PENGEMBANGAN TUGAS MEMBACA UNTUK MEMBANGUN KARAKTER DI SEKOLAH MENENGAH ATAS

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Abstrak: Penanaman nilai atau karakter di sekolah khususnya di SMA tampaknya belum terwujud secara optimal. Oleh karena itu, penanaman karakter harus diintegrasikan pada semua mata pelajaran. Bahasa Inggris, sebagai salah satu mata pelajaran di sekolah juga harus mengembangkan dan mengintegrasikan karakter dalam proses pembelajarannya. Karakter tersebut dapat diintegrasikan dalam kurikulum melalui silabus, RPP, pendekatan atau metode pengajaran, evaluasi dan *task* yang meliputi tujuan pembelajaran, input atau materi pembelajaran, kegiatan pembelajaran, seting pembelajaran, peran guru dan peran siswa. Karakter harus direfleksikan melalui komponen *task* dalam keterampilan membaca.

Kata Kunci: pendidikan karakter, tugas membaca, integrasi kurikulum

DEVELOPING READING TASKS FOR CHARACTER BUILDING IN SENIOR HIGH SCHOOL

Abstract: The nurturing of values or character at schools, particularly at the senior high schools has not been optimally realized. Therefore, it must be integrated in all the school subjects. English as one of the school subjects must also develop and integrate character in its teaching and learning process. The character can be integrated in the curriculum through its syllabus, lesson plans, approach to or method of teaching and learning, evaluation and tasks which include goal, input or the teaching and learning materials, teaching and learning activities, setting, the roles of the teacher, and the roles of the students. Character must be reflected through the components of tasks in the reading skill.

Kata Kunci : character education, reading tasks, curriculum integration

INTRODUCTION

Education has a close relation to the development of the capability, character, and civilization of the nation. It can be seen from well-planned effort in creating a learning environment and learning process in which the learners can develop their full potential for acquiring spiritual and religious strength, developing self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, community, nation , and state. It is in line with article 3 of the act on the national education system that the national education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble characters; who are healthy, knowledgeable, competent, creative, independent and as citizens are democratic and responsible. Thus, education is very important to develop students' competencies and characters.

Character building is developing human being's potency as a basis for acquiring strength belief, developing personality, intelligence, noble character, morals and skills that one needs for individual, society,

nation and state (National Education Ministry, 2010:1). Moreover, the term of character building is defined by Schwartz in Damond (2002:3) as encouraging students to control their own moral constitution. Thus, character building in school means developing certain values for students to develop self-control, personality, intelligence, moral and noble characters and skills based on religion, Pancasila and the 1945 constitution.

Disorientation toward the total comprehension of the values of Pancasila, limitedness of policy to create the values of Pancasila, the shift of ethics values in citizen's life, the vagueness of cultural values and the threat of disintegration are the problems possessed by our nation (*Pilot Book of Implementation of Character Education, 2010: 5)*. These problems make the actualization of the values or characters in schools impossible to achieve appropriately. Therefore, the internalization of the values should be integrated in the whole subjects of learning. English as one of subjects of learning should develop these characters or values through language skills tasks. Tasks in one of the language skills, reading, will be developed for character building in this paper.

This paper will be devoted to the discussion of character building integrated in the curriculum, developing tasks for character building and the examples of reading tasks for character building. Character building integrated in curriculum section involves integrating the values in syllabus and plan, selecting appropriate approaches or methods and developing appropriate evaluation technique for developing the values and competences. The task development section consists of definition of tasks and components of tasks. Then, at the end of the discussion, the examples of developing reading tasks will be given.

CHARACTER BUILDING INTEGRATED IN THE CURRICULUM

Character building integrated in the curriculum is proposed to introduce the values to the students, to develop students' awareness toward the importance of the values and to actualize the values on their way of life through the teaching and learning process in or out of classroom. Thus, learning activities are designed not only to achieve the basic competence but also to introduce, develop awareness and actualize the values for the students. It will be done by integrating the values in the syllabus and lesson plan, selecting the appropriate approaches/methods and developing appropriate evaluation technique.

