CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS MATERIALS FOR ENGLISH EDUCATION FRESHMEN STUDENTS

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Abstract

English Daily Conversation's materials help to instill character building in the students. By studying the materials, the students acquire insights, good attitude, act accordingly based on the norms and values in the society, and they can conduct effective communication. In this particular subject, the students train their soft skills, such as their confidence, motivation, creativity, communication, and initiation to face their future, therefore, the researchers intend to reveal and elaborate the character building in English daily conversation materials. The researchers applie Krathwohl's theory and also the Likert Scale to collect and analyze the data. The data are taken from surveys and observation. From the results from the survey, observation, and analysis, the students seem to have gained the soft skills they need to face their future. The Krathwohl instruments have deliberate the students' improvement during the teaching and learning activities of the English Daily Conversation in the class. The students also have trained to have more understanding of the cultural values and norms. They can initiate an idea and then implement it on the daily basis.

Keywords: Character building, English conversation, Krathwohl theory, Likert scale, speaking skills

INTRODUCTION

Character building is a way to improve religious values, tolerance, creativity, social and environmental care, and also love for the motherland (Abdullah et al, 2019). Nowadays, Indonesia is challenged by the industrial revolution 4.0 and society 5.0 (Putri. Emiliana, and Sari, 2020). These particular eras emphasize the need for various skills like critical thinking, problem-solving, creativity, organization, and leadership, teamwork, and decision-making abilities (Erya and Pustika, 2020). For that reason, character-building should be implemented in all aspects of society including education. Character building education is to instill good habits in the hope that the students can acquire a good attitude and act accordingly based on the norms and values in the society (Cahyaningsih. et al, 2019).

Character building education improves students' soft skills because they are going to need these skills to face the challenges in work life. Language, as one of the softs skills, plays an important role in the students' intellectuals, social, and emotional development (Ambarwati and Mandasari, 2020). Therefore, English as an international language is designed as a medium to communicate and to gain knowledge (Sasalia and Sari, 2020). Effective communication requires the ability to speak fluently and to think fast and critically (Lestari and Wahyudin, 2020). Thus, speaking skills become the major skill that students need to master to strengthen basic communication as well (Sinaga and Pustika, 2020).

Character building in studying English Speaking is necessary nowadays, English is a world language that every country uses in all areas (Yuliansyah and Ayu, 2020). Once students have mastered the English language, it helps them a lot not just to survive but also to compete with others at the high level of work-life (Ho, 2018). However, the phenomenon in the society and environment in Indonesia shows that the awareness of recognizing how important English-speaking skills is still low (Manda, 2016), hence studying English needs to start in the early childhood continuously until they reach university level (Handayani and Aminatun, 2020). It is one of the ways to create awareness for children, in this case, students, and make them accustomed to speaking English daily (Aprianti & Ayu, 2020). When students have reached the university level they should be trained and educated to have critical thinking by practicing (Sinaga and Oktaviani, 2020), because one of the best ways to acquire knowledge especially language, is by practicing (Avdiaj, 2017). At the university level, students are involved in the organization that leads them to broaden their vista and trained their soft-skill (Agustin and Ayu, 2020). Due to those reasons,

Universitas Teknokrat Indonesia, especially English Education Department gathers and composes teaching materials that enable the students to gain more opportunities to conquer the challenges in the future. The materials are included in the learning contract for skills subjects including English for Daily Conversation. This subject aims to introduce the students to vocabularies, expressions, and speaking practices in daily conversation. Learning various topics related to their daily life such as daily activities, hobbies, occupations, and so forth could improve the students' speaking skills (Pratiwi and Ayu, 2020). It is expected that after the students finish this subject, they can communicate in English. These topics must be explored and presented by the students in front of the class. They should also answer some questions from their classmates and lecturers related to their presentation. There are also discussions, research, and community services that enable the students to be more proactive during the lesson. In this particular subject, the students train their soft skills, such as their confidence, motivation, creativity, communication, and initiation to face their future.

Furthermore, the researchers find the materials given in the subject as an interesting topic to be discussed further. Therefore, the researchers intend to reveal and elaborate the character building in English daily conversation materials for freshmen students in English Education Department, especially in Universitas Teknokrat Indonesia.

