

ASSESSING STUDENTS' ACTIVENESS AND THEIR CHARACTER BUILDING IN SPEAKING COURSE OF ENGLISH DEPARTMENT

Dwi Winarsih

English Department

Faculty of Education and Teacher Training, Tidar University

winarsih_dwi@yahoo.co.id

Abstract

Mahasiswa prodi Pendidikan Bahasa Inggris, dipersiapkan menjadi guru Bahasa Inggris dan mereka akan menjadi model bagi siswa. Namun demikian fakta menunjukkan beberapa guru pemula tidak dapat berbicara Bahasa Inggris dengan lancar dan tepat. Berkaitan dengan tuntutan jaman, abad 21 ini adalah era yang kekuatan suatu bangsa ditentukan oleh kualitas sumber daya manusia. Menyadari fakta tersebut, pemerintah Indonesia memperhatikan kualitas hasil pendidikan.

Tujuan penelitian ini adalah untuk mengetahui keaktifan siswa dalam perkuliahan *Speaking* dan untuk mendeskripsikan pendidikan karakter dalam perkuliahan *Speaking*. Penelitian ini adalah penelitian kualitatif yang menggambarkan kondisi nyata perkuliahan *Speaking* 1 di prodi. Bahasa Inggris FKIP Universitas Tidar. Subyek penelitian ini 30 mahasiswa semester 2 yang mengambil mata kuliah *Speaking*. Sumber data penelitian ini adalah dosen *Speaking* 1 di prodi Pendidikan Bahasa Inggris, kegiatan belajar mengajar, dan dokumen termasuk silabus, RPP, dan dokumen lain yang relevan.

Berdasarkan analisis data, peneliti menyimpulkan pertama mahasiswa kurang aktif dalam kelas *Speaking* sehingga keterampilan berbicara mereka rendah, kedua nilai karakter mahasiswa kurang dikembangkan dengan baik khususnya pada nilai kerjasama, kejujuran dan toleransi.

Keywords: Speaking Course, Activeness, Character Building

I. INTRODUCTION

In general people think that the ability to speak a language is the same as knowing that language. They suppose speech as the most basic means of human communication and demand English students to be able to speak target language well. The parameter of learning English that they use is being able to speak English fluently. However, the fact shows several students cannot speak English fluently and accurately although they have studied for more than 6 years.

As students of teacher education, they must be able to speak English fluently and accurately. When they have to teach English later, it is unavoidable

to speak. Teachers as models for students have to provide good example to speak. However the fact shows some of novice teachers cannot speak English fluently and accurately. This problem is caused by two factors internal and external factor.

The purpose of education in democratic society is exactly to equip each student to realize that he or she is full of promise. It is aimed at preparing him or her to contribute to the economic and civic well-being of society in terms of having good character. Teachers do not only help students achieve high academic standards, it condemns them to wander aimlessly from one dead-end job to another earning minimum wage (Johnson, 2002).

In this twenty first century, it is an era when the strength of a nation is to be determined by the quality of human resources. Students as the next generation of a nation need to master knowledge, information, and globalization. Knowing how students learn, knowing how to turn information into knowledge, and knowing how to document and analyze life-long learning are essentials in the 21st century because of the major changes around the globe.

Being aware of the fact, government of Indonesia concerns with the national character. Nowadays character building and moral values have become crucial issues in education. Teachers in every level of education are assigned to plan activities of teaching and learning which contain character formation in order that schools educate and produce citizens who have good and qualified character.

The process of character education in teacher education has not been much touched the character building of students (Masitah, 2012). Teacher education is just a few short years before students enter the working field or world. Students should be more involved in character education. Unfortunately, the fact shows character education in terms of practical one has not really got more attention than academic education. There are many colleges which realize the character, have not made a serious coaching to promote positive character. This resulted in the input received by college students who are not ready to be educated character.

Character (Brooks, 2005) is broadly classified into six, they trustworthiness, fairness, caring, respect, citizenship, and responsibility. The first classification, trustworthiness covers the shape of the character that educates a

person to be integrated, honest, and loyal. The next category, fairness, educates a person to have a character of open-minded and not like to take advantage of others. Caring as the next classification makes a person to have caring attitude and concern for others and the social condition of surrounding environment and society. The fourth category, respect, relates with education of appreciating and respecting others. The fifth is citizenship. It educates a person to be aware of law, regulation, care as well. The last one is responsibility that makes a person to be responsible, discipline, have a good manner.