Integrating The Values in The Syllabus and Lesson Plan

The curriculum that is developed in Indonesia is School Operational Curriculum (KTSP). It comprises a set of plans and regulation about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives. It also contains the competence standard, basic competence and minimum criteria of mastery which has to be achieved by students.

Integrating the values or characters can be undertaken through analyzing the competence standard and basic competence of the subject of learning. It is done in order to identify the appropriate values that can be integrated in the competence standard and basic competence. By identifying the values, course designer can select the certain values that are going to be developed in the standard competence and

basic competence. Then, the values are integrated in the syllabus and lesson plan (National Education Ministry, 2010:4).

Developing the syllabus can be undertaken through reviewing the developed syllabus by adding the character on the right side of basic competence column. At that column, the values that will be developed in the learning activities are filled. After that, learning activities, indicators of learning and evaluation technique are formulated or adapted based on the values that will be developed (National Education Ministry, 2010:5).

Besides, in integrating the values in learning activities, lesson plan also need to be revised or created. There are two ways to integrate the values in the lesson plan. Firstly, adding or revising the values in the learning objectives. Secondly, formulating new learning objectives toward the students' competences and characters. (National Education Ministry, 2010:5).

There are several values that can be developed for Senior High School students. According to pilot book of implementation of character education in school, there are six main values and their descriptions. They are in Table 1.

Selecting Appropriate Approaches or Methods for Developing The Values and Competences

The approach or method developed by the teacher in the teaching and learning process needs to be changed. The teacher selects the appropriate approach or method that supports the integration of values and the students' competences. Learning steps such as pre-activity, while-activity and post activity that reflect the application of approach or method need to be arranged.

Contextual Teaching and Learning (CTL) for example can be chosen as an approach to develop the values and the students' competences. It can be used to develop the values and competences through its principles namely constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment.

In constructivism, the students develop their understanding through their experiences, knowledge and beliefs. Teacher can develop their understanding through asking several questions to the students to encourage their critical thinking activities. Through this principle, the teacher not only can develop the competences but also can develop independent and cooperative values to the students by finding, expressing and applying the ideas.

Table 1. Table of Values Developed in Senior High School

No.	Values	Descriptions
1	Religiosity	Minds, words and actions of someone based on the religion and God's values
2	Honesty	Behavior which is based on the effort to be an honest human being in minds, words and actions
3	Perspicacity	Logical and realistic thinking in doing something to produce a new way or result
4	Democracy	The ways of thinking and acting of someone that consider someone else as equal
5	Tolerance	Behavior that prevents and improves moral and natural destruction
6	Integrity	Autonomous, confident, responsible, cooperative and disciplined behavior

(National Education Ministry, 2010: 11)

Teacher can use questioning to check the students' understanding and the students' knowledge, arouse the students' responses, focus the students' attentions and refresh the students' knowledge. The questions can be used to develop the values such as critical thinking, politeness, appreciating someone opinion, and confidence.

Inquiry is a learning process which is started from the observation of the emergent questions. This principle can be used to explore the students' comprehension and knowledge toward the material. The teacher can arrange the students' activities through designing questions such as observing, analyzing, interpreting, evaluating, and reporting something from the topic of discussion. Thus, through these activities, the teacher can integrate values such as critical thinking, cooperative and independent values.

Learning community can be done through group work. Teacher can use this principle to develop the values in the teaching and learning process. Students have same opportunities to convey their opinions or ideas, listen to another students' opinions and appreciate someone opinion, and cooperate in their groups to build the knowledge.

Modeling is a appearance process of an example in order that the students think, work and learn through the model. Teachers can use models or examples through media. Teacher and students can also be the media of learning. They can become the models or examples in the learning. Through modeling, the teacher can develop values and competences to the students.

