AN ANALYSIS ON CHARACTER EDUCATION INTEGRATED IN DOCUMENTS FOR TEACHING PREPARATION

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ABSTRACT

This study concerns with analyzing character education which is integrated in the documents for teaching preparation produced by students of ***Curriculum and Materials Development*** *(CMD) class. In the academic year of 2011/2012, the character education begins to be applied in grade schools. As institution which prepares students to become teachers, the English Language Education Study Program OF Sanata Dharma University equips students with knowledge and practices on teaching skills as well as knowledge on English. Thus, as to give university students opportunity to apply their knowledge before going to schools, the study program trains them through some subjects, one of which is Curriculum and Materials Development (CMD). In this subject, they are trained to prepare teaching documents covering syllabus, lesson plan, and teaching materials. Since character education is also taught in CMD class, the teaching documents produced by the students must also carry the concept of character education. Therefore, this study aims at finding out how character education is integrated in students' documents for their teaching preparation covering syllabus, lesson plan and materials and at identifying the students' difficulties in integrating the character education. In trying to find the character education in the teaching documents and difficulties in integrating the character education, content analysis on the documents is employed. This study found that the integration of character education values was in the indicators and learning objectives. The most difficulty was in the assessment on the character values.*

Keywords: *Character education, Documents for teaching preparations, Integrating, students' difficulties*

1. INTRODUCTION

Curriculum and Materials Development (CMD) is one of the subjects in the English Language Education Study Program which prepares students to be ready to do their teaching practice in *Program Pengalaman Lapangan* (*PPL*). This course gives learners insights into the concept of curriculum and its implementation. The learners are introduced to the concept of curriculum in general and also to the current curriculum used in Indonesia and its elements including syllabus and lesson unit plan. Besides, learners are equipped with the concept of materials development. Having the knowledge of curriculum, of its elements, and of material development, learners are also given practice to develop teaching materials for grade-schools based on the current curriculum used. This course is a compulsory course offered in Semester V and is a prerequisite for Micro Teaching and *PPL*. There is one subject that becomes a prerequisite course for CMD. It is Approaches, Methods, and Techniques. (Kristiyani, 2011)

Based on my involvement with the English Language Study Program students during my past 5 year teaching experience, I found that after finishing CMD and Micro Teaching subjects, students still found difficulties in writing documents as preparation for their teaching. Those documents include syllabus, lesson plan (*RPP*), and teaching materials. The difficultly recently is increasing due to the implementation of character education in school starting in 2010. After the ministry of education delivered his speech in the National Education Day (*Hardiknas*) 2010, the echo of character education has become stronger and stronger (*http://edukasi.kompasiana.com/2010/05/03/refleksi-dari-pidato-sambutan-mendiknas-pada-hardiknas-2010-pentingnya-pendidikan-karakter-bangsa-*

131990.html). In fact, the purpose of the education is increasing the quality of education process and outcome in school. Its graduates are supposed to have good characters, healthy, smart, creative, innovative, independent, and responsible (*UU No 20 Tahun 2003*). Therefore, character developmental concern becomes the base of education. The character education begins to be included formally in the teaching documents in the academic year of 2011/2012. In 2011, many students who were doing the PPL complained a lot due to their confusion in preparing the teaching documents. They were asked to include the character education in their teaching documents.

In the academic year of 2011/2012, in attempt to prepare the students to be more ready in doing their PPL, the character education was taught in CMD. They were introduced to this concept and given practice to write teaching documents covering syllabus, lesson plan and teaching materials integrating the character education in them. The word "integrate" means "to combine with something else in this way" (Hornby, 2000: 675). In this study, the integration refers to explicitly stating the character education in parts or components of the syllabus, RPP or teaching materials.

Therefore, this study aims at analyzing the character education integrated in the teaching documents. This study focuses on two problems as follows.

1. How is character education integrated in students' documents for their teaching preparation covering syllabus, lesson plan (*RPP*) and teaching materials?
2. What are the students' difficulties in translating the character education?

2. LITERATURE REVIEW

Literature review covers some related literature to support the research, namely models of curriculum, curriculum 2006, and character education. The discussion of each concept is as follows.

