

JEEELL

JOURNAL OF ENGLISH EDUCATION, LINGUISTICS AND LITERATURE



STKIP PGRI
J O M B A N G



Volume 1, No. 2 Februari 2015



BOARD OF ADVISORS:

Dr. H. WINARDI, SH, M.Hum
Drs. H. ASMUNI SYUKIR, M.Si
Drs. SITI MAISAROH, M.Pd
Dr. AGUS PRIANTO, M.Pd

ADVISORY EDITORS

Prof. Dr. AGUS WARDHONO, M.Pd

CHAIRPERSON

Drs. ADIB DARMAWAN, M.A

CHIEF EDITORS

AANG FATIHUL ISLAM, M.Pd

SECRETARY

M. SAIBANI WIYANTO, M.Pd

BOARD OF EDITORS:

Drs. ADIB DARMAWAN, M.A
RUKMININGSIH, S.S, M.Pd
AFI NI'AMAH, M.Pd
M. SAIBANI WIYANTO, M.Pd
WARDHANI DWI WIHASTYANANG, M.Pd
YUNITA PUSPITASARI, M.Pd
BANU WICAKSONO, M.Pd

LAYOUT & COVER DESIGN

M. SYAIFUDDIN, S. S.S, M.A

PUBLISHED BY

PRODI PENDIDIKAN BAHASA INGGRIS

CONTACT DETAILS:

Prodi. Pendidikan Bahasa Inggris
Jl. Pattimura 20/III Jombang
Telp. (0321) 861319 Fax. (0321) 854319



Content

<i>IMPLEMENTING A STUDENT PORTFOLIO IN A GRAMMAR CLASS USING COMMUNICATIVE APPROACH</i>	<i>1</i>
<i>THE EFFECT OF THINK-PAIR-SHARE (TPS) STRATEGY IN READING COMPREHENSION BY ENGLISH DEPARTMENT STUDENTS AT FKIP UNIVERSITAS HKBP NOMMENSEN PEMATANGSIANTAR</i>	<i>8</i>
<i>ACTIVE LEARNING BY USING LEARNING MANAGEMENT SYSTEM (LMS) TO IMPROVE STUDENTS' COMPETENCE IN WRITING</i>	<i>15</i>
<i>IMPROVING STUDENT'S SPEAKING PERFORMANCE BY USING MINI DRAMA AT SMP RADEN FATAH BATU</i>	<i>20</i>
<i>JIGSAW INNOVATIONS FOR LEARNING ENGLISH</i>	<i>25</i>
<i>CULTURAL IDENTITY OF BLACKS AND WHITES IN TONI MORRISON'S SONG OF SOLOMON (A STUDY OF POSTMODERNISM)</i>	<i>30</i>
<i>THE CONTRIBUTION OF INTONATION, PITCH AND TOPIC IN NEWS DISCOURSE</i>	<i>37</i>
<i>A STYLISTIC ANALYSIS OF PERSUASION IN POLITICAL CAMPAIGN SPEECH BY OBAMA IN 2012 PRESIDENT ELECTION</i>	<i>40</i>
<i>EFFORTS TO DEVELOP TEACHING ENGLISH FOR YOUNG LEARNERS IN INDONESIA</i>	<i>49</i>
<i>IMPLICATURE IN FACEBOOK CONVERSATION: PRAGMATIC ANALYSIS</i>	<i>57</i>
<i>ITEM-AND-ARRANGEMENT (IA) AND ITEM-AND-PROCESS (IP) IN KADIPANG LANGUAGE: A MORPHOLOGY STUDY</i>	<i>65</i>
<i>STRENGTHS OF GOOD CHARACTER TO ACHIEVE HIGHER SOCIAL ACADEMIC ACHIEVEMENT FOR STUDENTS OF ENGLISH DEPARTMENT AT STKIP PGRI JOMBANG</i>	<i>72</i>

**STRENGTHS OF GOOD CHARACTER TO ACHIEVE HIGHER SOCIAL
ACADEMIC ACHIEVEMENT FOR STUDENTS OF ENGLISH DEPARTMENT
AT STKIP PGRI JOMBANG**

