The Perspective of Student’s Character in English Teaching at The Faculty of Agriculture Teuku Umar University

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Abstract—In the University, character education is a concept of education that should be integrated in all subject, including English. English teaching is a complicated task which requires sufficient resources and skillful teaching; which in turn, necessitates considering all cognitive, affective, and social variables. The aim of this study is to investigate the perspective of student's character in English teaching at the Faculty of Agriculture Teuku Umar University. The research method is a quantitative approach by using questionnaire. The data were analysed with percentage from respondents by using Likert scale. The result showed that the percentage of honest in examination (31.1%), persistence (33.3%), commitment in academic rule (70%), responsibility (55%), and discipline (40.6%). It is indicated that the students have good character in English teaching including the honest, responsibility, discipline, and persistence.

Keywords—character; English teaching; perspective; students

I. INTRODUCTION

The globalization era, several problem in our country that related the crisis of moral of our generation such as radicalisms, corruption, prostitution, intolerant and other problem. It is the urgent in our research to design the learning method with character approach.

Student achievement is very crucial linked with benefit in the future (Duckworth and Allred, 2012). The character in the classroom was investigated the predict the future academic achievement (Alvidrez and Weinsten, 1999) and also play an important role in education and labor market, even beyond the influence of achievement in standardized tests (Segal, 2013). The important of good character in education has recently been emphasized both in scientific and popular literature (Tough, 2012; Linkins et al., 2015) and researchers from neighboring disciplines (Hokanson and Karlson, 2013) have also studying the role of character strengths in education. As a foreign language in Indonesia, English has its own complexity in teaching and learning. It needs specific method of teaching and learning. It order to make it more useful for the learners and not wasting time of teaching it to the students. To make it more useful. The teacher need to consider the basic needs of the students in learning the English in their classroom. Specific English material should be used for specific study program of the students. In other words, every study program its own specification of material for English subject in order to match it with the students knowledge of agriculture science.

The student need learning English that could help, their basic knowledge in agriculture such as how to operate the conceptual framework of agriculture, knowing how the procedures of basic agriculture and etc. All basic knowledge of agriculture should be mixes with the English skill in order to meet the English performance of agriculture.

To have the appropriate material for accounting program, the researcher has done a research on it and formed the result in form of textbook for agriculture program for university student. An instructional material of English for agriculture program for university level seems to be matched to meet the students needs. The instructional material should provide lecturers or teacher and learner with the arrangement of professionally developed materials, allowing teacher to spend their valuable time more on facilitating learning materials.

To achieve the benefits, the students are required to be able to use English as a language communication. It means students are able to produce and use English text, in spoken and written form. The standard of the students English ability at the faculty of Agriculture, Teuku Umar University is the student are expected to be able to use English in communication. Woods (2005) have already been reported that the oral communication skill depend on listening skill which listening requires reading and writing skill because skill are interdependent. The aim of this study is to investigates the perspective of student’s character in English teaching at the Faculty of Agriculture Teuku Umar University.
II. LITERATURE REVIEW

As Lomax and Ferguson (2002) stated that English language teacher need to teach their students is not general English. But, it was the English languageas experienced by the specialist of agriculture. So, as to reach the specific purposes of English for agriculture student need a specific English material as their main topic discussion in the process of teaching and learning in the classroom. Learning English for specific purposes was a developing branch of branch of English as a Foreign Language instruction in Indonesia. It has marginal status in Indonesia tertiary education or university level. Hence, it has no clear guidance from the institution or ministry of national education of Indonesia or University level. Then, lecturers or teacher of English in many branches of study program in almost every university. Every field of study program has its own specificity of technical vocabulary, writing special, form, reading test, translation skill and textbooks seem to represent what the student needed to know in order to improve their skill in workplace. The condition could not be more tolerated if our educational program wants to meet maximum target in free ASEAN market area which will be started in 2016. The effect of globalization on English were particularly strongly in field of English for specific purposes. Many learners look up English for specific purpose in order to have a working knowledge of English in their specialized field to communicate not with native speaker but with fellow professionals around the world.

