

EXPLODING STUDENTS' CHARACTERS BY MAKING VOCABULARY NOTEBOOK IN ENGLISH DAYS PROGRAM (EDP)

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Abstract

This paper is aimed at discussing about the characters achieved by the students by making vocabulary notebook. Character building now days has been considered as a prominent thing in education. Good character will produce the more successful and more competent persons later on. For this reason, teachers are expected to explode the students' characters rather than transfer the knowledge only. In STAIN Bukittinggi, there is a program which promotes the students' characters by following some activities. Making vocabulary notebook is one of the suitable activities in EDP that is useful in encouraging students' characters. This activity is done by doing some steps, such as noting the unknown word, finding the meaning in the dictionary, making the pronunciation of the word and writing a sentence by using the word. In this activity, the students can be urged to be inquisitive persons, because they tend to look dictionary when they find the unknown word. In spite of it, the students will be more talented because they are attracted to make a sentence and the pronunciation of the word. Moreover, they can explore their creativity to make fascinating vocabulary notebook. Furthermore, this activity also builds them as a conscientious and independent one by following these steps. Therefore, those characters can be achieved by the students since they keep making vocabulary notebook as the lecturer asks them.

Keywords: exploding character, making vocabulary notebook

A. INTRODUCTION

Character is not brought since the students unborn, but character is a process gotten by the students especially in school. This thing becomes essential in order to produce the students who do not only great in academic but also in character, because that has been too long that the teacher is only concern to the content of what they teach than try to focus to build certain characters that are use ful for the students in continuing their future life. In this term, the role of the teacher in finding the right ways is important. Gough in lumpkin (2008: 46) states, "The ultimate goal of good character development occurs when each person reaches the point where doing "good" becomes automatic or habitual. It means that the positive characters can be developed by giving activities for the students where they can also reach some good characters by following the activities. Character is the realization of one's positive development as a person—intellectually, socially, emotionally, and ethically. To be a person of good character is to be the best person that one can be (Battistich, 2010). So, the lesson or activity given by the teacher should balance the students' cognitive and affective skills.

In exploding students' character, the teacher may give some activities for the students. In STAIN Bukittinggi, the speaking lecturer creates a program called English Days Program (EDP) which gives four activities for the students. Making vocabulary notebook is one of the activities that are not only benefit for the students in mastering vocabularies but also building the good characters. They will get positive characters by doing four steps in making vocabulary notebook. Vocabulary notebook is the note made by the students when they get difficulties to speak certain word in English. So, they can add the English words in their notebook. They ask to do some steps so that the habitual process can develop the good characters since they do it effectively.

Therefore, based on the explanation above, it can be interpreted that making vocabulary notebook can be one way to create students to have some good characters within themselves. This way can be one of the best choices for the English teachers or lecturers in having their students to get involved in the activity where they can keep steady in being brainy and having high moral standard. This relates to the function of education that is not only to teach a lesson but also to prepare the students as an educated person.

B. DISCUSSION

1. English Days Program (EDP)

Improvement students' speaking skill still becomes the problem faced by the speaking lecturer in STAIN Bukittinggi. To cover this problem, lecturer tries to find a suitable way to encourage the students' willingness in applying what has been learned by them in the class. For this reason, the speaking lecturer created a program called English Days Program (EDP) where the students get a chance to improve the quality of their speaking skill. They are supported to practise their English among English students by giving some

activities, such as speaking English, weekly motivation, seeking and inviting native speaker, and making vocabulary notebook.

Moreover, this program was created based on CLL and CLT approaches, namely Communicative Language Teaching (CLT) and Community Language Learning (CLL), where the CLT approach lays stress on the ability to use the language and CLL chiefly pointed at reducing the students' anxiety to communicate in a foreign language. CLL is designed to reduce the students' anxiety in speaking foreign language; this method uses a counseling approach in teaching language.

As proposes by Richard (2001:92), "Community Language Learning represents the use of Counseling- Learning theory to teach languages. Counseling is one person giving advices, assistance, and support to another who has a problem. CLL draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom".

In CLL, the teacher and the students become counselors and clients. The teacher may give some advises to solve the students' problem in learning the target language and support them to be a spirit full one in practicing the language.

Furthermore, Communicative Language Teaching (CLT) is an approach which is concerned on communicative competence, Richard and Rogers in Hadley (2001: 117) proposes some consideration of CLT:

- a. The communicative principle: Activities that involve communication promote language learning.
- b. The task principle: Activities that involve the completion of real-world task promote learning.
- c. The meaningfulness principles: Learners must be engaged in meaningful and authentic language use for learning to take place.