2.1 Models of Curriculum

Smith (2000) explores four different approaches to curriculum theory and practice. They are curriculum as a body of knowledge to be **transmitted**, curriculum as an attempt to achieve certain ends in students – **product**, curriculum as **process**, and curriculum as **praxis**. In some ways, the different bodies of curriculum theory and practice are related to the four main focuses in North American curriculum-making in the twentieth century: "the liberal educators; the scientific curriculum makers; the developmental/person-centred; and the social meliorists (those that sought more radical social change) (after Kliebart 1987)" (Smith, 2000).

Table 1: Four Main focuses in Curriculum Making

	The Liberal Educators	The Scientific Curriculum Makers	The Develop-Mentalists	The Social Meliorists
Orientation	Guardians of an ancient tradition tied to the power of reason and the finest elements of the Western cultural heritage	Human life consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities.	The natural order of development in the child was most significant and scientifically defensible basis for determining what should be taught	Schools as a major, perhaps the, principal force for social change and social justice
Curriculum	Systematic develop ment of reasoning power and the communication of 'the canon'.	Influenced by the rise of scientific management and notions of social efficiency. Focus on setting objectives (the statement of	Sought a curriculum in harmony with the child's 'real' interests, needs and learning patterns	Corruption and vice, inequalities of race and gender, and the abuse of privilege and power should be addressed directly. with the aim of raising a new

	The Liberal Educators	The Scientific Curriculum Makers	The Develop-Mentalists	The Social Meliorists
		changes to take place in the students) and the organization of schooling to meet these.		generation equipped to deal effectively with these abuses.
Key thinkers	Charles W. Taylor	Franklin Bobbitt and Ralph W. Tyler	G. Stanley Hall	Lester Frank Ward
Linked to	Transmission	Product	Process	Praxis

(Taken from: *www.infed.org/biblio/b-curric.htm*)

2.2. Curriculum 2006 (School Based Curriculum)

The following is the explanation of School Based Curriculum given by Agus Dharma, PhD*, p*resented in Roundtable Discussion in Retrac Governing Board Meeting at Institut Aminuddin Baki, Genting Highland, Malaysia, 27 August 2008. His presentation is entitled "Indonesian Basic Education Curriculum: Current Content and Reform". Since 2006 Indonesia has been implementing *competency based school level curriculum based on national standard of education* (content and competence standards in particular). There are some principles of curriculum implementation. They are as follows.

1. Curriculum implementation is based on the learners' potential, development, and condition to master useful competency. Learners must have quality educational services and opportunity to freely, dynamically, and comfortably express themselves.
2. Curriculum is implemented by maintaining five learning pillars: (a) learning to be faithful and devoted to God, (b) learning to understand and fully comprehend, (c) learning to be able to perform effectively, (d) learning to live with and be useful for other people, and (e) learning to identify and develop own identity through active, creative, and contented learning process.
3. Curriculum implementation enables learners to have remedial, enriched, and/or accelerated educational program on a par with learners' potential, developmental stage, and condition by paying attention to learners' integrated personal development containing spirituality, individuality, community, and morality.
4. Curriculum is implemented in situations where there are mutually respectful, close, open, and warm relationship between learners and educators by keeping in mind the principles of good modeling, motivating, and empowering.
5. Curriculum is implemented by employing multi-strategy and multi-media approach, sufficient learning and technology sources, and by utilizing immediate environment as learning source.
6. Curriculum is implemented by utilizing natural, socio-cultural, and regional sources for successful educational programs containing useful subjects in optimal learning process.
7. Curriculum consisting of all components of subjects' competency, local content, and self development is managed in appropriate and sufficient balance, interrelation, and continuity between grade, type, and level of education.

(Taken from: *www.vnseameo.org/downloads/malay/Indonesia.doc)*

2.3 Character Education

Alfie Kohn (in *Stedje*) defines character education as a reflection of "particular values as well as particular assumptions about the nature of children and how they learn." Consequently, "character education addresses the cognitive, affective, and behavioral aspects of education, and utilizes all dimensions of school life to foster character development" (Stedje, nd). The current education focuses on infusing the character values in teaching and learning process.

The regulation for this application is UU No 20 tahun 2003 pasal 3. It says:

Pendidikan nasional berfungsi: Mengembangkan kemampuan dan membentuk karakter.

(The function of national education is to develop students' ability and shape their characters.)

There are some values developed. They are as follows.