Hokanson and Karlson, (2013) stated that English for specific purpose is an approach to language teaching in which decision as to content and method are based on the learner’s reason for learning. It was meant that for teaching English as foreign language like in Indonesia. It was seemed that the specific textbook was very important to be created. It was stressed in the following statement. ESP is not particular product but an approach to language teaching which is directed by specific and apparent reason for learning (Hutchinson and Water, 1987).

It was emphasized that the need for a learning centered approach for example what the researcher want to discover was not competence in a language. But how someone acquired the competence. So, there were always concrete purposes for learning English for agriculture. Based on the opinions, it was that model of English teaching material for agriculture student was very important to meet the students’ needs of learning English and that can be used as a reference in the teaching English for specific Purposes at Agriculture department because it led to a specific learning objective of agriculture that may support that future job or work of student with the strength character. In the present paper, we also take a closer look at the link between student’s character strengths and student of agriculture achievement and investigate the mediating role of positive behaviour in the classroom further, more specifically, we examine whether character strength facilitate positive behavior in classroom, which in turn facilitate attaining higher grades, character strength are only expressed in thought and feelings, but importantly, also in behaviors (Peterson and Seligman, 2004).

We expected that a number of strength are very helpful for university work and are thus robustly related to positive behaviors in the classroom, as the lecturer can observe it. Such positive classroom for example actively in class or showing motivation to learn, should ultimately contribute to student achievement. We aims to provide a better insight into which aspect of good character are reliably linked with English specific purpose in student of agriculture department.

III. METHOD

We conducted our research at Faculty of Agriculture, Teuku Umar University in April–June 2019. We took sampel of respondents from each department including agribussines, agrotechnology, Processing Technology of Agriculture. Sampling method used purposive sampling which we took sampling in agribussines department as much as 30 respondents, agrotechnology department as much as 30 respondents and processing technology of agriculture as much as 22 respondents.

Instrument of The Research are observation and questionnaire. Fraenkel et al., (2012) stated that “certain kinds of research questions can best be answer by observing how people act or how things look “ researcher observe people as they go about their daily activities and recording what they do. To obtain the data about the student’s perspective of character in english teaching. The observation on student’s responses was carried out to collect the data from 22–30 respondents.

In this research, the researcher would conduct data analysis through the following steps. The questionnaire is designed in this study as one of the instrument to reveal student’s perception form, namely an attitude’s scale in an instrument that measures what an individual trust, honest, discipline, responsiblity and self confidence. The researcher use to measure attitude namely Likert Scale. A likert scale require an individual to respond to a series of statement. There are five optional answer : always, often, sometimes, seldom and never. This form arranged with the scale of attitude because attitude scale is used in opinions rather than facts are desired. The participant is giving score toward students’ responses is using Likert Scale is very easy constructed and scored for measuring perception. Based on the Likert Scale each statement in the questionnaire consist of values from 1 – 4 which 4 is the most positive one. The questionnaire was consisted 10 items. The time to do it was 30 minutes, they had more than a half minute for each item.

IV. RESULT AND DISCUSSION

This research has been done in Faculty of Agriculture, Teuku Umar University in Meulaboh West Province. The students were given questionnaire and depth interview the information. According to the result that the length of time in learning english approximately 9 – 12 years with the percentage as much as 35.6%, 6 – 9 years as much as 22.8%, 4 – 6 years as much as 21.6% and others were 20.6% (Figure 1).
It is indicated that mostly students in Faculty of Agriculture, Teuku Umar University have long time experience in learning of English lesson about 9-12 years. Unfortunately, mostly students were not practice in their daily activity. They only studied English lesson in the classroom. Nevertheless, they did not implement their study in daily routine through communication, writing and speaking. So, this result as recommendation for our University to improve the curriculum.

The figure 2 showed that the students of Agriculture faculty, Teuku Umar University have good character. It is depicted in graph which sometimes category as much as 31.1%, never category as much as 30.6%. moreover, seldom category was 21.7%, always (7.8%) and often (8.9%). Empirically, Shoshani and Slone (2013) stated found interpersonal strengths to be related to social relationship at University which was rated by lecturer and might represented with posifit character in examination test. It is reflected good behavior from student of Agriculture faculty Teuku Umar University because their parent and teacher learn them regarding islamic teaching that related with honesty, responsibility and discipline.