To support this research, the researchers also use five previous studies. The first previous study is a journal, "Three in one: Character Building and Academic Achievement with the Making of Game Religion Multimedia Vocational School" by Suhada and Sudarto in 2019. The researchers need this previous study to gain insights related to the application of character building in the learning process. This previous study focuses on the development of the students' character and academic achievement through the religious game. faculties or homes. attainment will be done to assist in giving new concepts and price to character, morals, and religion. Through the manufacture of faith games, it is expected that students interchange each existing role while learning religion. Additionally, through video games production, students can enhance skills and accomplishments in transmission majors. The study explains the creation of a religious game that supports the values of character education and Indonesian Language education in transmission skills programs and builds a harmonious model of learning.

The second previous study is a journal entitled "Beyond School Reach: Character Education in Three Schools in Yogyakarta, Indonesia" and concentrates on the ability of Indonesian schools to develop a student's personality which is far from the expectations and obligations of the law (Abdullah, et.al., 2019). The researchers take this previous study to support the research because this study provides information on the type of character building that is required by the students. This particular study suggests the need for changes in school autonomy due to the expansion of governments that create a climate that encourages the emergence of various approaches to improving character formation. Character formation arises from the differences between school ideology and Indonesian cultural diversity. Educational systems need to move away from textual orientation to better fit into the dynamic cultural context as a source of character learning.

The next previous study is a thesis written by Atik Rahayu entitled, "Character Education Analysis of English Textbook "When English Rings a Bell" for the Seventh Grade of Junior High School. This study contains sixteen characters education namely religiously, honesty, tolerance, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care, and responsibility, yet there is two-character education value that is not mentioned in the chapter of textbook is creativity and democracy. The researchers need this study to enhance the researchers's understanding of character building in the education field.

The last previous study is "Examine Students' Perceptions of Using Classroom Debates to Improve Their Critical Thinking and Oral Communication Skills" by Zare and Othman (2015). The study suggests that students regarded classroom discussions as constructive learning activities. Respondents felt that the discussion helped them improve their critical thinking and oral communication skills. According to the students, other benefits of the discussion included mastering the content of the course, building self-confidence, overcoming stage phobias, and improving teamwork. Furthermore, this study also provides the researchers with a way to apply the Likert scale as a method to collect the data from the students.

Krathwohl is a model used to describe an individual in the learning process and how the individual internalizes learning objects on an affective level (Teevan. Et al, 2021). There are five kinds of instruments in Krathwohl's theory. The instruments include receiving, responding, value and organization, and characterization (Suhada and Sudarto, 2019). The first instrument is receiving instrument which focuses on how the students keep an open mind to new insights and experiences. It also helps the students to identify differences that occur in society including in the class. These instruments assist the students to accept the differences and encourage them to listen to others. To foster this instrument, the students need to pay attention during the lesson. The learning outcomes of this instrument are the students can ask a question, follow the instruction, be able to choose, describe, give, identify and select, to use, and to answer some questions.

The second instrument is responding. This instrument helps the students to create an idea and to commit to the idea by complying with the steps to achieve the final goal (Kaharuddin, 2019). This instrument also directs the students to follow each of the steps and to stay focused on the aim. The instrument also encourages the students to be able to recommend their idea and to participate in the activity regarding the idea. To foster this instrument the students must be encouraged to volunteer or to participate in an activity. The learning outcomes of this instrument are the students can assist and help others, to greet and to present, to tell and to perform, to conform, to select, to read, and write.
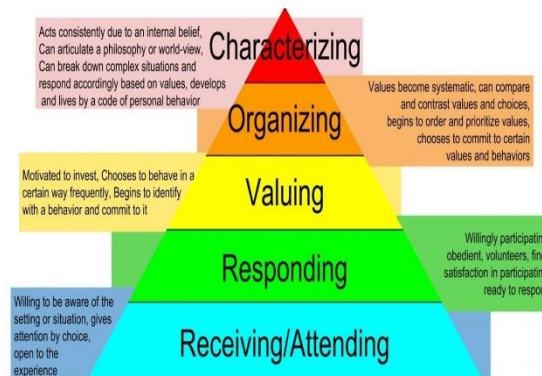

Figure 1. Krathwohl Taxonomy taken from https://www.educarepk.com/affective-domain-krathwohls-taxonomy.html

The third instrument is value. Value is needed in the teaching and learning aspects. Through this instrument, the students are expected to internalize their idea. They can internalize the idea by developing their proficiency in supporting as well as debating. In other words, the students learn how to state their opinion if they are agreeing or disagree with certain ideas. To foster this instrument the students must be able to discuss the new idea and they should also be able to formulate some potential paths to apply their ideas. The learning outcomes of this instrument are the students can initiate, form, explain, invite, follow, join, propose, complete, and share their ideas and also activities related to the ideas.

