HOW CHARACTER BUILDING CAN BE INTEGRATED IN THE ROLE PLAY OF THE STANDARD OF COMPETENCY THREE OF THE SOCIAL TWELVE GRADERS

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Abstract
Character building is currently a significant issue in education in Indonesia that has been applied in any level of learning process as an integrated moral wisdom value of the teaching materials. The objective of this activity is to contribute to the improvement of the character of Indonesian Learners through the teaching of English. A classroom observation is used in this class. The activity is started by grouping the students and giving each group a topic to be elaborated in a drama script. After the drama script is done, each group is asked to notify the interpersonal and transactional expression related to the given topic. Then, they also have to show the character building values stated on their script. After the discussion, each of the groups has to present the work in front of the class. This activity encourages students to speak, so it helps a lot in teaching speaking.

INTRODUCTION

Language plays a very important role in daily life because it is a mean of communication. It functions not only as a means of interaction, but also as a means of maintaining social relationship, academically or non-academically,

among the community members of language users. Therefore, language and society are inseparable - there is no language without society of its user. In any society where there is law and order, the development of the citizens who can contribute to the overall development of that society and into the larger society cannot be overemphasized. Schooling is regarded as more than cultivating the mind and the body. Even though other socializing agents are at work in developing the character of the child, the school is also capable of developing character, pro-social behaviors, and civic competences (DeRouche et al. 2001). In their words: School is a place where students have the opportunity to witness and practice civility, caring, and compassion and to develop together as a community of learners and can help develop both positive personal values and civic competences. The two major purposes of school are cognitive – academic development and character education. Together they prepare students for the world of work, for lifelong learning, and for citizenship (DeRouche and Williams 2001: 8).

The above statement recognizes the school as an integral part of the society which can also help to mould the character of the pupils. However, the school alone cannot achieve the objective of teaching character. It is the shared duty of the families, the faith communities, youth organizations, business, government, the media and all citizens. The family is regarded as the first school of virtues. It lays down the moral foundation on which other social institutions can build, including the school (Jwied and Rizzo 2004, Bohlin 2005).

Character education, variously known as values education, moral education, transmission of cultural values, and socialization is regarded to have been around for centuries. Farris (2001) states that historically, many leaders such as Aristotle, Quintilian, Muhammad, Martin Luther, Johann Herbart, Horace Mann and John Dewey have advocated for character education in schools. To some educators, character education helps learners to acquire the norms of the society.

Burnett (2000) in Farris (2001) opines that early in the upbringing of children, certain norms are internalized to enable them know what is appropriate

behavior or not in a given setting. Linked to acquisition of norms of the environment is emotional intelligence or the ability to understand other people and manage own emotions which enable children with high emotional intelligence to be better learners, have better ego, have fewer behavior problems, feel better about themselves, and are better conflict managers.

DISCUSSION

Definition of Character Building

The Action Plant of Character Building Implementation (2010) stated that Character Building is a value lesson, it is a moral lesson which aims is to elaborate the ability of the learners to produce decisions about good or bad, keeping the good values and reflect the values on the daily activities totally. Thus, Character Building Education is not only about how to teach the right or wrong but it also about how to create a good- moral habits among the learners so that they can be cognitively able to comprehend which thing is right and which one is wrong. Further, the learners should also able to differentiate good values affectively to be applied into set of actions truly (psychomotor).

In other words, we can say that a good character building must involve not only moral knowing aspect but also loving good (moral feeling), and moral action. Character Building Education emphasizes on the continual habits in practicality or in any activities (Pedoman Pelaksanaan Pendidikan Karakter, Puskurbuk,Januari 2011:1)

Further, there are some existing values which are assumed as the basic value of character building creation, such as: be faith to God, Cleanliness, Tidiness, Comfortness, and Politeness. In accordance with the implementation of character building in learning process, there are eighteen values which source are from Religion, *Pancasila*, Culture, and the goal of Our National Education. They are: Religious, Honest, Toleration, Discipline, Hard working, Creative, Independent, Democratic, Curioucity, Nationality, Patriotism, Achievement of appreciation, Friendly/Communicative, Peace loving, Having good habit of reading, Environmental care, Social Care, Responsible (Pusat Kurikulum.

Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah. 2009:9-10).

Definition of Role Play

Wikipedia: Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role.

While the Oxford English Dictionary defines role-playing as "the changing of one's behavior to fulfill a social role", the term is used more loosely in four senses:

a. To refer to the playing of roles generally such as in a theatre, or educational setting;

b. To refer to taking a role of an existing character or person and acting it out with a partner taking someone else's role, often involving different genres of practice;

c. To refer to a wide range of games including role-playing video game, play-by-mail games and more;

d. To refer specifically to role-playing games.

Definition of Standards of Competency

The Decree of The National Minister in Education Number 22 Year 2006 about Standards of Content, p:18 stated that

> Kedalaman muatan kurikulum pada setiap satuan pendidikan dituangkan dalam kompetensi yang terdiri atas standar kompetensi dan kompetensi dasar pada setiap tingkat dan/atau semester. Standar kompetensi dan kompetensi dasar untuk setiap mata pelajaran pada setiap tingkat dan semester disajikan pada lampiran-lampiran Peraturan Menteri Pendidikan Nasional ini yang terdir atas: Lampiran 1 Standar Kompetensi dan Kompetensi Dasar Tingkat SD/MI dan SDLB, Lampiran 2 Standar Kompetensi dan Kompetensi Dasar Tingkat SMP/MTs dan SMPLB, dan Lampiran 3 Standar Kompetensi dan Kompetensi Dasar Tingkat SMA/MA/SMALB dan SMK/MAK.

Terrence Hoffmann, ((1999) "The meanings of competency", Journal of European Industrial Training, Vol. 23 Iss: 6, pp.275 - 286) he said that the term "competency" has not been clearly defined in the literature. Two main meanings of the term have been identified, one referring to the outputs, or results of training – that is, competent performance. The other definition referring to the inputs, or underlying attributes, required of a person to achieve competent performance. Each definition has been used to describe both individual and organizational competencies. A typology of the meanings of competency has been developed to show that the term has several meanings depending on the purpose for which it is used. The implications developed in this paper are directed toward reducing the confusion over the meaning of the term competency.

Standard of Competency is a guideline or basic standard for the certain skill of the students should be achieved after they join the learning process of a certain subject. The materials scope of every standard of competence are broadly provided to be linked to the philosophy concept of certain subjects. Thus, the basic competence of English is also means a competence which should be achieved by the students as the results of learning English well. (http://aadesanjaya.blogspot.com/2011/01/standar-kompetensi-mata-pelajaran.html: Makalah Pendidikan Terbaru 2011. Standar Kompetensi Mata Pelajaran Bahasa Inggris).

Wells (1987) in his Language Learning Basic Principle underlined that The Literacy Level is concerned with performative, functional, informational, and epistemic. On the performative level, The Learners are able to read, to write, to listen, and to speak using any symbols provided. Meanwhile, on the functional level the language learners are able to use the language to fulfill their daily needs such as newspaper reading, manuals or directions. Then, The Informational Stage shows that the language learners are able to have science accesses through their language competence possessed. The Fourth level is Epistemic. Here, the language learners are able to express or produce scientific report in the target language.

1. **Teaching Procedures**

    a. Topic   : The expression of Transactional and Interpersonal used in daily life context.

    b. Aim   : 1. To elaborate students' vocabulary

                                    2. To help students' active speaking

3. To perform students' skill in comprehending the character building values stated on the script.

    c.   Level   : Senior High School

    d.   Text Type   :Daily   Transactional   and   Interpersonal Conversation Text

The Table of Teaching Materials and Character Building Values (it is given to the students while the activity on producing role play text is run).