II. REVIEW OF RELATED LITERATURE

A. Speaking

Harmer (2001) states speaking happens when people are engaged in talking. It can be fairly sure that they are doing so for good reason. They want to say something to achieve purposes and they also select their language store. This is in tune with Cameron (2001) that says speaking is an active use of language to express meaning so that other people can make sense of them. These need learners to master grammar, pronunciation, and vocabulary in order to achieve the meaning accurately. Form and meaning depend on the context in which the participants themselves consider collective experience, physical environment, and purpose of speaking.

B. Students' Activeness

Learning as stated by Brown (2007) is acquiring knowledge of a subject or a skill by study, experience or instruction and is the result of reinforced practiced. Thus, it is the act of acquiring new or modifying and reinforcing existing knowledge, behavior, skill, values, or performance and may involve synthesizing different type of information. This implies that learning results a change in a behavioral tendency and is the result of reinforced practice. Similarly, learning activity is a building brick in a larger pedagogical scenario. Learning activities, thus guide, facilitate, enable, and set the learners to learn. These facilitate students to listen teacher's explanation and encourage students to have inner arousal during learning process and do tasks.

The activeness of students to listen teacher's explanation covers first, the students pay attention to the teacher's explanation. This includes the students ask

something about the material, the students comment about the material, the students answer the teacher's questions, the students make notes. Second, the students 'inner arousal during learning process that comprises having spirit to attend class, the students' motive to involve in the learning process, and being enthusiastic to know the material. Third concerns with the activeness of students to do the tasks. It consists of being able do the task and being able to finish the task within the available time

C. Character Building

Character (Brooks, 2005) is broadly classified into six, they trustworthiness, fairness, caring, respect, citizenship, and responsibility. The first classification, trustworthiness covers the shape of the character that educates a person to be integrated, honest, and loyal. The next category, fairness, educates a person to have a character of open-minded and not like to take advantage of others. Caring as the next classification makes a person to have caring attitude and concern for others and the social condition of surrounding environment and society. The fourth category, respect, relates with education of appreciating and respecting others. The fifth is citizenship. It educates a person to be aware of law, regulation, care as well. The last one is responsibility that makes a person to be responsible, discipline, have a good manner.

D. Research Methodology

This is a qualitative study that explore the existing condition of Speaking 1 course in English Department. There are 30 students as subjects in this research. The research took place in Speaking 1 class of English Department, Tidar University. Students take this course when they are in the first semester.

There are four techniques used to get the data of the research, they are observation, questionnaire, interview, and recording. Observation is conducted in Speaking 1 classroom, however the researcher as passive participation observer and not involve directly in teaching-learning process. In this research, the documents which will be analyzed are materials, lesson plans that reflect teaching learning procedure, text that is used in each teaching-learning activities, and the written results of students' assignments. Interview will be conducted to

the lecturer and experts. The aim of interview is to get clearer data and to clarify the data got in the observation.

Since the data is in the form of notes and comments, the researcher used qualitative analysis. The procedures of data analysis cover collecting data, categorization, analysis and getting conclusion. This research results description of students' activeness and their character building in Speaking course, so available data that depict the whole activeness and character building of students are analyzed.

III. FINDING AND DISCUSSION

A. Students' Activeness in Speaking Course

Students' activeness during teaching learning process is presented using the table below. It describes the existing condition of their behavior in the speaking class.

Tabel 1 The Students' Activeness in Speaking Course

No	Behavioral Types	Observation Focus	Students (%)
1.	The activeness of students to listen teacher's explanation	1. The students pay attention to the teacher's explanation	50%
		2. The students ask something about the material	10%
		3. The students comment about the material	10%
		4. The students answer the teacher's questions	20%
		5. The students make notes	40%
2.	The students ' inner arousal during learning process	1. The students have spirit to attend class	30%
		2. The students have motive to involve in the learning process	30%
		3. The students are enthusiastic to know the material	30%
3.	The activeness of	1. The students can do the task	40%

	students to do the task	2. The students can finish the task within the available time	30%
--	-------------------------	---	-----