It means that, CLT focuses in encouraging the students to speak the language by promoting such activities for the students which involve them to use the language rather than knowing the language only. In line with the statement, Harmer (2009) highlights that, "One of things that CLT centers around the essential belief that if students are involve in meaning-focused communicative task, then language learning will take care of itself", and plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a students' development of knowledge and skill. In conclusion, both approaches are the basic concept of English Days Program (EDP). This program is focused on increasing students' speaking skill by following several activities to promote the learners in becoming better in speaking skill and reducing their insecurity in using the language.

2. Character Education

Before coming to the definition of character education, the writers first will discuss about the definition of character. Character is needed to differentiate someone with others. Character is humans' personality which makes them unique. Everyone is good at something and has uniqueness, so it is important to maintain the good character in order to create the real human. As stated by King in Perrin (2011:2) "Intelligence is not enough. Intelligence plus character; that is the goal of true education". In other words, Aristotle in Sarros, et all (2005: 3) believes, "Character helped explain a person's past actions and could predict future behavior. It means that, by building a good character for the students in school, the teachers have prepared the students in becoming a person who has good characters in the future. The students now will be somebody someday, so if the teachers can develop some good characters on them, they will take part to create a better nation. As states by Battistich (2011: 3), "As they grow in character, young people grow in their capacity and commitment to do their best work, do the right thing, and lead lives of purpose. Effective character education involves creating the kinds of classroom and school environments that enable all students, without exception, to realize their potential to achieve these vital goals". Dealing with this statement, it needs a big thought for the lecturer in providing the lesson or activity to provide the opportunity for the students in increasing their strong characters and explore their selves in the right ways.

Furthermore, character education is the deliberate effort to teach virtue. Virtues are objectively good human qualities. They are good for the individual (they help a person lead a fulfilling life) (Lickona, 2011). It means that, by teaching the students with the given of character within their selves, it will encourage them to have productive live to support their intelligence so that they can appreciate the value of education. In short, the balancing between character and intelligence will help the students in developing good personality.

3. Making Vocabulary Notebook

Foreign language learners often get difficulties in producing the language because they are lack of vocabularies. In solving this problem, the lecturer can ask the learners to make a vocabulary notebook as their private dictionary. This activity is used to make improvement of the students' vocabulary in term to make them easier in producing the language. In line with this statement, Fowle and Schmit in Walters (2009: 404)

propose, “Vocabulary notebooks are frequently advocated as a way for students to take control of their vocabulary learning with the added benefit of improvements in vocabulary learning. Moreover, Walters states that “A vocabulary notebook can best be regarded as a kind of personal dictionary; learners record the words they encounter, along with their meanings and any other aspects of the word deemed important, such as part of speech, other word forms, collocates, synonyms, antonyms, and perhaps a context sentence (2009: 404). In EDP, the students have to prepare a vocabulary notebook which is called diary. They take the unknown words when practice English in EDP to be the words that should be written down in their diary. Then, they have to find the English of a word in the dictionary and make the pronunciation of a word on it. In last, they have to make one sentence based on a word itself.

Fowle (2009: 381) represents some purposes of vocabulary notebook:

- a. Provide the learners with an area of language learning where they could be given a relatively high level of independence that would build their confidence in their ability to act independently of the teacher.
- b. Help the learners to identify on a more personal level with what was being taught in the language classroom, and felt that vocabulary notebooks could also assist in achieving this.
- c. Vocabulary notebooks were seen as one way of helping students to engage more meaningfully with the new words that they were being exposed to in their language learning experiences.
- d. Vocabulary notebooks could complement other classroom activities aimed at increasing the learners’ lexical competence.

In conclude, based on the explanation that has been discussed above, making vocabulary notebook has some purposes for the students. First, it will encourage the students to believe their own ability in doing conversation because they are asked to note the unknown word wherever they get difficulties, so they can reduce their anxiety to use English. Second, after knowing the meaning of the new vocabulary, they can directly use it to practice their English. Then, this activity will train them to be more independent or active and has a good capability in formulating vocabularies.

