

GETTING RE-CHARGE THE STUDENTS' CHARACTERS IN ENGLISH DAYS PROGRAM (EDP)

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Abstract

This paper is aimed to figure out the students' characters which are built through EDP in STAIN Bukittinggi. Nowadays, in the process of learning English, the lecturer needs to consider about how to encourage the students' characters, not just teaching them English. However, the English students tend to spend their time in studying the theories, reading English textbooks, and writing the resumes but less practicing. In this case, EDP provides additional time for the students in practicing English. So, the lecturer also has more chances to activate the students' characters. Simply put, the lecturer can give treatments to influence the students in having a better life. These kinds of treatments can be given by the lecturer through one of EDP's activities that is giving weekly motivation. The lecturer then can encourage the students continuously to speak English all day long while educate them to be diligent and have a high willing to practice their English. Moreover, the lecturer also can re-charge the students' responsibility and integrity in running the program because the lecturer gives them her belief in order the students can be honest, cared and respect each other in doing the program while keeping EDP's rules. Finally the lecturer can emphasize both students' characters and their speaking ability by giving weekly motivation in English Days Program itself.

Keywords: Student characters, weekly motivation

A. INTRODUCTION

Being capable in speaking for English education students is the main goal of their learning; it becomes a proof that they really have ability to teach English later on, so that English Days Program (EDP) is created to fulfill this need. EDP encourages students in English Educational Section at STAIN Bukittinggi to get practice among English students in the campus area every day except on Wednesday. EDP also can improve student speaking ability because it provides a chance for the students to communicate and have confidence by applying the English inside and outside of the classroom by following some activities. One of those activities is giving weekly motivation; this activity will be given continually every week by the lecturer, by this, the lecturer can activate the student's character. Actually the students are always motivated, they also already have their own character inside themselves in achieving their goal, but sometimes when they have no impetus to reach it, they directly will become unmotivated students, by giving weekly motivation it is hoped the lecturer can get re-charge them when they get low in motivation and their good character become dissipate. A motivation cannot influence the students by the first time the lecturer motivate them, that is why it should be given continuously until they make a moved because according to Ryan and Deci, to be motivated means to be moved to do something (Richard M. Ryan and Edward L. Deci: 2000) so the lecturer should get re-charge for student character until they make a moved, means the lecturer should always give stimulus until the student give response.

Since EDP can give improvement for students' speaking skill in communication through its activities, it is assumed that EDP can be used as a basis to get re-charges the students' character. Deal with this case, the researcher wants to get more information about the EDP relates to the students' character that is re-charge by the lecturer by following EDP's activities exactly giving weekly motivation activity.

B. DISCUSSION

1. The Basis of English Days Program (EDP)

Based on two approaches in teaching language, named Communicative Language Teaching (CLT) and Community Language Learning (CLL), English Days Program (EDP) is finally formed in 2007. CLT approach emphasizes the students to use the language rather than know the language and CLL primarily directed to reduce anxiety of the students to communicate in a foreign language where the teachers' role is to be a counselor for the students (Richards: 2001). The speaking lecture controlled this program independently by checking the students from class to class to know whether the students follow this program effectively or not. The lecturer recruits a people in charge (PIC) in every class to help her in handling the program. Then, in 2008 the speaking lecturer began working with the HMPS English section department to handle the program. This program always held in STAIN Bukittinggi until nowadays.

EDP has four activities to support it, these activities are speaking English, weekly motivation, seeking and inviting native speakers to the class room and making vocabulary notebook.

2. Getting Re-charge in EDP

a. How to get re-charge in EDP?

Students commonly come to the classroom with the full range of motivations, they bring their dreams with them, the students also have their own motivation orientation to reach their dream, then it is called as intrinsic motivation, but the motivation is so hard to linger in a long term, that is why some of the students can be a motivated student when they still stand on their dream and motivation orientation, in another side some of them also can be unmotivated student when time make them forget about their dream. In EDP the lecturer do a weekly motivation to handle these problem, this is a way in EDP to get re-charge the student characters, the reason for the lecturer to give motivation in weekly be based on Ferlazzo experience for 20 years in teaching, he says, "you might be able to bribe, cajole, badger or threaten somebody do something over the short term but I do not think you can really motivate anybody to do anything beyond a very short timeline after which the initial enthusiasm quickly dissipates" (Larry Ferlazzo:2010). These statements proof that motivation cannot be given once, by then EDP provide a weekly motivation activities to get re-charge the students' character.

b. Getting re-charged by intrinsic and extrinsic motivation mode.