Based on the table above , in general it describes that most students are passive during teaching learning process. Point (1) represents the activeness of students to listen teacher’s explanationshows that there are only 50 % of the students who pay attention to the teacher’s explanation. This fact is supported by the next point that presents only 10 % of the students whoask something about the material. In tune with this condition, those who comment on teacher’s explanation are the same students of those who ask the material. Consequently those who ask and comment are able to answer teacher’s questions. Another fact shows that 40 % of the students write notes, but 30 % of them tend to be active in writing not speaking. This condition attracts the researcher to know what happen with them. When the researcher employ in depth interview, the students said that they are reluctant to speak unless the teacher appoint them.

The obtained data concerning with the students ‘ inner arousal during learning process shows that 30 % of the students have spirit to attend the class. The rest attend the class for the sake of fulfilling the percentage of attending the class. This fact is caused by their readiness to join. In the interview they told the researcher that most of them do not know what to discuss in speaking class. They think that it embarrasses them when they cannot involve the discussion because of not being able to speak fluently. The students who have motive to involve in the learning process are the same as those who are enthusiastic to know the material. There is only 30 % of the total number of the students.

Observation sheet point (3) about the activeness of students to do the task shows unsatisfactory condition. There are only 40 % of the students who can do the task. They take part in discussion, but some of then only provide very short answer. They tend to wait for questions and then answer it. They are not creative to develop questions based on the topic given by the teacher. 30 % of the students can finish the task within the available time, meaning that the rest of the students need longer time to complete the task. They said that they cannot explore many things because the topic is determined by the teacher. They do not have freedom to choose concerning with their interests.

B. Students' Character Building

Ministry of National Education of the Republic of Indonesia in Master Plan for Development of national Character Education quotes Lickona (2010) a professor of educational and developmental psychology who states that

“in character education, it's clear that we want our children to be able to judge what is right, care deeply about what is right, and then do what they believe to be right – even in the face of pressure from without and temptation from within”

This means education rightly conceive two great goals, they are becoming smart to help students and helping them to become good. This statement is in tune with what Ki Hajar Dewantara states. Education is an effort to advance the growth of moral character (inner strength, character), mind (intellect), and the child's body.

Based on the concept of character education proposed by ministry of national education, there are 18 values to promote. They are Religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, spirit of nationalism, love the country, rewarding achievement, friendly, love peace, enjoy reading, environmental awareness, social care, and responsible.

The data shows that not all those values have been promoted in speaking class. Value number one that attitude and submissive behavior in implementing the teaching of their religion, tolerant of the implantation of other religion and live in harmony with other faiths is promoted and understood well. Among students and teacher respect their differences. However the second value honest, represented on the effort to be always trusted in word, action, and work has not promoted effectively. Students often cheat their friends' work to do task. Value of tolerant is applied well when they respect differences in religion, action, attitudes and opinion. The next value disciplined is not promoted yet. Some students tend to arrive the class late, even some of them do not do the task that is assigned by the teacher. This condition is supported by another value that is not promoted well, i.e. hard-working. Students tend to give up easily when they get difficulties. They just present what they have already master. In other word they are less enthusiastic to know something. This fact is in tune with the next value creative. More students are not creative. They seldom do something to generate ways or the new results of something that has been possessed. They also do

easily depend on others in completing the task. This means value of independent is not promoted yet. This means value of being independent has not been internalized.

Another character, democratic that is away of thinking, behaving, and acting which assesses the same right and obligations of himself and other is actually has been promoted by the teachers. They facilitate students to discuss in groups, however there are only some students who are active to discuss. They are very tolerant and tend not to argue their friends.

The ninth value is curious. The data shows students' attitude and actions have not reflected that they try to find out deeper and broader insight about something that is learned, seen, and heard. The next character to build is spirit of nationalism and the following is love the country. These two values are promoted well. They are supported by the data that show students' way of thinking, acting, and having insight that put interest of the nation and the country above the interest of self and group. In discussion about nationalism, students reflect loyalty, awareness, and appreciation of language, physical environment, social, cultural, economic, and political nation.

The 12th character to build is rewarding achievement. Students have known well about it. In discussion about impressive people, they present people who have produced something useful for society. They respect the success of other people.

