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Padang, October 23 - 24, 2015

Promoting Local Wisdom and Enchancing Better Learning on Language, Art, and Culture

Editors :
Ismet Fanany (Deakin University, Australia)
Atmazaki (Universitas Negeri Padang, Indonesia)
M. Zaim (Universitas Negeri Padang, Indonesia)
Indra Yuda (Universitas Negeri Padang, Indonesia)
Refnaldi (Universitas Negeri Padang, Indonesia)
Zulfadhli (Universitas Negeri Padang, Indonesia)
Yos Sudarman (Universitas Negeri Padang, Indonesia)

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Universitas Negeri Padang

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FOREWORDS

On behalf of the committee, we would like to say Welcome to The Fourth International Seminar on Languages and Arts (ISLA-4), in Padang, West-Sumatera. The committee is kindly pleased to present the Proceeding of ISLA-4 formally held by The Faculty of Language and Art, The State University of Padang. The organising committe believes that the editors had worked hard to read and review the papers before they were printed. Now, it is the time for us to present the strong body of published work in the form of proceeding. It is our right to lead this proceeding to all of you as the honourable readers.

It has not been questioned anymore the human beings are intellectul, smart, and noble creatures who have cultural systems and values as well. They are able to create ways of communication and values in the forms of local wisdoms which make they may live safely and creatively. In addition, human beings have the concepts of civilization and other humanistic properties that enable them understand and give meanings to natures and cultural features, such as language, arts, and technology. That is why human beings have various and valuable local wisdom to the high priority of better life. In the sense of the local wisdom, it is on the right choice to have scientific activities in the form of seminar dealing with the phenomena of local wisdom that can be seen from language, art, and culture. Based on the reasons, the Faculty of Language and Arts, the State University of Padang has strong will and commited to kindly run The Fourth International Seminar on Languages and Arts (ISLA-4) under the theme: "*Promoting Local Wisdom and Enhancing Better Learning on Language, Art, and Culture*".

All papers presented and discussed in this seminar are relatively related to the general theme and/or concerned with the sub-themes: (i) exploring, identifying, and describing local wisdom on languages, arts, and cultures; (ii) specific features of languages, arts, and cultures for humanistic values and cross-cultural communication; (iii) positioning features of languages, arts, and cultures for better learning materials; (iv) designing local wisdom-based curriculum and assessments on languages, arts, and cultures; (v) positioning local wisdomfor better learning on language, art, and culture; (vi) local wisdom extracted from languages, arts, and cultures for elementary and high schools' students; and (vii) local wisdom and better learning on languages, arts, and cultures at university.

We do hope that the presentation and discussion run in all sessions are meaningful and valuable for science and humanistic civilization, then. On this occasion, we kindly appreciate and thank the invited speakers for plenary sessions: Prof. Dr. Ismet Fanany, M.A. (Deakin University, Australia), Dr. Rebeca Fanany, M.A. (Deakin University, Australia), Prof. Dr. Kim, Jang-Gyem (Hankuk University of Foreign Study, South Korea), Prof. Kyoto Funada, Ph.D. (Kanda University of Int. Studies, Chiba, Japan), Prof. Drs. I Ketut Artawa, M.A., Ph.D. (Universitas Udayana, Bali, Indonesia), Prof. Dr. Ermanto, S.Pd., M. Hum. (Universitas Negeri Padang, Indonesia), and Prof. Dr. Sri Hastanto (Institut Seni Indonesia, Surakarta). Last but not least, we also thank all presenters in parrallel sessions and participants coming from various universities, schools, instituions, and towns in Indonesia.

Thank you very much and have a nice seminar in Padang, the capital of West-Sumatera, the *mother land* of Minangkabaunese!

Padang, October 23, 2015
Committee

Prof. Dr. Jufrizal, M.Hum.
Chairman

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INTEGRATING CHARACTER EDUCATION ON ENGLISH SUBJECT AT MUHAMMADIYAH VOCATIONAL SENIOR HIGH SCHOOL (SMKM) IN MALANG DISTRICT