Students are always motivated, they become motivated or unmotivated just depend on the depth of their willingness to be success, It also depend on the teacher how to keep them motivated, the way to do it commonly by using extrinsic rewards, in EDP is more focus in building up the student intrinsic motivation by giving extrinsic motivation as well. Intrinsic motivation has two foundational elements: people are more motivated when they value what they are doing and when they believe that they have a chance for success (Barbara Blackburn: 2010).

After giving motivation the student then will have a response, it can be a good response even bad response, it also can be a direct or indirect response, Good and bad response are normal to be happen, the lecturer also must have her own way to overcome it. The success of giving motivation is always based on the stimulus given by the lecturer and students response of it. The student will give a bad response if they cannot see the value and chance to success in doing EDP. In EDP, the lecturer consider about these, thus, she gives the control motivation weekly to the students about what is the value of speaking English trough EDP and the students will have a very good chance to be success in speaking English if they keep practicing. The way to build their value of learning can be given by value of EDP is the student will be able to speak English if they always practice their English and EDP support them.

c. The treatments to get re-charge in EDP

These all treatment are commonly gives through the weekly motivation, because the lecturer has much time to do it, and some of the treatments are given during the process of EDP. However, these treatments give re-charge for the students' characters after all. The treatments to get re-charge in EDP are as follow:

a) Sharing experiences and giving positive constructive feedback

The lecturer can do the weekly motivation to get re-charge the student's character by giving the students a chance to share their experience in speaking English; it can be a good experience and bad experience during the EDP program. They may express about their difficulties, obstacles or their feeling in doing the EDP, the difficulties happen usually come from within themselves such as the reason why they broke the rules in EDP, commonly it because the lack of vocabulary or their habit to use L1, they do not get used to speak in English so unconsciously they broke the rules. The obstacle come from outside, such as the mockery from other student when they try to keep speaking English. In this case, the lecturer gives the students a freedom to express it, and then the lecturer gives the positive constructive feedbacks due to the students' experience. The positive here, It does not mean that the lecturer always give the corrective feedback of the errors made. The point here is the lecturers' feedback should be phrased as 'points for improvement'; points for improvements should be presented as 'suggestions' and not as 'directives' (Reeve et al. 2004).

By sharing experience every week, the lecture also can get the newest view about the reality happened in the field so the lecturer can easily identify and nurture about what the students want and what the students really need. In this tip the lecture can re-charge the student integrity because it gives the students a chance to be honest about the difficulties and obstacles they have found.

b) Have students' internal states guide their behavior

EDP is created by considering the students need in learning English, because when a program is based on the students need it help the students to create a state of self-determined motivation (R. A. Kusurkari, et al: 2011). EDP allows the students to feel interested naturally with English because they practice it by themselves; it is more effective than we tell them directly about the advantages of practicing English