According to the result in graph that the always category 33.3%, often (28.9%), sometimes (25.6%), seldom (10%) and never (2.2%) in the question number 2. We dig out the character of student regarding integrity of expressing Idea. We found these data that describe the totally was not significantly.
The figure 3 showed that mostly students in the Faculty of Agriculture Teuku Umar University to follow their conscience in delivering the expressing of Idea in the classroom. We proof in this result to the answered questionnaires and observation in the classroom. It is showed that the student have integrity in themselves which reflected good character. According to Park and Peterson (2006) found moderate convergenice between self confident and teacher reported the strenght character that observable in the classroom.

The data showed that the result below 70% significantly to obey academic rule in Teuku Umar University. While 14.4% showed that the students often and 10% sometimes to obey academic rule in the university. The option never and seldom has the same result 2.8%. So, we know that the students of Teuku Umar university have commitment in obeying academic rules.

The result in Figure 5 showed that doing the academic activity with responsibility as much as 55% in always category, 25% in often category, 12.2% in sometimes category, 2.2% in seldom category and the last category was never (5.6%). It is describe strenght character in student of Agriculture faculty Teuku Umar University because most of them always do the academic activity with responsibility.
It is also explained in Figure 6 which to deliver the academic speech with honest and responsibility. The result in graph below that many student in the Agriculture Faculty Teuku Umar University to deliver the academic speech with honest and responsibility which always category was 60%, often category was 18.3%, sometimes category was 15.6%. moreover, seldom and never category have low percentage were 2.8% and 3.3%.

The result showed that mostly student in the Agriculture Teuku Umar University have the good character that have already been proved with observation and questionnaire. According to Peterson and Seligman’s (2004) stated that classification allows studying good character and its contribution to positive development in a comprehensive way. This character is very useful with the student for character building and to enhance the achievement from our student. Weber and Ruch (2012) provided an initial investigation of the role of the 24 character strengths in school showed that a factor representing character strength of the mind was related to school achievement which was operationalized by grades in mathematics and German language.
The result showed that approximately 78.9% in never category (Figure 7) and other category have low percentage. It is indicate that the student of the Agriculture Faculty Teuku Umar University have good character. We know in Aceh Province have strong islamic teachings with sharia law. So, many parents taught their children regarding Allah SWT Guidance including ban to cheating, forged, violence and other bad character. Parents play important role in empowering their generation for the better in the future.

Otherwise, mostly students of Agriculture Teuku Umar University never write down fraud signing in absence list or other with 81.1% in never category. Moreover other category (always, often, sometimes, and seldom) have the low percentage. It is related with character strength that taught by their parents in the house.

Character strengths are seen as inherently valuable, but also contribute to positive outcomes (Peterson and Seligman, 2004). Character strength can be seen as the component of a good character, and are described as the inner determinants of a good life, complemented by external determinants such as safety, education and health (Peterson, 2006).
The figure 9 showed that approximately 37.8% in always category, 23.3% in often category, 25% in sometimes category, 8.3% in seldom category and 5.6% in never category. It is depicted the result was not different significantly. Thus, our duty to improve the student of Agriculture Faculty Teuku Umar University with workshop regarding writing manuscript well that involve the student.

Discipline, perseverance, prudence and hope were associated with both positive classroom – behaviour and university school. The result showed that the student of the Agriculture Faculty Teuku Umar University always come to the classroom on time with 40.6% in always category. Moreover, often category have 38.9%, both of them were not significantly influenced the student’s character. Discipline was a key factor for successful in education or other aspect.
Figure 11 also explained the student’s character which many student in Agriculture Faculty Teuku Umar University. The graph showed positive trend in always category with percentage as much as 66.7%. Nevertheless, other categories have low percentage. It is indicated the role of the lecturer in the classroom to give the student with motivation and exactly learning method that implemented in the classroom. In other hand, the curriculum that designed significantly with focus group discussion.

V. CONCLUSION

According to the result, we concluded that the percentage of honest in examination (31.1%), persistence (33.3%), commitment in academic rule (70%), responsibility (55%), and discipline (40.6%). It is described that the students from Agriculture Faculty Teuku Umar University have good character in teaching including the honest, responsibility, discipline, and persistence.

References