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CHARACTER BUILDING IN TEACHING ENGLISH VOCABULARY FOR ELEMENTARY SCHOOL STUDENTS

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan aktivitas program C-L-C (Central Learning and Character) dalam membangun karakter dan meningkatkan kosa kata Bahasa Inggris Siswa Sekolah Dasar. Program C-L-C telah menciptakan kegiatan pembelajaran terpadu untuk membangun karakter siswa dan meningkatkan kosa kata bahasa Inggris untuk siswa sekolah dasar. Desain penelitian ini adalah penelitian kualitatif deskriptif. Peneliti menggambarkan kegiatan instruktur dan siswa bahasa Inggris dalam membangun karakter siswa dan meningkatkan kosa kata bahasa Inggris. Sebanyak 23 siswa Sekolah Dasar telah mengikuti program C-L-C. Teknik pengumpulan data adalah observasi, dokumentasi dan angket. Temuan penelitian ini menunjukkan bahwa beberapa kegiatan yang dilakukan oleh instruktur bahasa Inggris pada program C-L-C untuk membangun karakter siswa dan meningkatkan kosa kata bahasa Inggris siswa adalah membaca teks, menulis, melukis, bermain, mengucapkan kosa kata baru, menceritakan kembali cerita, membahas nilai karakter dalam cerita dan menyiapkan buku karakter siswa. Hasil dari penelitian ini, program C-L-C telah membangun karakter siswa pada disiplin, tanggung jawab, menghormati orang lain dan peduli terhadap lingkungan. Selain itu C-L-C telah meningkatkan kosa kata bahasa Inggris siswa, hal ini dapat dilihat dari partisipasi siswa dalam proses pembelajaran dan rekapitulasi nilai tes bahasa Inggris siswa. Hal ini menunjukkan 1 siswa kurang baik, 5 siswa cukup baik, 8 siswa baik dan 9 siswa sangat baik. Dapat disimpulkan bahwa program C-L-C membangun karakter siswa dan meningkatkan kosa kata bahasa Inggris siswa.

Kata kunci: Character Building, pengajaran kosa kata bahasa Inggris

Abstract

The aim of this research was to describe the activity of C-L-C (Central Learning and Character) program in building character and improving English vocabulary of Elementary School Students. C-L-C Program has created integrated learning activities to build students' character and improve English vocabulary for elementary school students. The design of this study was a descriptive qualitative research. The researcher described the activities of English instructor and students in building students 'character and improving English vocabulary. There was 23 elementary School students had joined on C-L-C program. The techniques for collecting the data were observation, documentation and questionnaire. The finding of this study showed that some activities did by the English instructor on C-L-C program to build the students' character and improve the students' English vocabulary were reading a text, writing, painting, gaming, pronouncing the new vocabulary, retelling the story, discussing the character value in the story and preparing the students' characters' book. The result of this study, the C-L-C program had built students' character on discipline, responsibility, honor the other people and care to the environment. Besides C-L-C had improved the students' English vocabulary, It can be seen from the participation of students in learning process and the recapitulation of the students' English test score. It showed that 1 student was

poor, 5 students were satisfactory, 8 students were good and 9 students were very good. It can be concluded that C-L-C programme built students' character and improved the students' English vocabulary.

Keywords: Character Building, teaching English vocabulary

INTRODUCTION

The development of technology had effect to the Indonesia students' character positively and negatively. It changes many regulations of education filed. The students can learn the lesson from handpone by using internet. But using internet on students'handpone also has negative effect on the students' character. Some negative advertisement can appear suddenly. It effect to the students' opinion, idea, behavior and character. They are bombarded with negative influences through the media and other external sources. Realizing to this condition, Indonesian government has made great changes on national curriculum. Curriculum emphasizes on character building. In previous curriculum, character building not explicitly stated. But it is different for the new curriculum, character building explicitly stated. It means that the teachers have to integrate the character building on teaching and learning process. The students' characters must be developed by teachers besides knowledge and skill. It means teachers have to improve students 'character, beside knowledge and skill. Character building are hoped to be solution for negative effect of technology development.