1. *Tuhan Yang Maha Esa: Religius dimana nilai karakter ini yang menjadi ruh dari karakter semua karakter.*
   (value related to religiosity: believe in one God)
2. *Diri Sendiri: Jujur, Bertanggung jawab, Hidup sehat, Disiplin, Kerja Keras,Percaya Diri, Berjiwa Wira usaha, Berpikir logis, kritis, kreatif, inovatif, Mandiri,Ingin tahu, Cinta Ilmu.*
   (values related to oneself: honesty, responsibility, healthy life style, discipline, hardwork, confidence, enterpreneur, logical thinking, critical thinking, creative, innovative, independence, having curiousity, love knowledge)
3. *Sesama: Sadar akan hak dan kewajiban diri dan orang lain, Patuh pada aturan-aturan sosial, Menghargai karya orang lain,Santun, Demokratis.*
   (values related to others: aware of his/her own rights and responsibilities, and of others' rights and responsibilities, obidience to social rules, respecting others' work, having good manner, democratic)
4. *Lingkungan: Peduli sosial dan lingkungannya.*
   (values related to environment: care with the society and environment)
5. *Kebangsaan: Nasionalis, Menghargai keberagaman.*
   (values related to nationality: love the nation, respect diversity)

In the real application, teaching documents including syllabus and lesson plan need to include character education. Budiatmawati (*http://syadiashare.com/cara-membuat-silabus-dengan-pendidikan-berkarakter.html*) mentions the steps to make syllabus with character education. The following is steps to make the syllabus with character education.

1. *Petakan Standar Kompetensi (SK) dan Kompetensi Dasar (KD).*
   (Map the competence standard and basic competence)
2. *Pilihlah dan tentukan materi pembelajaran yang sesuai dengan kompetensi dasar dengan mengacu atau menggunakan sumber belajar.*
   (Choose and determine the learning materials which are appropriate with the basic competence. Consider the suitable learning sources)
3. *Merancang kegiatan pembelajaran dengan mengggunakan metode pembelajaran yang sudah banyak digunakan. Buatlah kegiatan pembelajaran tersebut semenarik mungkin dan dapat memotivasi siswa untuk siap belajar.*
   (Plan the learning activities using commonly used learning methods. Make them as interesting as possible to motivate the students to learn)
4. *Tentukan indikator pencapaian agar lebih mudah merancang penilaiannya.*
   (Set the achivement indicators to ease the assessment planning)
5. *Susunlah penilaian dengan menyertakan teknik yang digunakan, bentuk instrumen, dan berikan contoh soal.*
   (Make the assessment by including the techniques, the form of the instrument, and the examples of the items)
6. *Alokasikan waktu kegiatan pembelajaran. Sesuaikan dengan materi yang akan diberikan.*
   (Allocate the time for teaching and learning activities. Suit it with the planned materials)
7. *Masukkan sumber belajar. Sumber belajar dapat berupa buku yang digunakan, CD, kaset, atau website.*
   (Write the learning sources. They can be books, CD, cassette, or website)
8. *Dan terakhir tentukan nilai karakter apa yang harus ditanamkan melalui materi yang diberikan tersebut.*
   (Finally, determine the character values in the materials)

3. METHODOLOGY

This section includes research methods and instruments, research participants, and data analysis techniques.

3.1 Research Methods and Instruments

This study dealt with examining the documents produced by the students in *Curriculum and Materials Development* class. Therefore, the method of conducting the research is document analysis. According to Fraenkel and Wallen (2008: 472), content analysis refers to the following aspects.

1. An analysis of the contents of a communication.
2. A technique that enables researchers to study human behavior in an indirect way by analysing communications.

The data were gathered through the documents produced by the students of *CMD* classes in the academic year of 2011/2012. The documents covered the syllabus, lesson plan, and teaching materials produced by students of *CMD* class. To answer the two questions in the problem formulation, content analysis on the documents were employed. In answering the research question number 1, which is how the character education is integrated in the teaching documents, the analysis on syllabus, lesson plan, and materials was needed. In addition to the documents in a form of syllabus, lesson plan and materials, the data were triangulated by the data taken from the students' reflection on their project completions.

3.2 Research Participants

There were two classes of *Curriculum and Material Development* who mostly consisted of the fifth semester students involved in this study. There were 15 groups, consisting four members in each group, in those two classes. However, since there were five incomplete tasks, the research only made use of 10 documents from the groups as the instrument of the research.

3.3 Data Analysis Techniques

The data were counted in Table 2 as follows.

