

**STUDENT AND TEACHER RESPOND ON APPLYING THE ENGLISH
READING INSTRUCTION MATERIALS INTEGRATED INTO
CHARACTER VALUES THROUGH SCIENTIFIC APPROACH
(A PRACTICALITY STUDY IN MA.KM.M PADANG PANJANG)**

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Abstract

Research studies on student and teacher respond on English reading instruction materials development integrated into character values and used in English learning process has increased several attention stated workshop, seminar and dissemination. In Indonesia, those studies have little attention as a development research base. Gusmaizal (2016), Beniario (2018) some studies relating with applying the instruction materials design is indicated as a practicality of instruction process activities. It infers with student and teacher respond during applying the English reading instruction materials design. This research was held at grade XI of MA KM.M Padang Panjang. Collecting data used questionnaires. The participants of the research were the students and teacher. The students respond was very practical and the teacher respond was practical in applying the English reading instruction materials integrated into character values through the scientific approach. To sum up, the implementing English instruction materials development was practical. This research development is strongly recommended for the English teachers in teaching English integrated into character values through scientific approach.

Keywords: *Reading, Character, Scientific Approach*

Abstrak

Studi penelitian tentang respon siswa dan guru pada pengembangan bahan ajar bahasa Inggris yang terintegrasi ke dalam nilai-nilai karakter dan digunakan dalam proses pembelajaran bahasa Inggris telah meningkatkan beberapa perhatian yang dinyatakan lokakarya, seminar dan diseminasi. Di Indonesia, studi-studi tersebut memiliki sedikit perhatian sebagai basis penelitian pengembangan. Gusmaizal (2016), Beniario (2018) beberapa studi yang berkaitan dengan penerapan desain bahan instruksi diindikasikan sebagai kepraktisan kegiatan proses pengajaran. Ini termasuk respons siswa dan guru selama menerapkan desain bahan instruksi membaca bahasa Inggris. Penelitian ini dilaksanakan di kelas XI MA KM.M Padang Panjang. Pengumpulan data menggunakan kuesioner. Para peserta penelitian adalah siswa dan guru. Para siswa menanggapi sangat praktis dan respon guru adalah praktis dalam menerapkan bahan pembelajaran

membaca bahasa Inggris yang diintegrasikan ke dalam nilai-nilai karakter melalui pendekatan ilmiah. Singkatnya, implementasi penerapan bahan pengajaran dalam bahasa Inggris adalah praktis. Pengembangan penelitian ini sangat disarankan bagi guru bahasa Inggris dalam mengajar bahasa Inggris yang diintegrasikan ke dalam nilai karakter melalui pendekatan ilmiah.

Kata kunci: *Membaca, Karakter, Pendekatan Ilmiah.*

INTRODUCTION

English reading instruction materials designed as a learning process cannot ignored in instructional aspect, it is one of highlights for teaching components in 2013 curriculum , as stated in teacher and student book (Depdiknas, 2010), those books promoted how to use the books, teach, what is the approach, assessment and feedback. Based on the curriculum policy, instructional materials should be distributed the knowledge, skill and values. Research done by Beniario and Istiqa Sari (2018) reflects on the integration of English reading instruction materials integrated into character values through scientific approach. This development being a basic foundation development for a little attention on development research of reading materials integrated into character values through scientific approach.

Some review theories relating with character values integrated into instructional materials, Sri Mulatsih, et al; (2013), Dewi and Riau; (2013), Agusliana, et al; (2014), Rizadi. Hadi; (2015), Sardjijo&Hapzi; (2017) character values should be introduced into instructional materials and developed on teaching activities. Those studies should be redeveloped not only introduce but also distributethe character values through exercises character values development. This exercise is called by five steps in implanting the character values into instructional materials supposed by Krathwohl,R.David, et al(1964)inBeniario and Istiqa Sari (2018). The steps are receiving, responding, valuing, organization and characterization. Those steps being a salient research development on English reading instruction materials integrated into character values through scientific approach.

Assessing the practicality studying on research development of English reading instruction materials integrated into character values are giving the questionnaire to the users (teacher and student) in applying the instructional materials in teaching reading at MA KM.M Padang Panjang. The questionnaire given to a teacher and student became a response or feedback during using the English reading instruction materialsfor grade XI of science class at MA KM.M Padang Panjang.