Characters are a way of individual thinking and behaving in daily life community. It can be seen on family, job circumstance, society, nation and state. It isn't inheritance. It builds in daily thinks and actions (Brown, 2012). In other word the character can be form from the habitual of thinking and action of someone in daily life activity. Each person has different character. The background of some one's life will greatly affect a person's character. According to Indonesia nation dictionary, character is a psychological, morals aspect or manners that distinguish one person to another (KBBI 2008). Every people have different character. Good character is not someone owns. It needs to be built for everyone. In this case, character building becomes one solution to everyone.

Character building is some efforts done by someone, society, institution to change the bad human's behavior, moral, sense, think and acts in to good value. According to Lickona in (Atmazaki, Agustina, Vivi Indriyani, 2020), defines character building as earnest effort to understand the foundation of a person's core, care, and acts with a foundation of ethical values. It means character building can be interpreted as a genuine effort by human to be a positive personality by developing, encouraging, and empowering through example, studies (history and biographies of great thinkers), as well as the practice of emulation effort to realize the wisdom. Line with this Character building is defined as an effort to help the students promote their psychological aspects in order to have relation and ability to work with each person in many situations(AR, 2013).

Building character is very importance for everyone. Good character is not formed automatically. There are some phases in character building. Firstly, the teachers should have sufficient knowledge about what morals are taught and trained among the students (Zubaeidi, 2014). The teachers have to guide the students to know the meaning and aspect of character. There are 6 pillars of character for elementary school students in Indonesia; discipline, respect, responsibility, honesty, caring, and fairness. For the first the teachers have to guide the students to understand the meaning of each word of character. Then the teachers have to explain the aspects and examples of its characters. Secondly, they have to be aware of the process of

character building. They are transferring knowledge about characters, the feeling of character, and acting on the character (Zubaeidi, 2014). It means the teachers need to give knowledge first; the students have feeling about character and supposed the students to act on some requirement of characters. In acting the characters, the students need to be involved in the teaching and learning process, give an exemplary model in their behaviors, and encourages the students to be active in improving and implementing the character on daily life activity.

The character building is important in today's society. It will be entrenchment to our generation (students) faces many bad opportunities and dangers form development of high technology. Character building should be integrated in education. First, education is an effective process to develop character. It is widely agreed that the character building should be started from the family, and then school and also social environment. Education in the family is the fundamental education to develop a child with good character building. Education in the school will also be developed to strengthen the good character building which child has from the family. And in the social environment, child will have a chance to implement the good character building in daily life interaction.

Realizing the need to build character for generation, Indonesian government has made great changes on national curriculum. Curriculum emphasizes on character building. It means that the teachers have to integrate the character education on teaching and learning process. Character building should be integrated in education. Education is an effective process to develop character. Educate and build character should be started from the family, and then school and also environment. Parent and teachers have to collaborate to build the students character. Teachers are important to build the habitual to know about right and wrong, but also able to feel the value of good and not good, and do it on the smallest circumstance from family to the wider community like school, citizen and others. Then the parent can be controller, counselor and supervisor for the students in implementing character in their daily activities. Besides, the care of community toward students' character is also needed, so the students can have the characters.

The intentional of character building, C-L-C program attends and emphasizes to build students' character in teaching and learning English vocabulary. The C-L-C program has planned, organized the materials, activities in teaching English vocabulary for elementary school students. The C-L-C focus on improving English Vocabulary of the elementary school students and integrated it with character building in teaching and learning activities in and out of the class.

Elementary school students are beginner in learning English. As beginner, they are important to learn English vocabulary as basic skill in learning English. Without knowing much vocabulary, the students are difficult to master in English language. The students cannot understand the English words, sentences, instructions and the English text. According to (Richards & Willy A. Renandya, 2002) vocabulary is "a core component of language proficiency". Since the important of vocabulary in learning English, so the first step of the students to master English is enrich of English vocabulary. Line with this, Priyono in (Cahyono & Widiati, 2015) stated that limited vocabulary is the main problem of Indonesian' students to master in English as foreign language. It means the students have many difficulties in learning English as a foreign language without knowing much vocabulary. Vocabulary consisted of much of English words that has specific meaning for each them. Therefore, the students are difficult to understand what are students listening, reading, as perceptive process in learning English without knowing much about English vocabulary. It means the students also difficult to master the English language in speaking and writing. Line with this, in Oxford Learner's Dictionary, the word vocabulary is defined as : (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when talking about a particular subject, (4) a

list of words with their meanings, especially in a book for learning a foreign language (Hornby, 2005). Based on the theory above it can be concluded that, mastering English vocabulary determined the students 'success in learning four skill of English; listening, reading, speaking and writing. It can be understood that vocabulary is basic for the students to improve their English.