Table 2: A Blank Table for Analysing Character Education Found in The Documents

No.	Syllabus	Lesson Plan	Materials	Notes
1.	Value integrated: In what component?	Value integrated: In what component?	Value integrated: In what component?	
2.	Value integrated: In what component?	Value integrated: In what component?	Value integrated: In what component?	
3.	Value integrated: In what component?	Value integrated: In what component?	Value integrated: In what component?	
4.	Value integrated: In what component?	Value integrated: In what component?	Value integrated: In what component?	

The data were analyzed using the frequency and percentage and/or proportion of particular occurrences to total occurrences of the character values integrated in the documents. To answer the second problem, the data were classified in terms of the following criteria.

Table 3.: A Blank Table for Analysing Difficulties in The Documents

No.	Syllabus	Lesson Plan	Materials
1.	Problems in the indicator	Problems in the indicator	Problems in the materials organization
2.	Problems in the teaching and learning activities	Problems in the teaching and learning activities	Problems in the choice of words
3.	Problems assessments	Problems assessments	Problems in giving context in the materials

4. FINDINGS AND ANALYSIS

This section is divided into two parts; the presentation of the findings and the analysis. The first section is a summary of the data related to the two research problems. The second section is meant to discuss the two research problems, namely integration of character education in the documents for teaching preparation and the difficuties in translating the character education values in the documents.

4.1 Data Presentation

Table 4: summarizes the integration of character education in the documents for teaching preparation covering syllabus, lesson plan, and materials.

4.2 Discussions

This section covers two parts, namely discussions on the integration of character education in the documents for teaching preparation and on the students' difficulties in transtlating the character education. The explanation of each part is as follows.

4.2.1 Integration of Character Education in The Documents for Teaching Preparation

From the data shown in Table 4.1., it is found that there are 60% of the respondents who integrated the character education values in the lesson plan. The integration is mostly in the indicators and learning objectives. The following is an excerpt of the students' lesson plan covering the character education values.

Table 4: The Integration of Character Education

No.	Syllabus	Lesson Plan	Materials	Notes
1.	*V* "It has a separated coloumn.In the indicators	*V* "Indicators and Learning ObjectivesAssessments	*V* "Group work in the activities	
2.	NA	*V* "Indicators and Learning Objectives Assessments	–	
3.	NA	*V* "Indicators and Learning Objectives	–	
4.	NA	*V* "Indicators and Learning Objectives	–	
5.	NA	–	–	
6.	NA	*V* "Indicators and Learning Objectives	–	
7.	*V*	–	–	
8.	NA	–	*V*	
9.	NA	*V* It is mentioned separated. Indicators and Learning Objectives	*V*	The topic of the materials is able to be used to facilitate the character education values.
10.	NA	*V* Indicators and Learning Objectives	*V*	The materials are like a combinations of small pieces of materials into one No instrument to assess respect and polite.

Notes:
V means the data exist
– means the data on character education do not exist
NA means there is no document submitted

RENCANA PELAKSANAAN PEMBELAJARAN 1

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I
Alokasi Waktu : 2 x 45 minutes (Mendengarkan)
A. Standar Kompetensi : Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar
B. Kompetensi Dasar : Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.
C. Indikator :
V Afektif
- *Siswa mau **bekerja- sama dengan teman- temannya saat sesi diskusi***
- *Siswa **menghargai guru dan temannya yang sedang berbicara** di depan kelas*
- *Siswa berinisiatif berbicara menggunakan bahasa Inggris*

Karakter Siswa yang diharapkan
- ***Tekun (Dicipline)***
- ***Rasa hormat dan perhatian (Respect)***
- ***Ketelitian (Carefulness)***

Figure1. Excerpt from Respondent #9

In the lesson plan, especially in the indicator, the group mentioned that students need to cooperate with others and respect other people. In addition, this group also stated the values seperatedly from the indicators. They were discipline, respect, and carefulness. In the teaching and learning activities found in the materials, the documents made by the respondents also facilitated the character education values, especially when asking the students to work in groups. In the assessment part, some of the participants also determined the assessment for the values set in the indicator. Below is the excerpt.