Reflection is usually done by the teacher at the end of instruction. The teacher asks several questions to the students what they have studied during the instructions. The teacher and the students give comments toward the instruction in accordance to topic of discussion. Through reflection, the teacher can implement the self-awareness value.

Authentic assessment can be done in the integrated and sustained assessment during the teaching and learning process. The teacher observes and assesses the implementation process of values and competencies during and after the instructions. The teacher can use observation sheets in observing and assessing the process. Through this process, the teacher has developed an authentic assessment.

Those principles are suggested to be applied in the whole steps of instruction, because the principles can facilitate the internalization of the values.

Developing Appropriate Evaluation Techniques for The Values

The evaluation techniques that support the development of values needs to be developed. Self-assessment, peer-assessment and observation are the examples of evaluation techniques to assess the values.

Self-assessment is the ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit (Brown, 2004:270). It means that the students should monitor their progress in achieving their goals by themselves. In developing self-assessment, teachers can design a rubric in the form of activities checklist that contains several indicators of values for students to do and monitor their progress by themselves through the instrument.

Peer-assessment is activities in which learners assess each other's performance

(Richard & Schmidt, 2002:389). The students can evaluate each other by using the instruments. Teacher can design a rubric of peer-assessment instrument that contain indicators of values. The teacher gives the instruments to the students to assess their friends' performance and the implementation of the values.

Observation is systematic process of data collection and analysis (Richard & Schmidt, 2002:371). Teacher can design a rubric that contains indicators of characters and qualitative score of the values that want to be assessed by the teachers during and after the process of instruction.

The teacher is demanded to internalize and actualize the values with appropriate instrument. Thus, the teacher should select which instrument she/he will be used, and then arrange the appropriate rubric. The example of observation instrument in Table 2.

Developing Tasks for Character Building
The Definition of Tasks

Task is an essential factor to develop students' competence and values in the teaching and learning process. Moreover, the concept of task has become an important element in syllabus design, classroom teaching and learner assessment. Ellis (2003: 16) defines tasks as follows: A task is a work-plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive and oral or written skills and also various cognitive processes.

Table 2. Observation Instrument for Character Building

No.	Name	Indicators of Value	Criteria			
			BT	MT	MB	MK
1.	…………	**Integrity (Cooperation)** The student shows the cooperation attitudes in their groups				
2.	…………..	…………………………………………………..				

(Taken from pilot book of implementation of character education, 2010: 35)

Descriptions

BT : The students have not yet shown the symptoms of character

MT : The students have shown the first symptoms of character

MB : The students have shown the character inconsistently

MK : The students have shown the character consistently

In addition, Nunan (2004:4) gives the following definition of task: A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

Thus, it can be concluded that task is a set of plan that requires students to do certain activities based on the teaching objectives designed by teachers.

Task consists of six components. They are learning objectives, input, procedures or activities, setting of learning, teacher's role and students' role (Nunan, 2004:40-72). The values or characters should be selected and they have to be reflected in the components of tasks.

THE COMPONENT OF TASKS
Formulating Learning Objectives in Developing The Students' Competences and Values

Nunan (2004; 42) said *"Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior"*. It means that learning objectives describe the students' competences and characters that they have to be achieved. In the learning objectives, the orientation of learning activities is not only to obtain the knowledge, but also to implant the values. Therefore, teacher should formulate the learning objectives with certain attainment of certain values and competence. The example of learning objective in developing the stu-

dents' competences and cooperative value (integrity) is as follows:

Learning objective

At the end of instruction, the students are able to determine the explicit and implicit piece of information in functional written text in the form of recount text cooperatively.

Selecting Input for Developing Values and Competences

"Input refers to the spoken, written and visual data that learners work with in the course of completing a task"(Nunan, 2004:47). Hover in Nunan (2004:48) states that input can come from a wide range of sources, as the following inventory: Letters (formal and informal), newspaper extracts, picture stories, telecom account, driver's licence, missing person's declaration form, social security form, business cards, memo note, photographs, family tree, drawings, shopping lists, invoices, postcards, hotel brochures, passport photos, swop shop cards, street map, menu, magazine quiz, calorie counter, recipe, extract from a play, weather forecast, diary, bus timetable, notice board items, housing request form, star signs, hotel entertainment programme, tennis court booking sheet, extracts from film script, high school year book, note to a friend, seminar programme, newspaper.