There are some kinds of vocabulary. According to (Morley, 2000), words are categorized into noun, pronoun, article, verb, adjective, adverb, preposition, conjunction, and interjection in traditional grammar. Then (Miller, 2002) stated that the vocabulary are divided into two function. They are lexical (content words) and grammatical (function words). Content words consisted of noun, verb, adjective and adverb. Meanwhile function words such as pronoun, preposition, articles, conjunction, auxiliary and interjection. It indicated that, there are many kind of vocabulary. It means the elementary school students as beginner have to know of kind vocabulary as basic knowledge for learning English.

Vocabulary is important element in learning English. Without knowing much vocabulary, the students are difficult to master in English language. The students cannot understand the English words, sentences, instructions and the English text. As stated in (Richards & Willy A. Renandya, 2002) , vocabulary is "a core component of language proficiency". Since the important of vocabulary in learning English, so the first step of the students to master English is enrich of English vocabulary. Line with this, Priyono in (Cahyono & Widiati, 2015), stated that limited vocabulary is the main problem of Indonesian' students to master in English as foreign language. It means the students have many difficulties in learning English as a foreign language without knowing much vocabulary. Therefore, the students are difficult to understand what are students listening, reading, as perceptive process in learning English. It means the students also difficult to master the English language in speaking and writing. It means vocabulary consist of much of English words that has specific meaning for each them. Line with this, in Oxford Learner's Dictionary, the word *vocabulary* is defined as: (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when talking about a particular subject, (4) a list of words with their meanings, especially in a book for learning a foreign language (Hornby, 2005). Based on the theory above it can be concluded that, mastering English vocabulary determined the students 'success in learning four skill of English; listening, reading, speaking and writing. It can be understood that vocabulary is basic for the students to improve their English.

To be success in understanding the vocabulary, the students have to know about kind of vocabulary. There are some kinds of vocabulary. In traditional grammar, words are categorized into word classess which are noun, pronoun, article, verb, adjective, adverb, preposition, conjunction, and interjectionn (Morley, 2000). In addition (Miller, 2002) stated that the vocabulary are divided into two function. They are lexical (content words) and grammatical (function words). Content words consisted of noun, verb, adjective and adverb. Meanwhile function words such as pronoun, preposition, articles, conjunction, auxiliary and interjection. It indicated that, there are many kind of vocabulary. It means the elementary school students as beginner have to know of kind vocabulary as basic knowledge for learning English.

Teaching vocabulary is important for elementary students as beginner in learning EFL. Teaching EFL for young learner is different with adult. Teaching vocabulary has to be interested for the students, so they can focus to learn it. The teachers have to be creative in presenting the vocabulary so the students are not bored to learn English vocabulary. Teaching vocabulary means teacher teaches new word to improve student knowledge of vocabulary. Teaching vocabulary for young learners is not easy. Teachers should consider many factors in presenting

appropriate media, strategies, or techniques. Besides, the teachers also think the instruction in teaching vocabulary especially for young learner students, so they can understand it easily. Some techniques of vocabulary teaching described by Allen as cited in (Budi Setiawan, 2010) are demonstration, visual aids, verbal explanation, word list. In addition (Li, 2011), stated that, many researchers believe that the use of pictures/visual images to teach new words to EFL learners helps English vocabulary acquisition. Therefore using of the pictures can promote the learning of new words. The students can visualize new words; the words will be more easily understood and remembered.

Building character for the elementary school students is not easy. It likes paint on the stone. It needs long time and process. There are some steps or process in building students' character. There are some processes to build character for students. They are are habituation, developing of learning materials, classroom activities and instructional media (Rahmi & Erlinda, 2014). The first process is habituation. In the habituation, the teachers can guide of the students to do routine activities in or out of class. For example the teacher can habituate the students in the discipline value. So in implementation the teachers have to keep come on time to the class. Then, the teachers can be as a character models to the students. Build the students character need model Lickona in (Atmazaki, Agustina, Vivi Indriyani, 2020). It means the teachers can build the students' character through their action. Therefore the students can see, feel, and imitate the teachers' action.