Affective:
1. Students will to listen to the other students who are assigned to read the texts aloud attentively.
2. Students are able to work in group cooperatively.
3. Students are able to express their opinions to the others freely.
4. Students will to listen to the other students' opinion attentively.

a. **To measure affective indicators**:

No.	Aspects	Description	Range	Score
1.	Students will to listen to the other students who are assigned to read the texts aloud.	Students will to listen to the other students who are assigned to read the texts aloud attentively.	6 – 10	
		Students will to listen to the other students who are assigned to read the texts aloud inattentively.	0 – 5	
2.	Students are able to work in group.	Students are able to work in group cooperatively.	6 – 10	
		Students are able to work in group uncooperatively.	0 – 5	

No.	Aspects	Description	Range	Score
3.	Students are able to express their opinions to the others.	Students are able to express their opinions to the others freely.	6 – 10	
		Students are not able to express their opinions to the others freely.	0 – 5	
4.	Students will to listen to the other students' opinion.	Students will to listen to the other students' opinion attentively.	6 – 10	
		Students will to listen to the other students' opinion inattentively.	0 - 5	
	Total			

Figure 2. Excerpt from Respondent #2

In addition to the character education facilitated in the lesson plan, there was 30% of the materials produced which facilitated the character education values. The research found that the emphasis of the character education values was often found when the students worked in groups. In the following excerpt, the materials facilitated the value of respecting others.

In task 3, the materials facilitated the students to give attention to their classmates telling the steps of sending a fax.

In addtion, students of CMD class also realized that they facilitated the character education values in their teaching documents. Below is a student reflection on character education values in her group's teaching documents.

Task 2: Listen carefully to audio about how to send a fax. Take a note for important information and then decide whether the statement is true or false.

1.	Make sure the machine is plugged into a power source.	T/F
2.	Obtain the fax address of the destination.	T/F
3.	Fill out a piece of paper called a layer sheet.	T/F
4.	Lay the documents face-down.	T/F
5.	Dial the recipient's fax number.	T/F

Task 3: Tell the steps of sending a fax with your own words in a group. Pay attention to your friends when they retell the steps and than give them feedback.

Figure 3. Excerpt of Materials from Respondent#8

~ The value of appreciation is the value that we are trying to imbed in students' mind. We make it work by employing 'Let's Warm Up' activity to appreciate the strength and weakness of other people. Meanwhile, 'Work It Out' is the part aimed to ask the students to find their strength and weakness so that the students could appreciate their selves.

~ The value of cooperation is also the value that we are trying to pursue. Through applying 'Let's Practice', the students could train themselves to work in groups, and appreciate others by listening to their friends' opinions attentively.

~ The value of responsibility is also the value that we are trying to manifest in students' lives. This value could be achieved by applying 'Work it Out'. That part is a take home assignment that requires the students to work by dead line otherwise the students will lose their final mark.

Figure 4. Excerpt of Reflection from Respondent#5

The group is really aware of the values that they want to integrate in the materials. The value being integrated is appreciation to others carried out in the group work.

4.2.2 The Students' Difficulties in Translating The Character Education

The following components show the students of CMD class' difficulties in translating the character education in the documents. The difficulties are seen from differents elements, including the syllabus, lesson plan, and the materials they produced.

4.2.2.1 Problems in setting the learning indicators and assessments in the syllabus and the lesson plan

Problems are found in the formulation of indicators. Some of groups tried to formulate the indicators and learning objectives for the affective domain, but they fail to formulate the correct indicators. Students were given guiding questions by the researcher for reflecting what they found or felt in their learning. The following is one example of their answers (Figure 5).

Most of the lesson plans the students made only focused on the assessment of the cognitive domain. In some cases, some of them indeed wrote the values in the indicators in the syllabus as well as the lesson plan. However, there was no assessment provided for measuring whether values they set at the beginning were acheived by the students.

4.2.2.2 Problems in the activities set in the materials

Most of the respondents did not really make use of the activities designed materials to integrate the character education values. An example is taken from one group's work. The activities following the reading text in Figure 6 were open to be used to stimulate students to excercise their responses related to character building. With this particular topic, namely the wedding ceremony of Jogjakarta Royal Couple, the materials may facilitate students character values, one of which is related to respecting local culture. However, most of them failed to mention the values in their materials.

Guiding question:

What are the difficulties you found in relation to:
a. Making the indicator?
Student's answer:
I realize that making indicators are difficult. Here, I have to consider the skill and ability that I have to be measured well. Moreover, the school and class condition also important to be realized. I get difficulties in making those indicators balance with all aspects which have to be considered. In addition, to choose an appropriate indicators' words that can measure all the things is not a simple case.