From the description above, input can be defined as learning materials for students' references in learning activities implementation. It can be in the form of spoken text, or written text, such as graphics, diagrams, pictures, models, charts, films and soon.

To integrate the values, teachers must select the appropriate input. Input which can introduce the values is not only representing the knowledge but also developing

the values relating to the knowledge. An example of input which can introduce the cooperative value (integrity) is as follows:

Recount Text

Terry and her friends went camping last week. The camp was near the forest. They helped each other to put up the tents. One day, they saw a man lost in the forest. They helped the man to find the way out of the forest. Terry and her friends did everything cooperatively.

Developing Procedures for Involving Values and Competences

"*Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task*" (Nunan, 2004:52). It means that procedure is similar with learning activities. Learning activities which help the internalization of the values are the active learning activities that develop autonomous learning and learner-centeredness. The learning activities which create autonomous learning will help students obtain many values. The learning activities that have such characteristics are, for example, discussion, experiment, observation, debate, presentation, and project work. An example of learning activities for developing competences and cooperative value (integrity) can be seen as follows:

Activities:

1) Students read the recount text carefully and then answer the questions given based on the text. After that, they compare their work cooperatively with a classmate's (Task one).
2) Students read the text in task 1 once again and find the meanings of words based on the context cooperatively in groups of three (Task two)

Creating Settings of Learning for Developing Values and Competences

"*Settings refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom*" (Nunan, 2004:71). Thus, it can be stated that learning setting relates to when, where, how long, and how the learning activities are going to be held. It also needs consideration whether the tasks are going to be conducted in pair, group or individual.

Every setting should imply the actualization of the values. Short time setting, for example, will have the students to work quickly, so that they will appreciate the time. Moreover, group work will also give students the opportunity to discuss, share, and interact their opinion to another student in the classroom for coping or finding the best solution on the problems they have. Thus, the teacher has integrated the values of integrity (cooperation and discipline).

Developing Teacher's Role for Involving Values and Competences

Teacher's role in the learning activities often is not stated explicitly. Generally, Teacher's statements about his/her role are usually stated in the teacher's log. Teacher's role tends to be stated implicitly. So, teacher needs to do inferences toward his/her role in teaching and learning if teacher's book is not provided.

Teacher's role is one of the important factors in the values internalization. Teacher functions as a facilitator, motivator, participant, and supervisor. It is in line with *Ki Hajar Dewantara's* motto namely *Ing ngarsa sang tuladha, ing madya mangun karsa, tut wuri handayani* (model, motivation and support)

Developing Students' Role for Involving Values and Competences

Similar to teacher's role in the teaching and learning, the students' role is also not stated explicitly. Generally, students' role is usually stated in the teacher's log. Students' role tends to be stated implicitly. So, the teacher needs to do inferences toward students' roles in teaching and learning activities.

In the learning process, active roles must be given to students to develop the values. Their roles, for example, are discussion participants, presenters to present the discussion result or experiment, project organizers and so on.

READING TASKS FOR CHARACTER BUILDING

As the explanation above, there are certain values that can be integrated in English subject for Senior High School students. They can be integrated in the syllabus and lesson plan. They are actualized in the students' tasks. There are several characters that can be developed. They are religiosity, honesty, perspicacity, democracy, tolerance and integrity.

Task is an important element in syllabus design, classroom teaching and learner assessment. It is also an essential factor to develop students' competence and values in the teaching and learning process. In the teaching and learning English, the tasks that will be developed should reflect the students' competences and values through the students' language skills, namely listening, speaking, reading and writing. It can be done through formulating the learning objectives, selecting input, and developing activities. The examples of character building in reading tasks will be given below.