The second process is developing learning material. The role of teacher' in selecting the learning material is very in building character. To build students 'character, the teachers have to integrate the character education in teaching learning process. The teachers can use some teaching materials which contain character in teaching in the class. Using text included character values in teaching is very essential in the character building process. Text selection which contains character encourages the students to build their character. The students can learn about character values from the text. The teachers choose the text with titled Cleanliness to build the students' character in keep circumstance cleaning.

The third is through classroom activities. The teachers should provide the activity to develop students' character. In the classroom activities, the teacher design class activities. The teacher plans, chooses the interest technique and strategy in teaching. The teacher can use teaching model such as project based learning, problem based learning, and task based learning. In applying this model, the teachers need to use some teaching strategies such as collaborative learning, presentation, discussion, debate, and using technology. The teacher has to think the appropriate strategy and technique. The teachers have design the goal and objective of the learning activities in the classroom. For example the teacher have goal to improve the students English vocabulary on cleanliness field. Then, the teachers improve the students' character on keeping the clean of circumstances. So the teachers have to think create the classroom activities, so the students can keep cleaning. To let the students' interest to keep clean is by presenting video that have story of children do not care with the cleanliness. After watching the video, the instructor asks them to discuss what are they see on video, effect of children do not care about cleanliness. Then the teacher let the students to create a poster to keep circumstance cleanliness.

The fourth is through instructional media. Media is very useful in teaching and learning process. It is not only to integrate students' attention but also as a medium to teach. There are many kinds of media can be used by the teacher such as visual media (chart, photos), non-visual media (voice recording), and other. For example, the elementary school students like to watch a video. It means the teachers have to find the appropriate video to motivate students involved actively in teaching learning process. Based on the explanation above, the researcher would like

to conduct a descriptive research with the title " Character Building in teaching English vocabulary for Elementary School Students on C-L-C Program on 2021/2022 academic year in Gunung Pangilun District ".

METHOD

The design of this study was a descriptive qualitative research. According to (Gay, 2012), defines that a descriptive study describe and determines way things are. It means that this research has a purpose to illustrate the existed condition in the field. Descriptive studies are concerned with the assessment attitudes, opinions, preferences, demographic, practices and procedures. Then, descriptive studies are focus on the collection and analysis of non-numerical data such as observation, interviews and more discursive sources of information. Then, in the process of collecting data, the researcher is involved fully in the context of research and interacts with the participant. By using this type, the researcher described the activities of English instructor and students in building students 'character and improving English vocabulary of the elementary school students has joined on CLC program at Gunung Pangilun district by collecting the data from some instruments. The instruments for collecting the data were observation, documentation (the students' English test score, students' character book) and parents 'questionnaire.

This research takes place on C-L-C program at Gunung Pangilun district. C-L-C program is an organization created by the public figure at Gunung pangilun in receptacle of the children from underprivileged family in learning tutor activity. The emphasized of C-L-C program is building character besides learning tutor activity. The subject of this research is 23 students of elementary school students had joined on C-L-C program. The research was done on July until December 2021.

In order to collect the factual data, the researcher use some instruments; observations, documentation, and questionnaire. In the observation process, the researcher acted solely as the observer. The researcher comes into the class of C-L-C program to observe record and note the actions and utterance of the instructor-student in learning-teaching process. Observation is used in this research to get the description about the implementation of character-building in teaching English vocabulary for the elementary school students. The researcher takes the pictures, take a note and record of teaching and learning English vocabulary process. Then, the researcher does documentation. The researcher documented the students' English exercises test score from the instructor and students' character book from the students. Students' character book consisted of the recapitulation of students' character in daily life activity. In filling the book are controlled by the students' parent. The third is questionnaire for students' parent. After collecting the factual data, the researcher analyzes the data.