Figure 5. Excerpt Taken from One of Cmr's Group

Section A: Reading
Read the text below.

Thousands Greet Javanese Royal Couple Slamet Susanto and Sri Wahyuni



1 Yogyakarta's iconic street, Jl.Malioboro, was flooded by some 40,000 **onlookers** hoping to catch a **glimpse** of Yogyakarta's new royal couple during their parade for the wedding reception on Tuesday.

...

Reading Comprehension

Answer the questions below.

1. Describe the situation in Jl.Malioboro when royal wedding happened.
2. What is the route of the royal wedding parade?
3. Why is the royal wedding called as "people's party"?
4. Mention and explain the procession of the royal wedding.
5. Who are the VIPs guests in the royal wedding?
6. Refer to the article in Section A, write your opinion about the article you have read.

Figure 6: An Excerpt of Materials Taken from Knd's Group

Question number 6 in Figure 6 can actually focus on how the students really cared about their local culture if the question was formulated to aim to that purpose. However, the question was not meant for this specific purpose. Since it asked the students opinion on the article, students might come up with any opinion related to the topic.

Figure 7 is materials related to announcements given in a flight journey. The materials are also appropriate to be used as activities which integrate practice for character buliding if it dag out more questions on what students needed to do in other similar situation or case. However, the questions given after the listening were only related to listening comprehension.

It will be better if the materials ask the students to, for example, pretend that they were in a plane and saw a person who did not use the seat belt and still operated the mobile phones. Then, the questions to pose may be asking what the students would do and why they did that. Eventhough those two alternatives of questions were still related to the cognitive learning domain, the expected answer was meant to know what behaviour might appear in the real situation.

4.2.2.3 Problems in the choice of words

Minor difficulty is found in the choice of words. The Figure 8 is from the materials entitled "Life is never Flat." The materials were suitable to

Answer these following questions briefly!

1. When does the announcement happen? .....
   .....
   What should the passengers do if they get some problems with the flight?
   .....
   .....
   Mention several kinds of thing that are prohibited to be brought?
   .....
   .....

Figure 7. An excerpt of materials taken from Ev's group

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Figure 8. An Excerpt Taken from Snd's Group

the genre learned, namely recount genre, however, did not really underline the character building.

It is better to continue the story to the information of what the character did to help others.

42.2.4 Problems in giving context in the materials

Most of the materials focused on giving opportunities for students to develop certain character values, but some simply asked the students to work in groups without having emphasis on the values being developed. The following Figure 9. is an example.

education values in the lesson plan. The integration is mostly in the indicators and learning objectives. The study revealed some problems faced by the students. They are problems in setting the learning indicators and assessments in the syllabus and the lesson plan, problems in the activities set in the materials, in the choice of words, and in giving context in the materials. The most common difficulty faced by the groups is including the value in the materials without monitoring the character developed. In other words, the assessment does not facilitate the evaluation on character built during the teaching and learning activities.

A. SPEAKING SECTION



Take a look to the pictures below!
Instruction:

1. Find a partner and decide who will be student A and student B.
2. Choose one of the invitation that will be your ***topic idea*** for your Role Play 'Invitation by Phone'.
3. The duration of Role Play will be ± 5 – 7 minutes.
4. Student A will be the one to invite student B (accept/refuse).
5. Student may use interesting costume and simple properties to support the Role Play.

Figure 9. An Eexcerpt Taken from Gnw's Group

In the exercise in Figure 9, the task might simply ask the students to practice speaking. Even when they have undergone a process of character building, for example cooperation during the process, the teacher may find it difficult to monitor. It might be because the proccess was done outside the class. Therefore, the assessment on the group work done outside the class was not emphasized in the materials.

5. CONCLUSIONS AND SUGGESTIONS

Based on the research, there are some conclusions that can be noted. Concerning the first question, some respondents integrated the character

There are some suggestions related to the findings of this research. The first suggestion is for the material writers. It is good that the material writiers can formualate the activities or questions given to students as to give them opprotunity to dig out more on their character. It is better not to focus on comprehension to written or spoken text. It is good to step further to the application stage. The second suggestion is for lecturers of any subjects meant to prepare the students to become teachers, including Learning Program Design, Language Learning Assessment, and Micro Teaching lecturers. It is better to give attentions to students more on the process of formulating the indicators and setting the assessments.

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