The fourth instrument is organization and focuses on the integration of a new value with the already existing value (Luthra, 2015). To do this, the students are encouraged to conduct a discussion, to state a theory related to the discussion, to formulate a hypothesis on the values, to balance the idea of each value, and to examine the value based on the needs and the people. To foster this instrument, the students need to help others to solve problems by implementing and integrating the new ideas by comparing and synthesizing, relating, and valuing. The learning outcomes of this instrument include the students being able to adhere, arrange, identify, combine, alter, integrate, organize, prepare, synthesize, relate, order, and modify ideas to solve any kind of problem that exists during the lesson (Shairf, 2018).
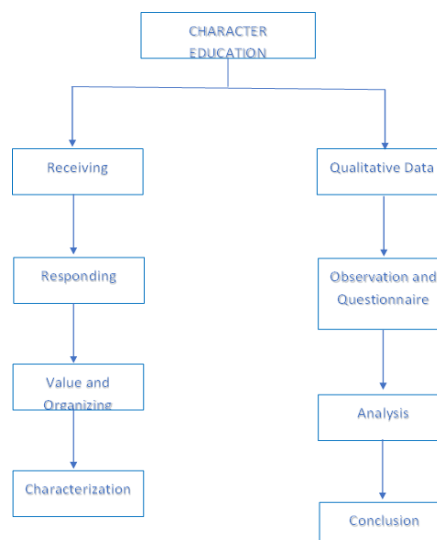

Figure 2. Krathwohl's Theory Flow Chart

The fifth instrument is characterization. The characterization of the students is expected to be formed after the previous four instruments are applied to the student's actions in the learning process consistently. To foster this

instrument, the students have to be encouraged to transfer ideas on the daily basis. The learning outcomes are the students' act and display their best behavior, they give positive influence and listen to others, they can perform, practice, and modify the ideas they have been proposing, they give a direct and exact question, they can serve, use, solve, verify, and they are also qualifying to do their responsibilities (Utami, 2020).

METHOD

The researchers apply two kinds of data collecting techniques: Observation and Questionnaire for this research. The observation technique is applied to observe the students in the teaching and learning process of English for Daily Conversation (Simamora and Oktaviani, 2020). The observation process includes the process of preparation, performance, questions and answers session processes, and evaluation process (Putri and Aminatun, 2020). At this point, the researchers act as the observer who records and takes pictures during the process of instilling character education to the students at the university level.

The second is the questionnaire technique. For this technique, the researchers use the Likert Scale. This technique aims to assess students' interests, self-concept, values, and attitudes towards the activity conducted in the class (Sari and Aminatun, 2020). The questions in the questionnaire lead to the students' perceptions which are influenced by their emotions and experience during the lesson (Rahmania and Mandasari, 2020). In this section, the researchers use Google Form to spread the questionnaire. There are five main statements for the questionnaire:

1. The English for Daily Conversation's materials are beneficial for the students in speaking English.
2. The Application of English Daily Conversation's materials on campus requires the students to master basic English.
3. The materials in English Daily Conversation encourage the students to think critically.
4. The English for Daily Conversation's materials are difficult to understand.
5. The process of learning English for Daily Conversation's materials is difficult to be followed and do.

In this case, the students need to choose among five options, they are strongly agree, agree, disagree, and strongly disagree. Thus, in this research, the researchers have chosen one conversation class. There are 24 students in the class, however, the researchers could only gather 19 responses from 19 students.

FINDINGS AND DISCUSSION

Students' Responses on the Questionnaire

There are five statements in the questionnaire and based on the response of the students on the questionnaire, the researchers find most students agree that English for Daily Conversation's materials is beneficial for them. Therefore, the researchers assumes that the materials can instill character building in the students. It is proven from questionnaire conducted. For the first statement in the questionnaire, English for Daily Conversation's materials is beneficial for the students in speaking English are 57.9% of the students ***strongly agreed*** with the statement. Meanwhile, 42.1% of the students ***agreed*** with the statement.