According to (Moleong, 2018), data analysis is an effort done by working with data, organizing data, sorting it into manageable units, searching and finding patterns, find what is important and what is learned, and decided what can be told to others. In analyzing of qualitative data, the researcher need to do interactively and runs continuously at each stage. In addition, (Prof., 2011) stated that the data analysis techniques include: reduction the data, presentation of the data, and verification of data.

he result of the research is supposed to have theoretical and practical significance. Theoretically, the finding of this research is aimed to add current literature of English language teaching specially in teaching English vocabulary. It will become of sources information in

preparing teaching English vocabulary for elementary school students. Then, the English teaching practitioners need to integrate the teaching and learning activities to build the students' character. Then for practically, the research finding proved that the good planning, varieties activities and intensive control to students' progress on character and English vocabulary is very important to be done by the practitioners to build the students' character and improve the English vocabulary of the students.

RESULT AND DISCUSSION

After analyzing the data, the researcher found some specific data. First, the instructor of C-L-C has planned, organized and created the teaching materials before starting the learning process in the classroom. Then the teaching materials were organized on the students' English book with title, "Communicative English for Beginner". The instructor has selected appropriate materials with the students' need. The book consisted 8 chapter; Greeting, Number, Day and Date, My favorite Food, My Family, My Pet, My House, and My Friend. After that, the instructor has integrated the character on each chapter on the students' book. The students are motivated to learn it. They were involved actively to participate in the learning activities. According to Howard and Major in (Lucia, 2021), explains good teaching material stimulate students' interaction. The teaching materials in the students' book have organized by the instructor to support the students do interacting with others. Besides, the researcher had integrated building character in teaching activities. Some characters had chosen on each chapter. It can be seen on the table I below.

Then, the table above has been guidance for instructor in doing teaching vocabulary activities on each meeting.   Second, the instructor had organized the activities well in the classroom. Well organized activities make the students enthusiast involved in teaching and learning process. So the students were not bored. It supported by Sheerin in (Ian McGrath, 2002), the manageable and organized activities in the classroom help students understand the learning materials easier. Then the consistently activity during classroom activity help the students get involved continuously. The students were active did the process, start from opening until closing the lesson. The students read, pronounced, wrote competitively the new vocabulary, painted beautifully the sketches, played game happily, discussed and found the moral value (character) with the instructor did English exercises and filled in the students' character book at home.

The activities started by reading texts from the Students' English book. The instructor read first and the students repeated. Then they found the new word, some of students write it on the formatted white board. Then the students imitated it in to their book. It lines with this, Allen in (Budi Setiawan, 2010), write on list the new word is one technique in learning vocabulary. Then the instructor guides the students to find the meaning by giving explanation. The instructor give some clues to lets the students to know the meaning of new vocabulary. According to (Li, 2011), the clear explanation help the students understand the meaning of the vocabulary. After that, the instructor asks them to paint the sketches of new vocabulary. Then they also paint the sketches beautifully. From painting they could memorize the meaning of new words. It supported by (Harvey, 2000), When the students can visualize the new vocabulary, it make them understand easier the meaning of the words. Then through a game the instructor asks them directly about the meaning of the new words. The instructor lets them to play various games such as "Boom" in numbering, "riddles" for some noun around us. They are looked happy and enthusiast. They could answer communicatively. After that, the instructor retells the story or texts, the students focus to listen the story. It mean the instructor have created the variation activities in the class.

Table 1. The English materials and characters for the students on C-L-C Programme during 4 months on July-December 2021

No.	English Teaching Material	Meeting	Vocabulary	Character
1.	Greeting	3x	Pronoun, Possessive Pronoun, some verbs, school utensil	Honor parent, and other people.
2.	Numbers	3x	Numbers 1-20, Numbers 20-50, Numbers 50-100, Vocabulary about environment (sun, moon, mountain,…)	Thanks for God, Care to environment
3.	Dates and Days	2x	Ordinal and Cardinal Numbers, Name of days	Thanks for God, discipline, Care for the circumstances
4.	My favorite Food	5x	The name of food, fruits, vegetables and drink, color	Thanks for God, Care for the circumstances, Care to friends
5,	I Love My Family,	3x	some vocabulary about Family , some verbs	Care each other, Responsible, Discipline
6.	My House,	3x	Things at home, color, shape	Discipline, Care each other, responsible
7.	My Daily Activities	3x	Times, days, verb	Discipline, responsible
8	My Friend.	3x	Some verbs, adjectives	Care each other, Responsible,
9.	My Pet	3x	Characters, adjectives	Responsible, Discipline, Care each other.