Furthermore, this activity is really benefited for the students in remembering the vocabulary in long term memory because they do not only write the meaning of the word, but also make the pronunciation and sentence based on the word itself. Bromberg and Gale (1998:15) claim that, “keeping a vocabulary notebook can be helpful to anyone who is conscientiously trying to improve his or her vocabulary”. Moreover, Scmith and Fellow in Walter (2009: 405) assume that, several benefits have been described to the use of vocabulary notebooks:

- a. enhancing vocabulary study
- b. improving ability to use dictionaries and guess from context
- c. keeping teachers informed about learners’ progress
- d. enhancing learner autonomy.

Therefore, this activity is helpful for the students in terms to make them easier to practice their English, memories new vocabularies, improve their capability in finding a new word in the dictionary, and give the information about their improvement in learning language. In spite of it, this activity can be best choice for the teacher to teach the students to learn independently.

4. Character Achieved by Making Vocabulary Notebook

Exploding the students’ character has become the aim of education in this modern world. This aim is really challenging for the teachers and lecturers to lead the students in having some benefit characters. Because the purpose of this activity is not only concern to reduce the students’ difficulties in speaking but also to build them as an effective citizen, the writer will discuss about the characters achieved by the students after doing this activity. There are some characters will be gotten by the students by doing the steps in making vocabulary notebook.

a. Inquisitive

Curiosity or inquisitive are the circumstances where the students have a high willing to know about something. This character might be one of character that must be developed inside of the students. Rowson, et al (2012: 3) states, “Focused or exploratory inquisitiveness that motivates us to connect what we don’t know to what we do know”. In other words, Kashdan (2012: 8) highlights, “Curiosity is not an only child; it is part of a family of terms used by writers, scientists, and everyday people making conversation to capture the essence of recognizing, seeking out, and showing a preference for the new.” It explains that, this character will support the students to be enthusiastic in learning and the enthusiastic will motivate the students to find what do not know by them by asking questions, read more and learn more.

Furthermore, Rowson, et al (2012: 11) claims that the curiosity can come from drive, incongruity, gap and tactile. “Curiosity is a human drive, comparable to Hunger. Curiosity is evoked by incongruity between

something (an event, object, etc.) and a person's existing world view, Curiosity arises when someone becomes aware of a gap between his or her existing set of information and some other desired information, curiosity arises from physical engagement with things we believe we might change" These explanation define that inquisitiveness grows the strong feelings inside the people to collect the information as much as possible to vanish their doubtful.

There are many ways in preparing the students to be curious. Rowse, et al (2012: 4) claims that there are six ways in cultivating the curiosity in school:

- a. Teaching for the development of competencies and dispositions like curiosity as a goal of learning, rather than merely as a collateral benefit.
- b. Encouraging forms of mental attention, including mindfulness, that make us more curious about things we previously hadn't noticed.
- c. Promoting focal awareness and vital engagement i.e. giving people a chance to learn something in considerable depth
- d. Experimenting with keeping learning outcomes open to make learning more exploratory.
- e. Encouraging reflexive awareness of students' own natures and learning patterns.
- f. Remaining vigilant about the impact of screen-based technologies on different kinds of curiosity.

In EDP, making vocabulary notebook becomes the way to enhance the students' inquisitiveness in learning. They asked to note the word they do not know in their private diary or notebook when they get difficulties in expressing their idea while conversation. When they get difficulties in conversation, they tend to ask the lecturer, other friends or finding in the dictionary to know the meaning of a new word so it cultivates their curiosity. This habitual process will reduce their fears to ask about something, attract them to read more and learn more so they will be the active students.

b. Creative

Creative is when a person can think beyond of the common people thinking. Creativity is when someone can produce their originality at something. As young persons, the students need to be creative. It is not easy to get them show their power or imagination in learning. It is a hard task to push the students' willing to be creative, so this needs the role of the teachers in supplying the appropriate activity for them. Karnes et al in Fasko (2001: 320) suggests, "Educational programs should be organized flexibly to provide better services, such as enrichment programs, to students". It means that creating such a useful program for the students can be considered by the teacher in giving possibility to explore their creativity. Moreover, David and Rimm (2001: 321) suggest, "stimulating creative thinking should be aimed at "strengthening attitudes conducive to creativity". Students' attitude toward the learning process is also the main thing influenced their creativity. If the teachers can keep the good attitude of the students in learning, it will arouse the students' creativity.