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Abstract

Muhammadiyah vocational senior high school prepares the students to be ready to come to the work field. as the government campaign "SMK BISA"..This is the reason that many students are interested to study at vocational senior high school. As preparing to face globalization it is needed English and also character education in it. This is the reason why these schools are needed to be investigated.
The objectives of ths research are to dig out how character education is integrated on English subject, the problem faced in applying it as well as its solution done by English teacher at Muhammadiyah vocational senior high schoo in Malang district.
This research uses descriptive quantitative design. The population is Muhammadiyah vocational senior high school in Malang district and the sample are SMK Muhammadiyah 1 Kepanjen, SMK Muhammadiyah 7 Gondanglegi and SMK Muhammadiyah 3 Singosari by using proposive sampling as these shools as known as favourite school The instrument to collect data are interview, observation and questionnaire.
The funding shows that the teachers insert the elements of character education in teaching learning English such as religious, honest, diciplin, work hard, independent, brave, responsible and democratic. The problem faced are curriculum 13 provides long reading so the teachers concentrate on the reading. students' motivation to learn English is not high as well as the students' vocabulary is not a lot.The solution done is by giving addition time to learn English and giving motivation that English is needed in work field.

Keywords: Character Education; English Subject; SMK Muhammadiyah

A. INTRODUCTION

Muhammadiyah vocational senior high school prepares the students to be ready to come to the work field. as the government campaign "SMK BISA"..This is the reason that many students are interested to study at vocational senior high school. As preparing to face globalization it is needed English and also character education in it. This is the reason why these schools are needed to be investigated. In fact, not all Muhammadiyah schools in Malang district are able to compate with the others. Some of them only hold to survive as competation of enrolling new students with state schools is tight. The reason is state schools accept new student with a lot of numbers as it graduates plenry of gradutaes. This influences enrolling students so that the students; parent tend to look for a satate school that graduates plenty of students. The result is enrolling to Muhammadiyah gets smaller number of students. Therefor it is needed to do a research of one aspectof teaching learning that could be strength of district Muhammadiyah schools that is character education as it is hunted and wanted by the students' parent.

One of ways suggested is integrating cognetif ability in English with the students' affective at English skill such as speaking, listening, reading and writing. This could be advantage and useful to add value to Muhammamadiyah school. At least the students' affective appears so that it creates condusive image for those school.

The implementation of character education is very important and relevant for development of Indonesia nation as education in Indonesia does not only produce smart people but also have good character. Therefor it is needed holistic education by integrating character education with teaching learning English. By integrating character education with teaching learning English, it is expected

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Muhammadiyah vocational senior high school in Malang district can stand and compate at globalization era based on the educational aim of Indonesia nation as stated on introduction of basic law in 1945 that is to create nation smart holistically, both cognetif and affective.

The objectives of ths research are to dig out how character education is integrated on English subject, the problem faced in applying it as well as its solution done by English teacher at Muhammadiyah vocational senior high schoo in Malang district.

B. RESEARCH METHOD

It discusses the procedure of research such as design, population and sample, instrument, data collection and analysis.

1. Research Design

According to Donald Ary (1979:20) research may be defined as the application of the scientific approach to research problem that its purpose is to discover an answer of a meaningful question through the application of scientific procedures. Research is universal as systematic and objective for reliable knowledge.

Descriptive design is used in this research as Borh and Gall (1970:4 say that descriptive study is primary concerned with finding out the answer of the question "what is". Descriptive design is aimed at describing the current phenomena that is the real situation at the time of conducting the research. It is used descriptive quantitative research.

This research is aimed at describing how integrating of character education at English subject in Muhammadiyah vocational senior high school in Malang district and the teacher's problem in implementing character education at English subject as well as its solution done at Muhammadiyah vocational senior high school in Malang district.

2. Population and Sample

The population of this research is Muhammadiyah vocational senior high school in Malang district while the sample is SMK Muhammadiyah 1 Kepanjen, SMK Muhammadiyah 7 Gondanglegi and SMK Muhammadiyah 3 Singosari by using purposive sample as these shools as known as favourite school. The sample is 14 teachers. It consist of 6 English teachers from SMKM 1 Kepanjen, 4 English teachers from SMKM 7 Gondanglegi and 4 teachers from SMKM 3 Singosari.

3. Instrument

There are three instruments used in this research. They are observation and interview and questionnaire that aim to get data about integrating of character education at English subject in Muhammadiyah vocational senior high school in Malang district and the teacher's problem in implementing character education at English subject as well as its solution done at Muhammadiyah vocational senior high school in Malang district.