Related to this opinion, Sheerin in (Ian McGrath, 2002), says that balance and variety activities interest students' focus in learning. Besides, the researcher also found the instructor showed the selected YouTube video to interest students' motivation in teaching English vocabulary. There are some titles of video showed to the students such as High Excellent Spirit", and "The Best People". Most of series of video has moral message. It was supported by (Rahmi & Erlinda, 2014) says that media is very useful in teaching and learning process. It is not only to integrate students' attention but also as a medium to teach. In addition, teaching vocabulary has to be interested for the students, so they can focus to learn it. The teachers have to be creative in presenting the vocabulary so the students are not bored to learn English vocabulary. Teaching vocabulary means teacher teaches new words to improve student knowledge of vocabulary. In addition (Li, 2011), stated that, many researchers believe that the use of pictures/visual images to teach new words to EFL learners helps English vocabulary acquisition. The use of the picture can promote the learning of new words. The students can visualize new words; the words will be more easily understood and remembered.

Table 2. The series activities in teaching vocabulary for students on C-L-C Program.

Class Activities	Time minutes	Activities' description
Opening class, Ice breaking	10	The instructor focus the students' attention by ice breaking, " sholeh, how do you sit?, say Basmallah". Then the instructor call the students' name and ask their condition. After that, The instructor ask the students about their learning equipment such as the Students' English book, students' character book and pen, pencils and others.
Reading a text, or watching a video	10	In this session, the instructor asks the students open the book, and ask them for listening to the instructor's reading. Then, the instructor asks the students to repeat to reading English texts per one sentence. Sometime the instructor shows a video to the student's related to the topic.
Write vocabulary on the white board and students' book	20	In writing the new vocabulary on the white board, the instructor usually create a competition by giving score to the students who are success, so the students are enthusiast to follow the competition.
Playing game	20	The instructor repeats the new vocabulary trough a game. The game is variation. The researcher found the instructor play some games such as painting word on the cards, arrange the words, Boom pronouncing, finding treasure in the box, catching magic ball, debate, guessing
Retelling and discussing of the story	10	The instructor let the students focus to listen about the story.
Find ing the good character on the story	10	The instructor let the students focus to find characters in the story and list them on the white board.
Remembering the students to fill in the students' book character	5	The instructor let the students focus to fill in students' characters' book at home.
Closing the class	15	The instructor lets students to remember the new words by guessing and then say hamdallah.

From the table above, It can be seen that the instructor of C-L-C have planned, chosen and organized the teaching materials and classroom activities in building character of the elementary students has joined in C-L-C program.

Third, the instructor has done integrated process in teaching learning process. Building character has been integrated with teaching English vocabulary. It lines with the Attachment of Education and Culture Ministry Regulation No. 103, 2014, to develop and build the students' characters. Moral values and building character of the students become the main focus in the education system, in the 2013 curriculum. The teachers or instructor have to be integrated building character in teaching and learning process. Teacher can build student's character during some activities in the teaching and learning process. In addition, Milson, A. J. & Mehlig, L. M, in (Sih, 2020), Character building should be integrated in the teaching and learning process. The teachers could use various methods to integrate character values in teaching learning process. According to (Suwaid, 2015) explains there are some steps in building character; knowing,

memorizing, understanding, believing, convicting, and confirmation. It means to build the students character, need some process and long times. The first process could be started by giving definition, explanation, repetition in the class. Next the teachers or an instructor has to make the students believing to what they are done. It can be done by giving reward. It make the students believe what they are done are right. After that the teacher or the instructor has collaborated with the students' parent in habituating the students' character. Collaboration both of teachers and parent in habituating the students' character could be a convicting and confirmation process for the students in building characters. Then, convicting and confirmation process could be done by controlling and rewarding the students. Line with this the C-L-C program have created the students character book to control the students' character at home. The fill in process of character book are supervised by the parent at home.