Chalimah, Lailatus Sa'adah
English Department
STKIP PGRI Jombang

Abstrak: Karakter yang baik penting dalam kehidupan sehari-hari baik untuk individu dan keluarga, di lingkungan kerja, di sekolah, dan di komunitas yang lebih luas. Selama berabad-abad, membangun dan memperkuat karakter yang baik pada anak-anak dan pemuda telah menjadi tujuan yang universal bagi para orang tua dan dunia pendidikan. Karakter yang baik adalah apa yang para orang tua cari pada anak-anak mereka, apa yang para guru cari dari siswa-siswanya, apa yang saudara kandung cari dari saudara laki-laki dan saudara perempuannya, apa yang teman cari dari teman-teman lainnya. Karakter penting untuk perkembangan manusia yang optimal seumur hidup. Hal itu telah menjadi tanggung jawab para orang tua dan para pendidik untuk mendorong anak-anak mereka atau siswa-siswa mereka untuk mengimplementasikannya. Berdasarkan rumusan masalah diatas, peneliti telah melaksanakan penelitian untuk mengetahui korelasi antara kekuatan karakter dan prestasi akademik bagi mahasiswa STKIP PGRI Jombang dengan menggunakan desain penelitian korelasi. Instrumen yang digunakan adalah kwesener, skala likert, dan interview. Peneliti telah menganalisa data dengan menggunakan rumus product moment. Tingkat signifikan adalah 95% ($\alpha=0,05$). Temuannya adalah $r_{xy}=0,503079$ dan t test = 2,53734. Korelasinya positif yang berarti ada arah yang sama antara variabel bebas dan variabel terikat. Semakin tinggi karakter baik yang dimiliki mahasiswa, semakin tinggi prestasi sosial akademik yang mereka dapatkan. Karena t test (2,53734) > t tabel (2,093), kesimpulannya adalah ada korelasi yang signifikan antara karakter baik dan prestasi sosial akademik bagi mahasiswa STKIP PGRI Jombang.

Kata Kunci : *Kekuatan, Karakter Baik, Prestasi Sosial Akademik*

Abstract: Good character is important in the daily lives of individuals and families, in the workplace, in school, and in the larger community. For centuries, building and strengthening good character among children and youth have been universal goals for parenting and education. Good character is what parents look for in their children, what teachers look for in their students, what siblings look for in their brothers and sisters, and what friends look for in each other. Character is critical for lifelong optimal human development. It has become parents' and educators' responsibility to encourage their children or their students to implement it. Based on the problem above, the researcher has conducted the research to know the correlation between the strengths of character and academic achievement for students of STKIP PGRI Jombang by using correlational research design. The instruments used are questionnaire, likert scale, and interview. The researcher has analyzed the data by using product moment formula. The significant level is 95% ($\alpha=0,05$). The finding is $r_{xy}=0,503079$ and t test=2,53734. The correlation is positive which means that there is same direction between free variable and bound variable. The higher good character which the students have, the higher social academic achievement they get. Because t test (2,53734) > t table (2,093), the conclusion is there is significant correlation between good character and social academic achievement for students of STKIP PGRI Jombang.

Key Word : *Strengths, Good character, Social Academic Achievement*

INTRODUCTION

Character refers to those aspects of personality that are morally valued. Good character is at the core of positive youth development. Baumrind (1998) noted that "it takes virtuous character to will the good, and competence to do good well" (p 13). Most schooling and youth programs today focus on helping youth acquire skills and abilities—reading, writing, doing math, and thinking critically that help them to achieve their life goals. However, without good character, individuals may not have the desire to do the right thing. That is why the researcher is interested in conducting the research on correlation between strengths of good character and social academic achievement.

REVIEW OF RELATED LITERATURE

A. GOOD CHARACTER

Good character is not simply the absence of deficits, problems, and pathology but rather a well-developed cluster of positive traits. The building and enhancing of character not only reduces the possibility of negative outcomes (Botvin, Baker, Dusenbury, Botvin, & Diaz, 1995), but are important in their own right as indicators and indeed causes of healthy development and thriving (Colby & Damon, 1992; Damon, 1988; Kornberg & Caplan, 1980; Park, 2004a; Weissberg & Greenberg, 1997). Growing evidence shows that certain strengths of character for example hope, kindness, social intelligence, self-control, and perspective can buffer against the negative effects of stress and trauma, preventing or mitigating disorders in their wake.