Character of being friendly is promoted. Students' communication reflects please to get along, socialize, and collaborate with others especially their close friends. This value needs to be promoted well because students tend to be able to communicate well with their friends in which they know well. This relates with another value called social care. Students only care with their close friend. This is reflected by their attitude and action that just give help to friends not other people and communities in need.

The character of enjoy reading is actually has been promoted by the teachers, nevertheless students do not read much. They seldom explore resources by themselves. They just depend on references that the teachers suggest. The last character to promote is responsible. Actually the teachers have trained them to have an attitude and behavior of a person to carry out they duties and obligation that should do for themselves, society, environment (natural, social, and

cultural), country and God the Almighty. The facts show only few students who are aware and sincere to complete the task on time. Even some of them are absent, but they ask one of their friends to sign the attendance list. These are reflection of not being responsible.

IV. CONCLUSION AND SUGGESTION

Based on data analysis the activeness of students to listen teacher's explanation is depicted by 50% of the students pay attention to the teacher's explanation, 10% of the students ask something about the material, 10% of the students comment about the material, 20% of the students answer the teacher's questions, and 40% of the students make notes. The second indicator that reflects students' motivation during learning process shows 30% of the students have spirit to attend class, 30% of the students have motive to involve in the learning process, and 30% of the students are enthusiastic to know the material. The last indicator of students' activeness is the activeness of students to do the task. There are 40% students who can do the task and 40% of the students who can finish the task within the available time.

Concerning with the result of data analysis in exploration phase, the speaking teachers are suggested to activate students and promote students' character building during the teaching-learning process.

REFERENCES

- Adiningtyas, Wieke, Riana. 2012. The use of Cue Card in Teaching Spoken Descriptive Text. *Journal*. Semarang : Journal of Educational Research and Evaluation. P 22-26
- Brook. 2005. Increasing Test Score and Character Education the Natural Connection. <http://www.youngpeoplepress.com>. *Test Paper*. Downloaded March 20th, 2015
- Brown, H. D. 2004. *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
- Brown, Douglas. 2007. *Principles of Language Learning and Teaching*. New Jersey. Prentice-Hall

- Cameron, Lynne. 2001. *Teaching Language to Young Learners*. Cambridge: CUP
- Celce-Murcia. 2001. *Teaching English as a Second or Foreign Language*. United States of America. Thomson Learning Inc.
- Harmer, J. (2004). *The Practice of English Language Teaching*. New York: Pearson Education Ltd
- Johnson, Elaine. 2002. *Contextual Teaching and Learning*. California. Corwin Press Inc
- Kebijakan Nasional Pembangunan Karakter Bangsa. <http://pendikar.dikti.go.id/gdp/wp-content/upload/desain-induk-pendidikan-karakter-kemdiknas.pdf> (accessed/30/9/2013)
- Kuswardhani and Josary, Jesica. 2013. Teaching Speaking Effectively to Hospitality Students at Bandung Institute of Tourism. *Paper*. UNS Surakarta: International TEFL Conference. P. 98-102
- Lickona. 2010. *Eleventh Principles of Effective Character Education*. Washington: Character.Org
- Masitah. 2012. Character Education Implementation Measures for Students PGSD. *Paper*. Post Graduate Program UNNES : International Seminar on Literacy. P. 107-111
- Paris, G., Scot. - . Preparing Teachers to Use Contextual Teaching and Learning Strategies To Improve Student Success In and Beyond School. *Paper*. <http://www.ciera.org/library/archive/2001-04/0104parwin.htm>. downloaded November 30th, 2013
- Senowarsito, et.al. 2013. Child Friendly Teaching Model in English Language Teaching an Attempt to Promote Provision, Protection, and Participation. *Proceeding*. UNS Surakarta: International TEFL Conference. P 292-295
- Sukmadinata, Nana Syaodih. 2005. *Metode Penelitian Pendidikan*. Bandung :Rosdakarya
- Winarsih, Dwi and Farikah. 2008. Improving EFL Learners' Strategic Competence in Reading Skill through Self-Regulated Learning. *Research*. Magelang :Universitas Tidar Magelang

Winarsih. 2012. Interplay Between the Developmental Dimension of Literacy and Character Education. *Paper*. Post Graduate Program UNNES : International Seminar on Literacy. P. 73-79