Promoting the practicality of research development of English reading instruction materials should be based the criteria as promoted by Gusmaizal (2017) Beniario (2017) during teaching and learning process. Relating to this research, this paper describe how the teacher and student respond during the

applying English reading instruction materials integrated into character values through scientific approach, especially at MA.KM.M Kauman Padang Panjang.

1. Applying English reading instruction materials

Applying the English reading instruction materials integrated into character values through scientific approach is 2013 curriculum purpose. Every subject matter should values, and presented students’ home activities as a model to develop the character values. Integration between character educations in learning should be applied in daily life. (Abdurrachman, 2014:75). A good way to develop the character values is to bring his/her home reference in such book, game, and comic into the teaching activities as a model how to play correctly the reference for being his/her activities in the teaching steps described in teaching materials.

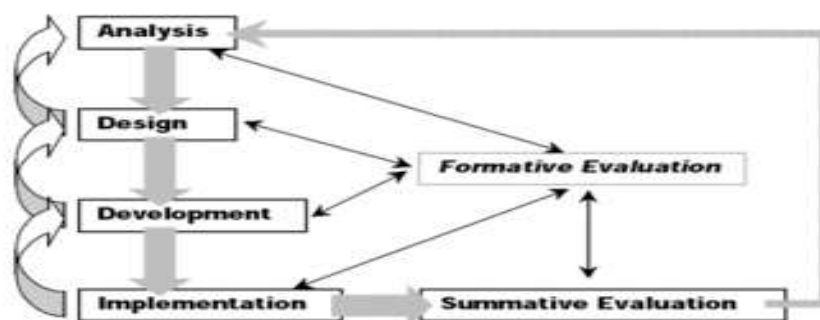
Dealing with this, teaching activities at school as a miniature to stimulate the character values and home as a character values practice. To implant the moral values at least the student has ever known, felt, done the moral values as a stimulus. There are three steps in implanting the character values; moral knowing (knowledge about moral), moral feeling (feelings about moral), and moral action (a deed moral) (Licon, 2014).

2. Teacher and student respond

Teacher and student respond is one of ways to see the practicality of the applying the instructional materials in teaching and learning process. It has some principles in taking the respond, as adapted by Gusmaizal (2017) Beniario (2017). There are some criteria in collecting the respond during the teaching process are the complexity of the materials, teaching approach, teaching assessment, the integration of character values, jointed, motivated, responsible, respectable, and social behaviour. Those criteria as guidance for developing this research in generalising the teacher and student respond.

A. Research and Development

This research was developmental research and used ADDIE model, developed by Reiser dan Molenda around 1990-s. Model used five steps:1) *Analysis*, 2) *Design*, 3) *Development*, 4) *Implementation*,5)*Evaluation*). The ADDIE model can be described as follows: This research was under taken in MA KM Padang Panjang for applying the reading materials was to see whether practical or not.Practicality of the product used 2observers to fill observational checklist.



DISCUSSION AND FINDINGS

a. Teacher respond

Table 1

No	Criteria	Mean score	Categories
1	complexity of the materials	3.3	Practical
2	teaching approach	3.08	Practical
3	teaching assessment	3.2	Practical
4	the integration of character values	3	V.Practical
		3, 145	

The table above presented the teacher respond on applying the English reading instruction materials integrated into character values was practical (3,145). It is suitable used for teaching English reading, especially at MA KM.M Padang Panjang.

b. Student respond

Table 2

No	Criteria	Mean score	Categories
1	jointed,	3	Practical
2	motivated,	3.2	Very practical
3	responsible,	3.3	Very practical
4	respectable,	3	Practical
5	and social behaviour	3	Practical
Total		3,1	Practical

If mean $\geq 3, 20$ Category very practical
 2,40 < mean $\leq 3,20$ Category practical
 1,60 < mean $\leq 2,40$ Category adequate practical
 0,80 < mean $\leq 1,60$ Category lesspractical
 If mean $\leq 0,80$ Category notpractical

The table above presented the student respond on applying the English reading instruction materials integrated into character values was practical (3,1).It can categorized that student respond in using the material was practice or suitable for teaching and learning activities in integrating character values in teaching. The practicality of the applying the instructional materials of users (teacher and student) was practical and can be inferred as a good design for integrating the character values in teaching English at the classroom.

B. Conclusion and recommendation

The implementation of English instruction materials development was practical. This strongly recommended for the English teachers in teaching English integrated into character values through scientific approach used the English

reading instruction materials during the teaching and learning activities as one of the requirements to arrange a good instructional materials for teaching.

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