Next, the teacher, instructor and parent have to be model for the students to build the students' character. It cannot do by giving explanation and definition. Some teachers teach character building through their action. The teachers, instructors or parent not only speak but they have to prove by their action in daily life activity. It supported by (Suwaid, 2015), states that giving model by parent and teachers or instructor is one method for building students character. Building students' character needs an evaluation. According to appendix of Minister of Education and Culture regulation No. 23 year 2016, the teacher can use observation, self-assessment, and peer assessment techniques in evaluating student's character in learning result. In this research the instructor has created the students' character book for assessing the improvement of students' character.

Third, the researcher found some documentation of teaching vocabulary for Elementary School Students on C-L-C programme such as the recapitulation of the students English exercises test, and the recapitulation of the students character book. They are recapitulated in detail on the tables below.

Table 3. The students' mean score in every test on C-L-C programme

No.	N	I			II			III			IV			mean
1.	AM	86	86	88	84	84	82	84	84	82	84	84	82	84,2
2.	FT	88	88	86	88	90	90	88	90	88	90	88	90	86
3	Zhr	60	-	62	60	-	62	60	-	64	-	62	-	61
4..	KN	62	60	64	-	62	60	66	-	66	62	-	-	61
5.	NF	74	72	70	74	-	70	72	80	70	74	-	70	72
6.	NR	64	60	62	60	64	-	62	60	66	-	66	62	63
7.	ZH	72	72	80	74	72	70	74	76	70	74	-	74	72
8.	RT	92	90	92	92	90	90	94	90	92	92	92	90	94
9.	AS	72	72	80	74	72	70	74	76	70	74	-	74	73
10.	TK	86	87	88	84	84	82	84	84	82	84	84	82	84
11.	ZF	88	90	92	92	90	90	88	90	92	92	88	90	91
12.	SY	86	87	88	84	84	82	84	84	82	84	84	82	84
13.	RV	84	82	88	84	84	82	84	84	82	84	84	82	83
14.	DV	74	72	80	74	72	70	74	82	74	72	70	74	74
15.	AJ	74	72	70	74	-	70	74	72	70	74	-	70	72
16.	NS	70	72	-	74	72	70	74	82	74	72	70	74	73
17.	FK	62	60	-	64	60	62	64	62	60	-	62	60	61
18.	FB	60	-	62	60	-	62	60	-	64	-	62	60	61
19.	AD	88	90	92	92	90	90	88	90	92	92	88	90	89
20.	AR	90	94	92	92	90	90	94	90	92	92	92	90	91
21.	FR	70	74	72	-	74	72	70	74	-	74	72	70	72
22.	NJ	74	72	-	74	72	70	74	-	74	72	70	74	72
23.	FH	-	-	45	-	-	-	-	-	-	-	-	-	45

The meaning of color on the table

: very good zone is ≥ 80

: good zone is ≥ 70

: satisfactory zone is ≥ 60

: poor zone is ≤ 50

From the tables, the improving of the students' vocabulary is 9 students are very good, 7 students are good, 5 students are satisfactory and 1 student is poor. There are variations of students' mean. It is affected because of the students' attendance. Some students are seriously following the program of C-L-C and some of them not. It affect to the vocabulary students' improving. Then for recapitulation of students character during 4 months is represented on the table below.

Table 4. Improving of students' character for 4 months in C-L-C programme

No.	S N	Character															
		H (August)				D (September)				C (October)				R (November)			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1.	AM	-	-	√	√	√	√	√	√	-	-	√	√	-	-	√	√
2.	FT	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√
3	Zhr	-	-	√	√	-	-	√	√	√	√	-	√	-	-	-	-
4..	KN	-	-	-	-	-	-	-	√	√	√	-	√	-	-	-	-
5.	NF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	NR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	ZH	-	-	√	√	-	√	√	√	-	-	√	√	-	-	-	√
8.	RT	√	√	√	√	√	√	√	√	-	-	√	√	√	√	√	√
9.	AS	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-
10.	TK	-	-	√	√	√	-	√	√	√	√	√	√	-	-	√	-
11.	ZF	√	√	√	√	√	-	√	√	-	-	√	√	√	√	√	-
12.	SY	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	-
13.	RV	-	-	-	√	-	-	√	√	√	√	√	√	-	-	-	-
14.	DV	-	-	-	-	-	√	√	√	√	√	√	√	-	-	-	√
15.	AJ	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-
16.	NS	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	√
17.	FK	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	√
18.	FB	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	√
19.	AD	√	√	√	√	-	-	-	-	-	√	-	-	√	√	-	-
20.	AR	-	-	-	-	-	-	-	-	-	-	√	√	-	-	-	-
21.	FR	-	-	-	-	-	-	√	√	√	√	-	√	-	-	-	-
22.	NJ	-	-	-	-	-	-	-	-	-	√	√	-	-	-	-	-
23.	FH	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-
	Total	-	5	9	10	6	8	11	12	8	10	13	14	5	5	6	8