NO	COMPETENCY STANDARDS	BASIC COMPETENCE AND PREREQUISIT EXPRESSION	CHARACTER BUILDING VALUES DISCUSSION
1	SPEAKING Meaning expression in the transactional and interpersonal conversation text formally and sustained in a daily life context.	Meaning expression in the transactional (to get things done)and interpersonal (socialization)conversation text formally and sustained (continuous) accurately, fluently and acceptable in a daily life context using expression of: 1. Suggestion/ advice 2. Objection 3. Possible/impossible 4. Order 5. Admitting mistakes 6. Promise 7. Blaming 8. Accusing 9. Curiosity 10. Giving opinion towards something	1. Honest, 2. Toleration, 3. Discipline, 4. Hard working, 5. Creative, 6. Independent, 7. Democratic, 8. Curiosity, 9. Achievement of appreciation, 10.Friendly/Communicative, 11. Peace loving, 12. Environmental care, 13. Responsible

Drama Script / Conversation given as a modeling text

Participant Relationship	The form of conversation	Setting	Character Building Values
Colleagues	Eria: guys, we have graduated from high school. What	In a garden	1. Honest, 2. Toleration,

	will happen to us next day? Do you have some ideas in your future? Fabella: Yes I do. I will become a professional accountant. Rudi: I will become an entrepreneurs and have a beautiful wife. Abdul: I will become a pilot. Bayu: Well,guys, I don't have many ideas in my future. I am very confused. All : Oooooo….. Bayu: But I have a planning. I think I will go to Jakarta, The Capital of Indonesia. All: haaaaah…Jakarta???? Bayu: Yes, In Jakarta we can look for a good job. Do you all have any objection to my idea? Eria: Yes I have. I don't agree with you, our certificate will not help us much. It is not enough yet. Do you dare to go? Fabella: But we must try it! We must find a lot of experience. We are still young. Eria: OK, no doubt about it. but Jakarta is very hot. Rudi: ahhaaaa,,,I know!! Jakarta is very hot but I will go to Jakarta too. Come on,we go together.		3. Discipline, 4. Hard working, 5. Creative, 6. Independent, 7. Democratic, 8. Curiosity, 9. Friendly / Communicative, 10. Responsible.
Two days later they go to Jakarta with economic train. They felt tired and bored.		
	Abdul: wooow, how hot on the	In an

	train is. I am very regret about it. When will we reach on our destiny? Bayu : me too. I don't like it. Maybe 10 hours more. Abdul: I doubt it would be.	economic train	
Suddenly, somebody nudged fabella			
	Fabella: Rudi, don't pinch me!! Don't disturb me! Rudi : What? I don't understand you! Fabella: You did it, didn't you? You pinch my legs!? Rudi : don't blame me!!huh!!! Fabella: huuh!!..Rud, please get my bottle in my bag.		
Rudi and fabella are fighting but Eria, Abdul and Bayu ignore them. Ten hours later, they arrive at Jakarta.			
	Bayu : Welcome to the big city. Abdul: Sure, I hope I get a job there. But by the way what is our next destination? (Everybody is confused) Eria: Oh My God, we didn't have any plan at all. We are very foolish. My money is running out. Where will we go next? This hottest city makes me tired. Bayu: me too. It causes my brain stucked, too. Guys, do you think we'd be able	On Train station in Jakarta	

	to get back to Malang? All: what????Malang????? Rudi: I agree with Bayu. I am afraid here, Let's come back to our beloved city, Malang. Abdul: hahahahaa I hate this. We just got to Jakarta. Then, we have to be back again. It is really funny. Fabella: But it is a good choice. It is very funny experience. Ok guys,,come on, we will be back to Malang. What we have in Jakarta is only poor experience. Eria: OK, come on. I wish I could remember this moment. I love you friends, without you I can't get experience like that. Come and go back again. Ok..Let's go!		
Finally, they go back to Malang. So, they left for Jakarta only 3 days. But they have hopes that someday in the future they will become success people.			

a. Pre-Teaching

1. Warming up the class by showing some pictures/slides about the changes of climate and its effects recently. Asking the students questions about what picture they are, where the happenings are, how it can happen, how the students feel while looking at the climate negative effect and what topic appropriate with the pictures.

2. This activity aims to make the students interested and stimulate different thought about the pictures shown.

3. Grouping the students in not more than five members in every group discussion to lead them into a cooperative learning technique. The group division will motivate students to speak English because it consists of high, average, and low achiever learners. When they are in a team work, they will be more spontaneous in delivering their argument or idea without worrying to make any mistakes (STAD Technique).