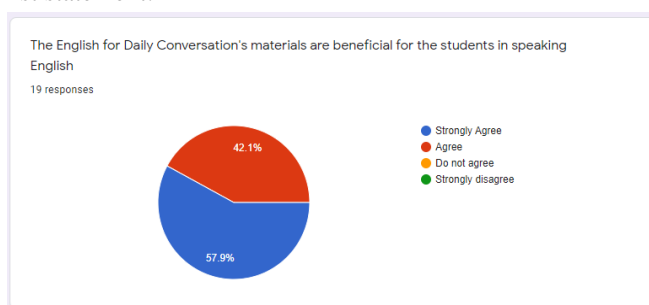Below is the chart for the first statement:

Figure 3. The percentage of the students' statement who agreed that English for Daily Conversation's Material are beneficial for the students in speaking English.

The chart above shows that the students have gained and experienced the benefits from learning the materials. For this reason, the researchers believes that the materials have supported the teaching and learning process to instill character building. Moreover, the results also emphasize Krathwohl's first instrument which is *receiving*. This instrument keeps the students to be open-minded regarding new insights and experiences. Through this instrument, the students can identify the situation and give their opinion which is part of the learning outcomes. The students' responses for the second statement in the questionnaire that most students ***agreed*** that the application of English Daily Conversation's materials on campus requires the students to master basic English. Meanwhile, the rest 36.8% are ***strongly agreed*** with the statement.
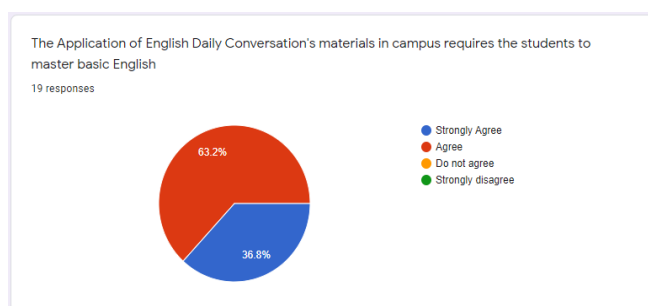
Below is the chart for the first statement:

Figure 4. The percentage of the students' statement who agreed that the application of English Daily Conversation Materials in Campus requires the students to Master Basic English.

The chart above shows that the students have understood that the materials of English for Daily Conversation Class require them to master basic English. In other words, the students should first be able to know basic English if they want to be able to comprehend the materials. The result is in line with Krathwohl's first and second instruments. The result strengthens the assumption that the students have been able to describe and identify the materials given. Furthermore, the result means that the students have had an idea of the English for Daily Conversation materials. They have stated indirectly through the result of the questionnaire and the researchers also senses that the students hold their commitment to achieving the maximum speaking ability.
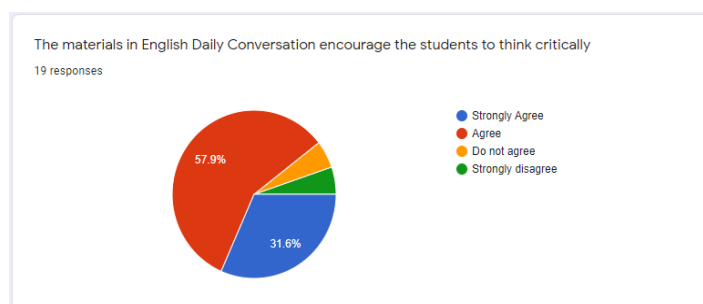

Figure 5. The percentage of the students' statement who agreed that The Materials in English Daily Conversation encourage the students to think critically.

Meanwhile, the table above is the form of picture of student's responses for the third statement in the questionnaire that most students *strongly agree* that the materials of English Daily Conversation encourage the students to think critically. Meanwhile, 31.6% are *agreed* and the rest 6% of the students choose to *disagree* and *strongly disagree*.