The method of interview used here is unstructured interview. It means that it is more informal. Free questioning of subject is possible regarding the views, attitudes and other information (Ary, 1979). This interview is flexible and usually planned to suit the subjects and the conditions within which the interview take place. It focuses on asking the teacher's problem and solution in integrating of character education at English subject in Muhammadiyah vocational senior high school 1 Kepanjen, SMKM 7 Gondanglegi and SMKM 3 Singosari in Malang district

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The kind of questionnaire here is structutured and unstructured questionnaire. The first one gives the respondent alternative by choosing ***yes*** or ***no***. The second one means there is not alternative answer but it gives the sample free to express their problems in integrating character education on English subject at SMK Muhammadiyah 1 Kepanjen, SMK Muhammadiyah 7 Gondanglegi and SMK Muhammadiyah 3 Singosari in Malang district.

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4. Procedures of Collecting Data

Based on the research design, nature of problem under the research and researcher's personal preference, the procedures of collecting data can be stated below:

a. Doing the observation in SMKM 1 Kepanjen, SMKM 7 Gondanglegi and SMKM 3 Singosari in Malang district.
b. Distributing the questionnaire to the teachers of SMKM 1 Kepanjen, SMKM 7 Gondanglegi and SMKM 3 Singosari di Malaang district.
c. Interviewing the teachers of SMKM 1 Kepanjen, SMKM 7 Gondanglegi and SMKM 3 Singosari di Malaang district.

5. Analysis Data

Descriptive analysis is used by using qualitative as well as quantitative approach. This analysis tries to elaborate the process of how integrating of character education at English subject in Muhammadiyah vocational senior high school in Malang district and the teacher's problem in implementing character education at English subject as well as its solution done at Muhammadiyah vocational senior high school in Malang district.

C. FINDING

Based on the observation done on May11, 2015 in SMKM 1 Kepanjen, May 12, 2015 in SMKM 7 Gondanglegi and May13, 2015 in SMKM 3 Singosari it is founded that all teachers integrate character education that is religious through opening and closing the English subject by praying and greting *Assalammu'alaikum warrohwatullohi wabarokatu* and closing the subject by saying *Walaikum salam warrohmatullohi wabarokatu.* Honest is also integrated in teaching English by asking the student to be honest when correcting his or her work or the others. The next character education is discipline. It deals with time such on starting the subject on time, submitting the test on time as well as coming to the class. Work hard is also integrated as the students are given assignment individual or group to do it by limited time.

Related to the problems faced by English teachers in integrating character education on English subject at SMKM in Malang district is found 5 (36%) English teachers admit to have problem whereas 9 (64%) teachers state not having problem as seen below:

Table 1.
Facing Problem in Integrating Character Education on English Subject

No.	Statement	Percentage
A	Facing Problem	36
B	Not facing problem	64

Based on interview done on July 24, 2015 with English teacher, it is found tha the most problem in inregated character education on English subject in Malang district are Curriculum 13 that emphazices reading as it is long one and the students' motivation to learn English is low whereas based on questionnaire found on the problem faced in intregating character education on English subject in Muhammadiyah vocational senior high school in Malang district is shown below:

Table 2.
The problem in Integrating Character Education on English Subject

No.	The Problem	Number
a.	Not continue	1
b.	Limited time	1
c.	Difficult to make the students active in speaking	1
d.	Difficult to scoring character education	1

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e.	Difficult to apply character education	1
f.	Lack care of environment by the students	1
g.	Lack of students' discipline at school	1
h.	Lack of vocabulary	1
i.	Lack of vocabulary	2
j.	Not yet using English	5
k.	Lack of customize daily speaking	3
		1

The solution to problems related integrating character education done the English teachers are giving extra time to develop and increase the students' mastery in English and also giving motivation to the students that English is really needed in globalization era.

D. DISCUSSION

Integrating character education on English subject in Muhammadiyah vocational senior high school is important as character education should be done holistically. It means character education is not only the duty of civic law teacher but all subject teacher may do in by integrating the subject with character education. That is why character education done in English subject because English is not only a mean of facing globalization but also to form character as character education should be done together and continoues.

Integrating character education on English subject could be done by inserting the element of character building in every step of teaching learning English such as in opening by greeting, praying to start the class whereas in whilst teaching could be done individual or group to be honest, discipline, work hard, independence, democratic to do an assignment as well as in closing.

Relating to the problem faced by English teacher in integrating character eduation on English subject, it is common as every thing has advantage and disadvantage (problem). Only one problem relates to character education, scoring character education, the rest ones still focus on English problem such as lack of grammar, practice, vocabulary, student's motivation, limited time. That is why it can be done together, learning English and character education tha create smart graduate in cognitive and also in affective one, character.

The solution done by English teachers focuses on maximizing the advantage of integrating character education on English subject and minimizing the problem as every thing has two sides, advantage and disadvantage.