Examples of Reading Tasks
Learning objective:

At the end of instruction, the students are able to determine the explicit and implicit piece of information in functional written text in the form of recount text cooperatively.

Teacher Directed
Activities:

1) Students read the recount text carefully and then answer the questions given based on the text. After that, they compare their work cooperatively with a classmate's (Task one).
2) Students read the text in task 1 once again and find the meanings of words based on the context cooperatively in groups of three (Task two).

Task 1

Read the following text carefully and then answer the questions given based on the text. After that compare your work with a classmate's.

CAMPING

Terry and her friends planned to go camping last summer. They wanted to go to the forest. They prepared many things such as tents, pans, stoves, mattresses, and flashlights.

After arriving, the children did several activities. They put up the tents and they helped each other to prepare everything. Terry and her friends did everything cooperatively. After that, they played and sang together.

In the middle of the night, Terry and her friends crept out from the tents to go for a walk. They went quietly into the forest. It was very dark and soon they were

lost. They heard the sounds of birds and animals. In the light of the torch, they saw a ghost. They ran and screamed.

Questions

1) What did Terry and her class do last summer?
2) What did Terry and her friends do in the middle of the night?
3) What was unusual about it?
4) What kind of value found in the text?
5) How did Terry and her friends prepare everything?
6) What do you feel if you and your friends cooperates each other?

Read the text in Task 1 once again and find the meanings of the following words based on the context. You may work in groups of three.

1) camping
2) prepare
3) flashlights
4) arriving,
5) tents
6) cooperation
7) crept out
8) lost
9) torch
10) screamed

Task 2

Assessment Sheet
Task 1

No	Name	Scores per Items					Total
		1	2	3	4	5	
1.	....						
2.	....						
3.	....						
...	....						
...	....						
...	....						
...	....						
...	....						

SCORE PER ITEM

Correct Answer : 1
Wrong Answer : 0

MAXIMUM SCORE: 5

$$\text{FINAL SCORE} : \frac{\text{TOTAL OF STUDENTS' SCORE}}{\text{MAXIMUM SCORE}} \times 100 = \ldots$$

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Task 2

No	Name	Scores per Items										Total
		1	2	3	4	5	6	7	8	9	10	
1.	....											
2.	....											
3.	....											
...	....											
...	....											
...	....											
...	....											
...	....											

SCORE PER ITEM
Correct Answer   : 1
Wrong Answer   : 0

MAXIMUM SCORE   : 10

FINAL SCORE   : $\dfrac{\text{TOTAL OF STUDENTS' SCORE}}{\text{MAXIMUM SCORE}}$ X 100 = ...

Observation sheet of Students' attitude

No	Name	Indicators of Value	Criteria			
			BT	MT	MB	MK
		Integrity (Cooperation)				
1	....	The student shows the cooperation attitudes in their groups				
2	....	....				

CONCLUSION

In integrating values or character in curriculum, the teachers should integrate the values in syllabus, lesson plan, approaches or methods, evaluation and students' tasks.

Integrating values in the syllabus can be undertaken through reviewing the developed syllabus by adding the character on the right side of basic competence column. At that column, the values are filled. Then, learning activities, indicators of learning and evaluation technique are formulated or adapted based on the values.

Values can be integrated in the lesson plan through selecting an appropriate approach or method that supports the integration of values, developing appropriate evaluation technique for the implementation of values, formulating learning objectives, selecting input, developing activities, and developing teacher's role and students' role. They should integrate and reflect the values designed by teachers.

Appropriate approach or method that supports the integration of values and the students' competences should be selected. Contextual Teaching and Learning (CTL) approach and active learning approach, for example, are very effective used in the teaching and learning to develop students' competence and values.

In developing reading tasks, the values should be integrated in all components of tasks such as learning objectives, input, procedures or activities, setting of learning, teacher's role and students' role. They have to be stated and reflected explicitly in each component.

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