The chart shows that more than half of the students have realized that the materials in English Daily Conversation can encourage them to think critically. The materials require the students to present and to get involved in a question-and-answer session. The researchers assumes that during the presentation, the students are trained to use their logic and to gather as much information as possible. The materials train them to be more confident, especially in it comes to deliberating ideas. The result is in line with the first, second, and third instruments which are *receiving, responding, and value*. The students receive the materials they create or initiate ideas, and then they volunteer to state their ideas or opinion as a form of *responding*. Meanwhile, most students have been able to think critically after learning grammar A. At this point, the students must have understood that they must also find potential ways to implement their ideas on the reality show.
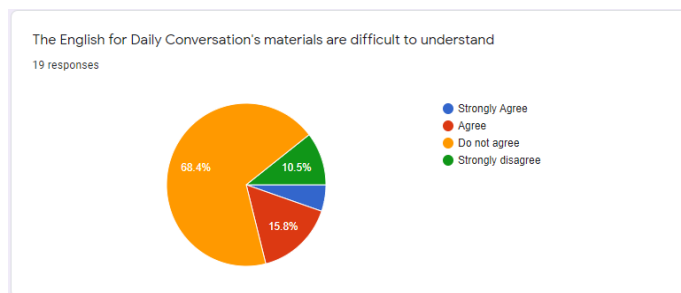
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Figure 6. The percentage of the students' statement who disagreed that English for Daily Conversation materials is difficult to understand.

The students' responses for the fourth statement in the questionnaire that the English for Daily Conversation materials is difficult to understand are most students *disagree*. There are 68.4% of the students who *disagree*, 15.8% of the students are *agree*d, and 10.5% *strongly disagree*. The rest of the students choose *strongly agree* with the statement. From this result, the researchers assumes that most students have mastered basic English, therefore, they are strongly disagreeing when the statement presents that most of them do not find it difficult to grasp the concept of the materials. The result is in line with the first four Krathwohl instruments which are *receiving, responding, value, and organization*. The students seem to have improved their awareness in the class, they have participated in the activities given by the lecturer, they have begun to perform their best attitude in the class. The researchers assumes that the students have understood that one of the main objectives of learning the materials in the class is to be active and confident. Although the rest of the students still consider the materials to be difficult, their numbers only reach 5.3%.
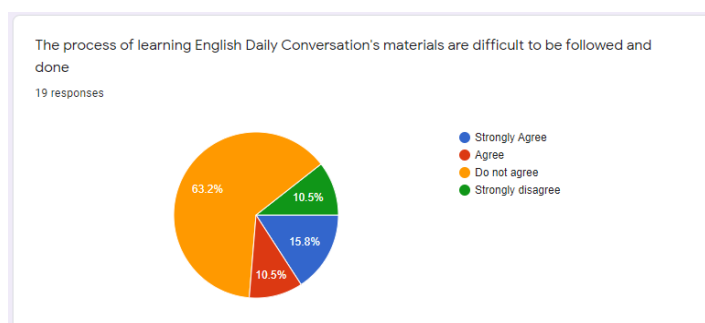

Figure 7. The percentage of the students' statement who disagreed that English Daily Conversation's materials are difficult to be followed and done.

The students' responses for the fourth statement in the questionnaire that the process of learning English Daily Conversation's materials are difficult to be followed and done are most of the students *disagree*. There are 62.3% of the students who *disagree*, 10.5% of the students are *strongly disagree*ing, 10.5% are *agree*d, and 15,8% *strongly agree*. The result from the chart shows that most students disagree with the statement, which means that most students do not feel that the learning process of the materials is difficult. The students seem to enjoy their learning process. However, around 26.3% of the students this time agree that they have found difficulties in the learning process. In other words, the rest of the students in the class could not follow the learning process easier. The difficulty is a niche for the lecturer to implements other types of teaching methods that would attract the students' interest and motivate them during the learning process.

Observation
Lecture – Observation

Lecture observation starts when the lecture teaches the students about the materials in the class. During the observation, the researchers notices that the lecturer ensures the students paid attention by involving them in the class discussion. The lecture also gives the students chance to share their ideas and opinions in the class. Lecturing requires time and energy; however, it also trains the students to be mentally ready to face any challenge in the classroom.

Figure 8. Students' Discussion in the Class

The 1st and 3rd Krathwohl instruments emphasize receiving and giving value, here the students are encouraged to listen to others identify differences and learn to accept them. In the class, the students listen to each other's questions and also learn to accept others' opinions. Additionally, the students are also persuaded to state their idea and to think of how to implement their idea. Based on the researchers's observation, the students involved in the class activity; raise their hands and ask a question regarding the materials given by the lecturer and the presentation. They can answer questions and re-explain and describe the materials based on their understanding.