- everyday in EDP. Students, who are genuinely interested in learning, they will guide their own behavior, they will invest time and effort to get involved entirely in EDP, because they consider about their need and EDP encourage them to fulfill it. This treatment of EDP will re-charge the student high-willing.
- c) Encourage students to accept more responsibility for their learning in EDP.
Since EDP guide the students to keep speaking English, and speaking will always be the productive skill, it must demand the students to be active in their participation in EDP, it quite difficult to know the students have already active or not in EDP, the lecturer need the student's responsibility to make sure about it, because having responsibility for their own learning has been shown to stimulate students' motivation (Willis et al. 2002). The lecturer encourage the students to accept more responsibility, the lecturer gives them her belief in order the students can be honest and take responsibility to get success in EDP. This treatment will get re-charge the students integrity and responsibility as well.
- d) Provide structured guidance and optimal challenges.
After transferring responsibility to the students it does not mean that the lecturer is only in the background leaving students and gives the students freedom to do everything by themselves. It rather means that the lecturer is providing structured guidance, while letting the students doing the practice. Actually in EDP the lecturer already has the structured guidance (EDP's Rules) to keep the students along the right path. This calls for a delicate balance between letting the students take the lead and bringing in own expertise in the subject matter whenever required. (R.A. Kusurkari, et al: 2011). This combining of the students' freedom and the lecturer structured guidance will bring about the best learning outcomes. Furthermore, EDP also provides optimal challenges during the program the lecturer prepare the reward and punishment in EDP so that the students feel challenged and diligent to keep the EDP rules no matter what. By this treatment the students get re-charge in their diligence, respected and high-willing characters automatically.
- e) Give emotional support.
Rules of EDP lead the students to be free but still in guidance, at glance it seems that the students feel force to obey it, that is why the lecturer then create an environment of emotional support for the students. The lecturer supports the students to keep struggle in EDP in order to get best result that is being capable in speaking English. Emotional support entails creating a warm, positive and sharing atmosphere where students feel safe to express their feelings, doubts and questions (R.A. Kusurkari, et al: 2011). By having a positive interaction between the lecturer and the students is likely to make students more interested in EDP. It can create a community feeling and students may feel cared of practicing English because they now have the feeling of belonging to an 'EDP community' which includes not only their teachers, but also their fellow students as well. This emotional support will re-charge the students cared.
- f) Mutual cooperation among the students.
Beside the support from the lecturer, the students also need the support from their friends in order to get success in EDP, in their English community they must need each other, and they also can do the take and give activities, for example, when a student gets difficulties in new vocabulary he can ask to his friend directly so he do not need to check the dictionary, because it must spend much time. In this case the students will care each other and respect their friend if he does the mistake during EDP, they will help each other to be success on it, because they already have the sense of belonging among EDP community, this treatment will re-charge the students respect and cared of other.

3. The students' characters in EDP

The students come with different character; they may have good or bad character at once. It likely the sides of coin, cannot be separate. By then, at college the lecturer does efforts to build and develop the good character of the students to get rid of the students' bad character by doing character education. Character education is the deliberate effort to teach virtues, virtues are objectively good human qualities, they are good for the individual and for the whole human community (Thomas Lickona:2001). Character education not only cultivates minds, but it also nurtures hearts. As Dr. Thomas Lickona, author of Educating for Character, again states that, "Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good." Although EDP basically provides the students to speak English but every activity and the treatments given are leads to the character education. It is not only help the students to be smart in speaking English, but also help the students to be a good teacher later on, they will be a character educator in the future so they must have a good character too. In addition, EDP also helps the lecturer and students to develop students' character socially and academically.

The lecturer as the character educator has several roles in EDP. First, the lecturer can be a counselor because the students are allowed to consult about their problems during the process of EDP with the lecturer. Second, the lecture has role as control motivator who control the students through giving weekly motivation. Third, the lecturer as a caregiver is cared and respected the student; moreover the lecturer also helps them succeed in EDP, because the students can gain a first-hand appreciation from the lecturer about their

effort to keep EDP's rules. The last one is the lecturer as moral model, the lecturer demonstrating and modeling a high level of respect and responsibility character, because adults cannot teach character unless they display character (Thomas Lickona:2001).

C. CONCLUSION

English Days Program (EDP) is a program created for increasing the students speaking ability, the lecturer works with HMPS department in encouraging them to use English and reducing the anxiety in the students themselves. This program supported by CLL and CLT approach where these approaches aim to increase the confidence of students and improve the ability to communicate with students in English.

The paper is about getting re-charge the students' character in EDP. Getting re-charged is a key word of giving weekly motivation, one of EDP's activities. In giving weekly motivation it re-charge six students characters those are diligent, high-willing, responsibility, integrity, care and respect. the writer gets the conclusion that EDP's activities exactly giving weekly motivation activity provides the lecturer to get re-charged six students character through it treatments. The first treatment is sharing experiences and giving positive constructive feedback, it re-charged the student integrity because it gives the students a chance to be honest about the difficulties and obstacles they have found. The second is having students' internal states guide their behavior, it re-charge the students' high-willing. The third is encouraging students to accept more responsibility for their learning in EDP, it re-charged the students integrity and responsibility. The forth is providing structured guidance and optimal challenges, it re-charged the students diligence, respected and high willing. The next is giving emotional support, it re-charged the student cared and respected. And the last one is mutual cooperation among the students; it re-charged the students care and respect at once.

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