Good character is associated with desired outcomes such as school success, leadership, the valuing of diversity, the ability to delay gratification, kindness, and altruism (Scales, Benson, Leffert, & Blyth, 2000). In recent years, under the rubric of "character education," character, virtues, and issues of morality of young people have received growing attention from educators, parents, policy makers, and the general public (Berkowitz & Bier, 2004). Most character education programs try to teach students moral virtues such as respect, compassion,

responsibility, self-control, and honesty. Furthermore, most character education programs focus on rules per se (what to do or not to do) and not on the students who are urged to follow these rules. Needed is an underlying theoretical framework for character development—one informed by developmental theory and research to guide the design, delivery, and evaluation of programs (Kohn, 1997). No one argues against the importance of raising caring, honest, fair, courageous, and wise youth, but there is little agreement about the main components of character or virtue, and how these should be conceptualized as psychological constructs.

Within psychology, the dominant theoretical framework for understanding moral development has been the approach pioneered by Piaget (1965) and elaborated by Kohlberg (1963) and Gilligan (1982). This approach regards moral development as a special case of cognitive development and assumes that children and youth pass through discrete stages defined by how they think about moral dilemmas concretely and egocentrically versus abstractly and selflessly. As valuable as this tradition has been, it has inspired mainly measures of moral reasoning as opposed to moral behavior and moral emotion.

B. STRENGTHS OF GOOD CHARACTER

There are six broad categories of strengths in good character (Dahlsgaard, Peterson, & Seligman, 2005), namely:

1. Wisdom and knowledge—cognitive strengths that entail the acquisition and use of knowledge.
 - a. Creativity: thinking of novel and productive ways to do things.
 - b. Curiosity: taking an interest in all of ongoing experience.
 - c. Open-mindedness: thinking things through and examining them from all sides.
 - d. Love of learning: mastering new skills, topics, and bodies of knowledge.
 - e. Perspective: being able to provide wise counsel to others.

2. Courage-emotional strengths that involve exercise of will to accomplish goals in the face of opposition, either external or internal.
 - a. Honesty/authenticity: speaking the truth and presenting oneself in a genuine way.
 - b. Bravery: not shrinking from threat, challenge, difficulty, or pain.
 - c. Perseverance: finishing what one starts.
 - d. Zest: approaching life with excitement and energy.
3. Humanity-interpersonal strengths that entail "tending and befriending" others.
 - a. Kindness: doing favors and good deeds for others.
 - b. Love: valuing close relations with others.
 - c. Social intelligence: being aware of the motives and feelings of self and others.
4. Justice-civic strengths that underlie healthy community life.
 - a. Fairness: treating all people the same according to notions of fairness and justice.
 - b. Leadership: organizing group activities and seeing that they happen.
 - c. Teamwork: working well as member of a group or team.
5. Temperance-strengths that protect against excess.
 - a. Forgiveness: forgiving those who have done wrong.
 - b. Modesty: letting one's accomplishments speak for themselves.
 - c. Prudence: being careful about one's choices, not saying or doing things that might later be regretted.
 - d. Self-regulation: regulating what one feels and does.
6. Transcendence-strengths that build connections to the larger universe and provide meaning.

- a. Appreciation of beauty: noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life.
- b. Gratitude: being aware of and thankful for the good things that happen.
- c. Hope: expecting the best and working to achieve it.
- d. Humor: liking to laugh and joke, bringing smiles to other people.
- e. Spirituality/religiousness: having coherent beliefs.

In this case, the researcher takes only one point of strength to be analyzed namely gratitude. The researcher is interested in knowing the correlation between good character (gratitude) and social academic achievement, especially for the students at STKIP PGRI Jombang. The research is conducted to the students of 2013 A and 2013.

RESEARCH METHODOLOGY

The researcher used correlational research. This kind of research is used to measure the correlation between two or more variables statistically (Latif, 2010: 109). There are two kinds of variables: free variable (students' achievement) and bound variable (strength of good character-gratitude). The instruments used are questionnaire, likert scale, and interview. After the researcher got the data, it was analyzed by using product moment formula and then it was followed with t test with the significant level 0,05. If the t test was bigger than t table, so the null hypothesis was rejected.