Presentation – Observation

Presentation observation begins when the students present their assignments in the class. This activity in the class has assisted the students to create the idea and participating voluntarily. The 2nd Krathwohl instrument brings out the students' quality of being able to respond to the situation. The students are brave to deliver their presentation as a response to the lecturer's assignment. Furthermore, the 3rd, 4th, and 5th Krathwohl instruments teach them to implement their ideas, organize their presentation based on their understanding, and formulate potential answers for the questions or the issues. During the observation, the students seem to be able to conduct a discussion based on their hypothesis.

Figure 9. Students' Presenting their ideas

Performance – Observation

Performance observation is conducted on the quiz and midtest sessions. The two sessions require the students to perform speech and storytelling. The students are given one week to prepare for each performance. They are free to choose the theme for the performances. The researchers believes that the observation is significant to gather information related to the process of instilling character building to the students. During the preparation for the performances, the students are allowed to ask questions or request help from the lecturer to practice. The researchers note on the students' development before, during, and after the performance. The lecturer motivates the students before they perform in front of the class.

Figure 10. Students' Performance in the class

Some students are excited, while others are relatively nervous. The encouragement boosts the students' moods, therefore, the students continue their performance, even though it makes them shake and stammer. From the two performances, the researchers believes that the students have gained more confidence and enthusiasm. They are not ashamed to look at the audience, and whenever they forget some words, they take some time without any hesitation and restart again. The materials enable the students to have more rooms to strengthen their speaking ability. Furthermore, the researchers observes that the student's interests and attitudes toward English have changed to be more positive, they are no longer need to be told to search or ask for new vocabulary. The improvement is in line with the 5th Krahtwohl theory that the students can act and display their best behavior during the lesson and on the daily basis.

Question and Answer Sessions – Observation

Figure 11. Question and Answer Sessions

Question and Answer sessions observation enable the students to be more open-minded, especially to new insights and perspectives. The two sessions teach the students to be brave to state their opinion about certain topics. They have shown more initiative during the sessions since they are no longer hesitate to confront, clarify, and identify issues and solutions. Krathwohl's 4th instrument emphasizes the integration between the conservative and old ideas with the new ideas. The sessions have led the students to be able to integrate the previous point of view with the latest one. Based on the researchers's observation the students can implement their ideas contextually based on the issues, place, culture, tradition, and even religion. For example, the students know when studying one of the materials, "Meeting Diverse People", the particular material teaches the students to discuss issues that come from the diversity of people and how to find solutions based on the culture of the people. Students can combine and synthesize their ideas and finally could give a solution for the issues. Additionally, the two sessions enable the students to examine the value based on the needs and the people.

Evaluation – Observation

Evaluation observation has shown the researchers that the learning outcomes of each Krathwohl theory have been achieved. The students can identify differences in the class, are brave to ask questions, and can follow instructions. Furthermore, they understand the concept of each material, they participate actively even though some of them are still facing some challenges. They are not afraid to volunteer as the first presenter in the class. They learn to state their opinion and value others' perspectives during a discussion. They have developed a sense of empathy and sympathy by listening to each other. The students understand that to implement their ideas they need to formulate a hypothesis based on the issues, culture, traditions, religions, or people's needs. Additionally, the students have been able to transfer ideas on the daily basis. They also act and display their best behavior, they give positive influence and listen to others, they can perform, practice, and modify the ideas they have been proposing.

CONCLUSION

Character building at the university level has improved students' soft skills. The skills are needed by the students to face the challenges in work life. Language as one of the soft skills supports assists the students to be more intellectual, and also to have improved their social skills. Speaking skills becomes the major skill that students need to master to strengthen basic communication as well.

Based on the survey, most students are pleased with the materials which they have been studied in the English Daily Conversation Class. Meanwhile, the results from the observation sessions based on Krathwohl instruments show that the students have shown significant improvements that can be seen from their activity in the class, and their interactions as well as responses during the lesson. English Daily Conversation's materials have challenged the students to be more creative, active, and confident. It also encourages them to have more empathy and care about their surroundings. After conducting a survey and observation in the class, the researchers concludes that the students have gained the soft skills they need to face their future. The Krathwohl instruments have

elucidated the students' improvement during the teaching and learning activities of the English Daily Conversation in the class. Furthermore, the students have also been trained to have more understanding of the cultural values and norms. They can initiate an idea and then implement it on the daily basis. The materials have trained them to instill values of character building and enhance the students' English-speaking skills.

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