E. CONCLUSION

Integrating character education on English subject could be done in process of teaching learning English such as pre teaching, whilst teaching and post teaching by inserting element of character education.

The problems faced by English teachers in integrating character education on English subject focus on English subject as English is still problem for the studemts as lack of grammar, vocabulary, practice, limited time and motivation.

The solution done by English teachers is giving extra time and motivation that deal with English and the students.

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INTEGRATING CHARACTER EDUCATION ON ENGLISH SUBJECT AT MUHAMMADIYAH VOCATIONAL SENIOR HIGH SCHOOL (SMKM) IN MALANG DISTRICT

by
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Muhammadiyah vocational senior high school prepares the students to be ready to come to the work field. as the government campaign "SMK BISA"..This is the reason that many students are interested to study at vocational senior high school. As preparing to face globalization it is needed English and also character education in it. This is the reason why these schools are needed to be investigated**.**

The objectives of ths research are to dig out how character education is integrated on English subject, the problem faced in applying it as well as its solution done by English teacher at Muhammadiyah vocational senior high schoo in Malang district.

This research uses descriptive quantitative design. The population is Muhammadiyah vocational senior high school in Malang district and the sample are SMK Muhammadiyah 1 Kepanjen, SMK Muhammadiyah 7 Gondanglegi and SMK Muhammadiyah 3 Singosari by using proposive sampling as these shools as known as favourite school The instrument to collect data are interview, observation and questionnaire.

The funding shows that the teachers insert the elements of character education in teaching learning English such as religious, honest, diciplin, work hard, independent, brave, responsible and democratic. The problem faced are curriculum 13 provides long reading so the teachers concentrate on the reading, students' motivation to learn English is not high as well as the students' vocabulary is not a lot.The solution done is by giving addition time to learn English and giving motivation that English is needed in work field.

Key words: character education, English subject, SMK Muhammadiyah

Sri Hartiningsih is an English lecturer that teaches literature, Business English and Culture at English Department in University of Muhammadiyah Malang since 1991 as graduated from Faculty of Letters in Gajah Mada University, Master of Management in University of Muhammadiyah Malang and Cultural Studies Doctorate in Udayana University. Since 2009 she is a chief of foreign language course in UMM up to now.

INTRODUCTION

Muhammadiyah vocational senior high school prepares the students to be ready to come to the work field. as the government campaign "SMK BISA"..This is the reason that many students are interested to study at vocational senior high school. As preparing to face globalization it is needed English and also character education in it. This is the reason why these schools are needed to be investigated**.** In fact, not all Muhammadiyah schools in Malang district are able to compate with the others. Some of them only hold to survive as competation of enrolling new students with state schools is tight. The reason is state schools accept new student with a lot of numbers as it graduates plenry of gradutaes. This influences enrolling students so that the students; parent tend to look for a satate school that graduates plenty of students. The result is enrolling to Muhammadiyah gets smaller number of students. Therefor it is needed to do a research of one aspectof teaching learning that could be strength of district Muhammadiyah schools that is character education as it is hunted and wanted by the students' parent.

One of ways suggested is integrating cognetif ability in English with the students' affective at English skill such as speaking, listening, reading and writing. This could be advantage and useful to add value to Muhammamadiyah school. At least the students' affective appears so that it creates condusive image for those school.

The implementation of character education is very important and relevant for development of Indonesia nation as education in Indonesia does not only produce smart people but also have good character. Therefor it is needed holistic education by integrating character education with teaching learning English. By integrating character education with teaching learning English, it is expected Muhammadiyah vocational senior high school in Malang district can stand and compate at globalization era based on the educational aim of Indonesia nation as stated on introduction of basic law in 1945 that is to create nation smart holistically, both cognetif and affective.

The objectives of ths research are to dig out how character education is integrated on English subject, the problem faced in applying it as well as its solution done by English teacher at Muhammadiyah vocational senior high schoo in Malang district.

CHARACTER EDUCATION

Character education consists of two words, character and education. Character based on Hornby (1983:139) is quality of mental or moral that differenciates person, group differs with the others. Almost the same with Hornby as the author of **Oxford Advanced Learner's Dictionary of Current English,** Poerwadarminta (1984:445) in Indonesia dictionary **Kamus Umum Bahasa Indonesia**, defines character as trait, personality, characteristic of soul. From those two definition, it can be concluded that character education is education of characteristic or moral.