Note:
- H : Honor parent and other people
- D : Discipline
- C : Care to other people
- R : Responsible

Based on the recapitulation above, it can be seen the differences of the students' character change. Some of them could habituate the character are various. It can be seen the amount of students can change their character on the third week, and some of them cannot change more than 4 weeks. In addition, most of students could not change their habituation after four week. It means to build the students characters need long time and processes.

According to (Megawangi, 2009), some steps to build characters are knowing, feeling, and action. It means to build the students' character; the students have to know the meaning of characters itself. To make the students know the meaning of character, the instructor present the materials related to the characters. Then the instructor makes students feeling by retelling the story on the text and discuss with the students in the classroom. The teacher or instructor has to be story teller in retelling and discussing the story or the text Building s so the students get feeling about the character in the story. And the last, for action the instructor has been a model for the students. Besides, the instructor or teacher has to create some way how the students can habituate the character in their daily life activities. In habituating the students' character, the instructor on C-L-C has created the students' characters' book. The instructor asks the students to fill the book by parents' controlling. Therefore the students can habituate their self to do the character at home. It means the parents were involved actively to remember the students, fill the students' character book and supervise the students' character change at home.

On the last, the researcher created the questionnaires for the students' parent. The questionnaire consisted of 7 questions. The questions were written on the tble below.

Table 5. The questionnaire for students' parent

No.	Questions	Answers
1.	How do you fell, your children joined on C-L-C programme	All parents are satisfied
2.	Do you have job beside as housewife out of home? Why	10 % mother have job out of home
3.	Do you remember your children to habituate the character from C-L C programme?	Some of students said yes and some of them are not
4.	What do you think about the characters created by C-L C programme?	Most of the students are agree and support the C-l-C programme
5.	Do you find the character change of your children after habituating some activities from C-L C programme?	Some of students said yes and some of them are not
6.	How long time do you find your children character change?	There are varition of time
7.	What is your problem when do you habituate the students' characters at home?	Some of them forget to remember and control their children at home

Based on the questionnaire, the researcher could describe the answers of the students' parents. First, all of the students' parents are satisfied when the children could join on C-L C program, because their children can study English and character. Second, the researcher found some of students' parent have job out of home both of father and mother, and some of them only father did job out of home. Third, some of students' parents remember the students to do some activities and fill in the students 'character book. The students had controlled by their parent,

showed that they had good change in building the character. Fourth, most parents were satisfied by the C-L-C program. Fifth, most of the students' parent believes that the activities on the students' control book could change the students' character. Sixth, some of the students' parent found the habituate character more than three week, meanwhile some of the students could not habituate during 4 weeks. It means very students need different time to change or habituate the characters. Seventh, the parent had problem in controlling their children's' habituate and fill in the students' character book everyday on early time, but they could do it consistently after four weeks.

CONCLUSION

Based on the finding has been described, it can be concluded that:
1. The good planning material, classroom activities and appropriate English media are important to achieve the goal of teaching. It helps the students to understand the material and improve their skills easier.
2. The integration of building character in teaching learning process has to be done to keep our generation from negative effect of technology development.
3. Building character of the students need parent, beside teacher's involvement consistently.
4. To build the students' character need long time, process and reward. The students' parent, teacher or instructors have to understand the step in building students' character.

Based on the finding and conclusion above, the researcher would like to propose suggestions as follow:
1. The English in structures or teachers have to plan the teaching materials, media and classroom activities well.
2. The English in structures or teachers have to integrate the learning activities to improve the students' character as young Learner.
3. For further researcher. It is suggested to conduct the same research about character building in teaching English in deeper especially about evaluation of character building.

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