In another words, Tsai (2013: 4) claims, "The creative process is requiring synergistic interaction between intrinsic and extrinsic motivation. Teachers should develop a learning orientation that motivates students to advance creative self-efficacy to engage in creative activities. Taken together, the feelings of enhanced capacities or competencies are likely in turn to heighten creative effects and teachers can reap the benefits of students' creativity by the careful use of a reward and evaluation system, providing ample opportunities for free play with tasks, making intrinsic motivation as a conscious factor, focusing on the intrinsically enjoyable aspects of activities, and training students as active and independent learners". It can be concluded that the creativity is needed the combining between the extrinsic and intrinsic motivation. Creativity does not only come from the inside of the students, but also the role of the teacher in promoting such activity for the learners to take part in the situation where they get a chance to develop their skill. The teacher also carefully thinks about how to evaluate the students' effort in doing an activity.

Therefore, the writers put creative as a one of characters gotten in making vocabulary notebook activity because the students get a chance to build their creativity up by making attractive vocabulary notebook. For example, the teachers can ask them to decorate their diary as a fascinating one by drawing a picture and make it colorful the way they are. In this term, they have a freedom to show their style, idea, thought in their own way. So, they are persuaded to explore themselves in a positive way. The lecturer also collects their diary every week to know the development of the learner responsibility in Sternberg in Tsai (2013: 2) points out "if we want to encourage creativity, we need to promote the creativity habit".

c. Conscientious

Being smart is good, but being conscientious one is the most important for the students. There are some smart students who failed to get a good mark because of their laziness. Conscientious is a great effort that is done to get a thing. Mccrae and costa in Boyce, et al (2010: 535) states, "Conscientious individuals appear to be orientated towards life situations that are beneficial for well-being". This is how someone works hard and gets high energy to reach their goal.

Many students are always think about the result or score gotten rather than think about the process. They even do cheating to get a good mark. Meanwhile, the process is really important than the result they got. The process will teach them and build the strong character within themselves where they can appreciate what has been done by them and really proud of the result they got. By doing some steps in this activity, they will learn that it is not easy to get knowledge; they know that they have to be diligent or work hard in getting something. They learn that satisfaction is not in the result but in their big effort to get knowledge.

d. Independent

Based on the benefit of making vocabulary notebook that has been explained before, independent also becomes one of the character gotten by the students in following this activity. By making vocabulary notebook, the students will be leaded to manage their own learning. They rule the form of their vocabulary, the words that should be written, the sentence, the beautiful picture, colors and everything about their private vocabulary notebook. As states by Wenden in Fowle (2002: 380), "Vocabulary notebooks also provide opportunities for developing self management strategies. Students are involved in the planning of their own learning from the very beginning, when they are involved in making choices about the organization of their notebook, and the way entries are made. As well as this, learners are involved in setting goals for their own vocabulary learning/acquisition. The selection of items to include in the notebook also requires them to monitor their present knowledge and to make choices and decisions about which words to include, depending on their own perceived needs. Finally, they slowly manage to evaluate the quality and usefulness of their own entries, as they refer back to them and compare them to others.

Vocabulary notebook is a kind of independent learning where the students can be the center of their learning, they can build their performance and confidence better, they will be more active rather than waiting for the teacher explanation, and they have ability to solve their problem in learning. As proposes by Meyer, et al (2008: 1) there are some benefit of independent learning:

- a. Improved academic performance
- b. Increased motivation and confidence
- c. Greater students' awareness of their limitations and their ability to manage them.

Indeed, those advantages above will be had by the learners since they keep making vocabulary notebook as their independent learning.

e. Talented

Human born with their own talent and that talent must be developed to be better and better. The second character reached by the students is talented. In making vocabulary notebook, they tend to make the pronunciation of a word and sentence based on a word itself. So, they can explore their skill in pronouncing the word well and in writing skill. Therefore, this activity is helpful for them to support their talent not only in speaking, but also in pronunciation and writing process.

C. CONCLUSION

Making vocabulary notebook is an activity which is done by the students to support their ability in learning foreign language. In EDP, this activity consists of some steps that are useful to build certain characters for the students, for instance noting the unknown word, finding the meaning in the dictionary, making the pronunciation of the word, and writing a sentence by the word itself. This paper is about the characters achieved by the students by making vocabulary notebook. It can be concluded that there some good characters gotten by the students in doing this activity:

1. Inquisitive: They will have high curiosity in learning something new.
2. Conscientious: They will be more diligent and work hard in learning.
3. Creative: They will explore their creativity in making attractive vocabulary notebook.
4. Independent: They have responsibility to manage their learning.
5. Talented: They can improve their skill in pronunciation, writing, and lexical.

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