FINDINGS AND DISCUSSION

Description, Analysis, and Interpretation Data of Questionnaire.

Based on the result of likert scale, the average score was 1,82 from 21 respondents which explained that the good character was important.

The result of interview

NO.	S1	S2	S3
1	+ answer	+ answer	+ answer
2	+ answer	+ answer	+ answer
3	+ answer	+ answer	+ answer

4	+ answer	+ answer	+ answer
5	+ answer	+ answer	+ answer
6	+ answer	+ answer	+ answer
7	+ answer	+ answer	+ answer
8	+ answer	+ answer	+ answer
9	+ answer	+ answer	+ answer
10	+ answer	+ answer	+ answer
11	+ answer	+ answer	+ answer
12	+ answer	+ answer	+ answer
13	+ answer	+ answer	+ answer
14	+ answer	+ answer	+ answer
15	+ answer	+ answer	+ answer
16	+ answer	+ answer	+ answer
17	+ answer	+ answer	+ answer
18	+ answer	+ answer	+ answer
19	+ answer	+ answer	+ answer
20	+ answer	+ answer	+ answer
21	+ answer	+ answer	+ answer

The result of interview showed the students were extremely sure that the good character was important to achieve good academic achievement.

The finding is $r_{xy}=0,503079$ and t test= $2,53734$. The correlation is positive which means that there is same direction between free variable and bound variable. The higher good character which the students have, the higher social academic achievement they get. Because t test ($2,53734$) > t table ($2,093$), the null hypothesis was rejected.

CONCLUSION

The conclusion is there is significant correlation between good character and social academic achievement for students of STKIP PGRI Jombang. So, it has become our big responsibility as educators to educate students to learn the good character before they learn academic lesson such as how to write, read, do math, and think critically because the good character is the most important part in their life to urge them to get success in the right ways.

REFERENCES

- Baumrind, D. (1998). Reflections on character and competence. In A. Colby, J. James, & D. Hart (Eds.), *Competence and character through life* (pp. 1-28). Chicago: The University of Chicago Press.
- Berkowitz, M. W., & Bier, M. C. (2004). Research-based character education. *The Annals of the American Academy of Political and Social Science*, 591, 72-85.
- Botvin, G. J., Baker, E., Dusenbury, L., Botvin, E. M., & Diaz, T. (1995). Long term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. *Journal of the American Medical Association*, 273, 1106-1112.
- Colby, A., & Damon, W. (1992). *Some do care: Contemporary lives of moral commitment*. New York: Free Press.
- Dahlsgaard, K., Peterson, C., & Seligman, M. E. P. (2005). Shared virtue: The convergence of valued human strengths across culture and history. *Review of General Psychology*, 9, 209-213.
- Damon, W. (1988). *The moral child: Nurturing children's natural moral growth*. New York: Free Press.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press
- Kohn, A. (1997). The trouble with character education. In A. Molnar (Ed.), *The construction of children's character: 96th yearbook of the National Society for the Study of Education*, Part 2 (pp. 154-162). Chicago: The National Society for the Study of Education.
- Kohlberg, L. (1963). The development of children's orientations toward a moral order, I: Sequence in the development of moral thought. *Vita Humana*, 6, 11-33.
- Kornberg, M.S., & Caplan, G. (1980). Risk factors and preventive intervention in child psychotherapy: A review. *Journal of Primary Prevention*, 1, 71-133.
- Latif, Mohammad Adnan. 2010. *Tanya Jawab Metode Penelitian*

Psychological Bulletin, *114*, 134-144.

Duck, N. (2000). Character strengths and positive youth development: The results of the American Academy of Religion and Social Sciences, 1997-2000.

Diogenes, L. (1980). *The moral judgment of the world*. New York: Free Press.

Gruber, R. E., Benson, P. L., Lefkowitz, N., & Stein, D. A. (2000). Contributions of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science, 21*, 27-48.

Wolcott, E. P., & Greenberg, M. T. (2007). School and community cooperation: enhancement and prevention programs. In W. Damon (Ed.), *Handbook of child psychology: Vol. 4: Early adolescence, New York: Wiley.*

<http://www.aacapublications.com>