of that study is at least in part to shed light on a larger class of cases. It is done to observe the teaching and learning process in the classroom.

Case study is used when the investigator is interested in describing some aspect of the second language performance or development of one or more subjects as individuals (Seliger and Shohamy,

1989: 125). It is believed that individual performance will be more revealing than studying in the large groups of subject.

In this study, the case study means research method as the intensive study of character based teaching and learning listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018.

2. Teaching and Learning

According to Arends (2012: 4), teaching is an art based on teacher's experiences and the wisdom of practice. Learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction (Brown, 2000: 7). Teaching and learning in the classroom can make the students practice in the classroom and they will get the knowledge by studying.

Similarly, teaching which is implied in the first definition of learning, may be defined as "showing or helping someone to learn how is the way to do something, providing, with knowledge, causing to know or understand". So, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000: 7). Learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction (Brown, 2000: 7).

In this study, the process of teaching and learning listening is the process of teaching and learning listening of the tenth year students of SMA Muhammadiyah 1 Klaten in the academic year 2017/2018.

3. Listening

Listening is an active, purposeful process of asking sense of what we hear (Nunan, 2003: 24). Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening is receptive, we can listen to and understand things at a higher level than we can listen to and understand things at a higher level than we can produce.

The curriculum of 2013 about English material has been arranged in *Peraturan Menteri Pendidikan Nomor 69 Tahun 2013*. The English material contains of writing, reading, speaking and listening skill. In this study, the reasearcher focuses on listening. In listening skill, the students are hoped to get some characters as the result of teaching and learning listening in the classroom. In *Pengembangan Pendidikan Budaya dan Karakter Bangsa* which is organised by (Kementerian Pendidikan Nasional, 2010), the characters are responsibility (*tanggung jawab*), care (*peduli*), team work (*kerja sama*), communicative (*berkomunikasi baik*), and understanding (*pemahaman*). It is gotten from student's knowledge, attitude, and action. In this study, the researcher uses the Curriculum 2013 which contains of the process of teaching and learning listening in the tenth year students of SMA Muhammadiyah1 Klaten in the Academic Year 2017/2018.

4. Character Education

Quoted from Pedoman Pelaksanaan Pendidikan Karakter (2011:

1) about character education states that,

Pendidikan karakter bukan sekedar mengajarkan mana yang benar dan mana yang salah, lebih dari itu, pendidikan karakter menanamkan kebiasaan (habituation) tentang hal mana yang baik sehingga peserta didik menjadi paham (kognitif) tentang mana yang benar dan salah, mampu merasakan (afektif) nilai yang baik dan biasa melakukannya (psikomotor). Dengan kata lain, pendidikan karakter yang baik harus melibatkan bukan saja aspek “pengetahuan yang baik (moral knowing), akan tetapi juga “merasakan dengan baik atau loving good (moral feeling), dan perilaku yang baik (moral action). Pendidikan karakter menekankan pada habit atau kebiasaan yang terus-menerus dipraktikkan dan dilakukan.

Elkind & Sweet (2004) in Mahfud (2012: 23) state that character education is the deliberate effort to help people understand, care about, and act upon core ethical values. Character education is a process. Students do not get it instantly. It needs process in the teaching and learning process in the classroom everyday. It is important to strongly emphasize the social aspect of character. Having good character does not simply mean being competent as an individual. Good character should make positive contributions to one's community, and to promote a democratic way of life based upon justice, equality, and respect for all people. In this study, the character education will be the character in listening of the tenth year student of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018.

H. THE ORGANIZATION OF THE STUDY

The organization of the study is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers. The organization of the thesis of each chapter is as follows:

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of the theory of listening and character education.

Chapter III is the method of the study. It consists of the meaning of the research method, the strategy of the research, the data and the source of data, the technique of collecting the data, the validity of the data, and the technique of analyzing the data.

Chapter IV consists of the analysis of the data and discussion of the findings.

Chapter V consists of conclusion and suggestion.

CHAPTER V

CONCLUSION

A. Conclusion

After analyzing the result of observation, interview with the informants, and documentation about the teaching and learning listening for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018, the researcher gets the information about the process of teaching and learning listening. Based on the analysis of the process of teaching and learning listening in the tenth year students of SMA Muhammadiyah 1 Klaten, the researcher tries to answer the problem statements:

1. How is the process of teaching and learning listening for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?
2. What are the obstacles found in teaching and learning listening in the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?
3. How are the solutions that the teacher uses to solve the obstacles found in teaching and learning listening for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?
4. What are the characters based achievement found in the teaching and learning for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018?

From the data, the researcher can find the answer as follows:

1. The Process of Teaching and Learning Character Based Listening of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018

The processes of the teaching and learning listening for the tenth year students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018 were contained of the preparation, the activities in teaching and learning listening, the methodologies, the material, the media, and the evaluation.

In the preparation, the teacher prepared lesson plan for one year. It based on the syllabus. In the activities in teaching and learning listening were conducted from opening activities, main activities, and closing activities. In the methodologies, the teacher used four methods. There were Lecture method, Discussion method by group-work, Question and Answer method, and Dictation method. In the material of teaching and learning listening, the teacher used narrative text. The media which were used to teach in the classroom, the teacher used some pieces paper, whiteboard, laptop, movie, and sound system. In the evaluation, the teacher used two assessment, there were spoken test and written test.

2. The Obstacles Found in Teaching and Learning Character Based Listening of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018

The obstacles found in teaching and learning listening in the tenth year students of SMA Muhammadiyah 1 Klaten were as follow:

- a. They were some students who were silent in the discussion.
- b. The students felt that English is hard
- c. The students had limitation in vocabulary.
- d. The students could not hear the pronunciation clearly.

3. The Solutions that the Teacher Uses to Solve the Obstacles in the Teaching and Learning Character Based Listening of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018

The solutions from the teacher to overcome the obstacles found in the teaching and learning listening in the tenth year students of SMA Muhammadiyah 1 Klaten were as follow:

- a. The teacher gives motivation to the students.
- b. The students use their dictionary to find the difficult words.
- c. The students can do some task in practicing their listening skill.
- d. The students can listen to the English songs and movie.

4. The Character Based Achievement found through Teaching and Learning Listening of the Tenth Year Students of SMA Muhammadiyah 1 Klaten in the Academic Year 2017/2018

The researcher concluded that there was a significant changing of the first observation and the second observation in the teaching and learning listening. In the teaching and learning in the classroom, the students showed their characters of being active, honest, serious, and responsible in learning English especially in the listening class.

B. Suggestion

Based on the finding of the research, the researcher would like to give the suggestion for the students and the English teacher.

1. For the students

The students can increase their listening skill by practicing their listening as their daily activity. They can do some tasks, and listen to the movie and English songs to increase their vocabulary and understanding of pronunciation. They also have to speak with the others and listen their partner in speaking. It can also increase their listening skill.

2. For English teacher

The teacher must be able to create an interesting classroom atmosphere by applying different method and media of teaching and learning listening in the classroom. It is used to make the students pay attention with the materials. The teacher can also

make speaking and listening class. The students speak each other, but it is also used to increase their listening skill. The teacher can give them homework to increase their listening.

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