4. Delivering the drama model text to the group to be observed. Each member of the group will have one drama text titled "what a hot city".

b.   Whilst-Teaching

1.   MEETING I

a.   Practicing the conversation/drama model text and then ask the students to observe the character building values of it.

b.   Discussing the character building implementation in the drama with it is in students' daily activity.

c.   Asking the student to create a good drama/role play script with free topic. The topic should concern with their daily activity.

2.   MEETING II

a.   Asking the students to practice their role play group by group using appropriate media.

b.   Asking the audiences which have not had the turn yet to make a data filing about the content of the role play, the moral value shown and the character building included on the presented role play.

c.   Post-Teaching

Giving feedback to the students about their role play after all groups have completed their turn.

REFLECTION

This technique is very effective and efficient to learn or memorize the content of competency standards three for social graders. It does not only have a clear purpose but also helps low-level, poor motivated students to learn, to speak and to produce words related to their daily life easily without being afraid of making mistakes. Through this activity, the teacher facilitates the students to be active in speaking. Further, the teacher itself can do two kinds of assessments that are Affective and Psychomotor to get the learners' mark. I have applied this strategy to my twelve social graders and I found that my students became more active and enjoy in learning English. They were not being under pressure while they were studying competency standards three, which is on the same content with competency standards one, to face the National Final Examination. Well, at least we have tried an interesting way to solve that frightening examination.

CONCLUSIONS AND SUGGESTIONS

Based on the reflection, it is quite clear that the speaking skill of the students can be elaborated in some ways using interesting technique applicable to the students and teaching learning process. In this matter, through doing Role Play and Students' Team Achievement Division (STAD) technique, a teacher can possess a multi-task teaching-learning goal. They are such as the students can have happy feeling-learning process, their ability in speaking will be more fluent, the vocabulary building of the students will be elaborated, and the learners will also comprehend that character building values are also found in English Transactional and Interpersonal relationship. Then, the value will be applied in their daily activity. That is why English teachers nowadays should be more creative in teaching-learning process.

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APPENDIX 1

SPEAKING ASSESSMENT: PSYCHOMOTOR IN ROLE PLAY

(Done By The Teacher While The Students doing Role Play)

NAME   : ………………….
CLASS   : ………………….

NO	ASPECTS	SCORE
1	Grammar and Vocabulary (Lecsicogrammatical)	
	3.Correct Grammar and vocabulary building	4
	4.Unsuitable Grammar and vocabulary, don't influent the meaning	3
	5. Unsuitable Grammar and vocabulary, influence context the meaning	2
	6.Difficult grammar and vocabulary, can't be understood	1
	7.Difficult in producing words, silent all the time	0
2	Discourse Analysis	
	• Excellent response and speaking fluently	4
	• Good response but not perfectly done	3
	• Giving wrong response even it is simple	2
	• Cannot understand or not able to give correct simple utterances	1
	• Product simple words only	0
3	Pronunciation and Intonation	
	• Native Pronunciation and intonation	4
	• Clear Pronunciation and intonation in mother language accent	3
	• Unclear pronunciation and intonation, influence context meaning	2
	• Unclear pronunciation and intonation, vanishing some context meaning	1
	• Pronunciation and intonation do not have contextual meaning at all	0
	TOTAL SCORE	12

Final Score:

Student's score   X 100 = ………
Max. score (12)

APPENDIX 2

AFFECTIVE ASSESSMENT: CHARACTER BUILDING VALUES
(Done By The Students when the Role Play is presented)

Thurstone Scale: The Character Building Ivalue mplemented in The Conversation reflected by the attitude of the characters
Name :
Class :

VALUES	7	6	5	4	3	2	1
1. Honest,							
2. Toleration,							
3. Discipline,							
4. Hard working,							
5. Creative,							
6. Independent,							
7. Democratic,							
8. Curiosity,							
9. Achievement of Appreciation,							
10.Friendly/Communicative,							
11. Peace loving,							
12. Environmental care,							
13. Responsible							
TOTAL SCORE							