Personality based on **Kamus Besar Bahasa Indonesia** (Poerwadarminta, 2003:170) is attitude, trait and characteristic. Personality represents a mean of soul that guides mind and feeling to decide good and bad characteristic, ggood deed, effort and mind. Attitude means as one's respon or action in the form of attitude, not only body but also speech. Related to personality, Zakaria (2002:1) states that personality has similar meaning and essence with moral education.The purpose is to build one;s personality become human, society and good citizen. Further, the essence of moral education in education context in Indonesia is value education that is good value education based on Indonesia culture to form young generation's personality.

Whatever its name label, the content of character education above refers to alive values, grow and develop in Indonesia custome that hetrogenous (Winataputra dkk, 2001:7). Therefore it is needed value, moral, norm guidance in human being social environment and the life (Retnaningrum, 2009:1). The result is value education referring forming moral value that is suitable with the truth norms becomes essescial for developing human holistically.

The aim of value education based on Djahiri (1992) in Retnaningrum (2009:3) commonly can be focused for:

1. Maintaining and planting moral and norm values.
2. Increasing and widening one's or group belief.
3. Increasing human's quality, group or life.
4. Protecting, narrowing and rejecting negative thing.
5. Keeping and doing expected world.

6. Doing clarification of intrinsink value from a moral value and norm as well as life generally.

RESEARCH METHOD

It discusses the procedure of research such as design, population and sample, instrument, data collection and analysis.

Research design

According to Donald Ary (1979:20) research may be defined as the application of the scientific approach to research problem that its purpose is to discover an answer of a meaningful question through the application of scientific procedures. Research is universal as systematic and objective for reliable knowledge.

Descriptive design is used in this research as Borh and Gall (1970:4 say that descriptive study is primary concerned with finding out the answer of the question "what is". Descriptive design is aimed at describing the current phenomena that is the real situation at the time of conducting the research. It is used descriptive quantitative research.

This research is aimed at describing how integrating of character education at English subject in Muhammadiyah vocational senior high school in Malang district and the teacher's problem in implementing character education at English subject as well as its solution done at Muhammadiyah vocational senior high school in Malang district.

Population and Sample

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Instrument

There are three instruments used in this research. They are observation and interview and questionnaire that aim to get data about integrating of character education at English subject in Muhammadiyah vocational senior high school in Malang district and the teacher's problem in implementing character education at English subject as well as its solution done at Muhammadiyah vocational senior high school in Malang district.

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Procedures of Collecting Data

Based on the research design, nature of problem under the research and researcher's personal preference, the procedures of collecting data can be stated below:

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Analysis Data

Descriptive analysis is used by using qualitative as well as quantitative approach. This analysis tries to elaborate the process of how integrating of character education at English subject in Muhammadiyah vocational senior high school in Malang district and the teacher's problem in implementing character education at English subject as well as its solution done at Muhammadiyah vocational senior high school in Malang district.

FINDING

Based on the observation done on May11, 2015 in SMKM 1 Kepanjen, May 12, 2015 in SMKM 7 Gondanglegi and May13, 2015 in SMKM 3 Singosari it is founded that all teachers integrate character education that is religious through opening and closing the English subject by praying and greting *Assalammu'alaikum warrohwatullohi wabarokatu* and closing the subject by saying *Walaikum salam warrohmatullohi wabarokatu*. Honest is also integrated in teaching English by asking the student to be honest when correcting his or her work or the others. The next character education is discipline. It deals with time such on starting the subject on time, submitting the test on time as well as coming to the class. Work hard is also integrated as the students are given assignment individual or group to do it by limited time.

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No	Statement	Percentage
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Table 2

The problem in Integrating Character Education on English Subject

No	The Problem	Number
a.	**Not continue**	**1**
b.	**Limited time**	**1**
c.	**Difficult to make the student active**	**1**
d.	**Difficult to score character education**	**1**
e.	**Difficult to apply character education**	**1**
f.	**Lack of envieonmental care**	**1**
g.	**Lack of discipline at school**	**2**
h.	**Lack of vocabulary**	**5**
i.	**Lack of grammar**	**3**
j.	**Not yet using English**	**1**
k.	**Lack of customizing daily speaking**	**1**

The solution to problems related integrating character education done the English teachers are giving extra time to develop and increase the students' mastery in English and also giving motivation to the students that English is really needed in globalization era.

Discussion

Integrating character education on English subject in Muhammadiyah vocational senior high school is important as character education should be done holistically. It means character education is not only the duty of civic law teacher but all subject teacher may do in by integrating the subject with character education. That is why character education done in English subject because English is not only a mean of facing globalization but also to form character as character education should be done together and continoues.

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