CHAPTER I

INTRODUCTION

This chapter discusses several points that cover background of the research, research questions, aims of the research, scope of the research, significance of the research, research methodology, clarification of key terms, and organization of the paper.

1.1   Background of the Research

Character has been an ongoing issue in the educational area since long time ago. Since 2001, character development had been cited more than 16,000 times, with a variety of different meanings and approaches reported in the research of literature (Burns, 2012, p. 3).

Behavior and good personality are very important to be counted. As Lexmond and Reeves (2009, p. 11) state "Being of "good character" means excelling a good life".Otten (2002, p. 1) even says that character development is the most important foundation in education. With a good character, students will be more settled in life. School could be said as one of the most important elements that isresponsible for the character development of the students.

Now people realize that character capabilities are becoming more important for their life while at educational life still the basic skill of literacy and numeracy matter more (Lexmond and Reeves, 2009, p. 14). Therefore, it is important to note that school should make affective aspects to be counted as much as cognitive aspect.

Furthermore, if we recall, character values of the students have also been a matter in Indonesia. There are cases that show the failure on educational field. Recently, Indonesia got very shocking news. A high school student in Jakarta threw the acid water to the bus passengers. 13 innocent people became victims and suffered from a serious injury (Kompas, October 14, 2013). There are also students in Situbondo who were caught fighting just because of a girl (Kompas, December 23, 2012). Still from the fight between students, there are many victims that suffered from not only a light injury, but also death. As written on Kompas (February 21, 2013), a student in Jakarta was dead on a street due to the fight between students. The cases show how poor the character values in Indonesia are and these thus needs to be addressed in education field. We could imagine when the students, the young generation that is expected to be well educated act like that. What they will become in the future is doubted. It could affect their personality as a grown up too. For example we could hear many cases related to money fraud that can harm the entire nation. The current news regarding the corruption happened to the head of Constitutional Court. We believe that he is an intelligent person who has high grade in cognitive aspect, but with low character values, he failed. In contrast, when the students have good values, they will be prevented from something that could harm themselves and the others.

There are two principles in infusing the character values based on Sulistyowati (2012, p. 127): The material and the process should be interesting. One of the learning media that provide a fun and interesting way to learn is through narrative. Narrative has two characteristics: a good language and a good content (Noor, 2011, p. 17). Noor (2011, p. 17) adds that a good language gives the reader entertainment while a good content provides character values. The teacher could consider thenarrative as a good medium in developing the character of the students. When the teacher reads and gives the studentsnarrative, indirectly, they contribute in making the students' character (Haris and friends, 2009, as cited by Noor, 2011, p. 37). Narrative can help students to discuss and think about character values and it can

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improve the textbooks' effectiveness on students' attitudes about the character traits (Tyra, 2010). Tyra (2010) adds that story could be a good way in changing students' attitudes. Unfortunately, not all narrative has good moral values for the students (Hazel, 2007, p. 6). Teacher should select the material carefully to prevent the misleading message. The wrong message could harm students' personality because the values contained on the story will be internalized into students' subconciousness and affect them until they are grown up (Hazel, 2007, p. 6).

With regard to the case, narrative text could be used as a potential material to infuse character values. Narrative texts as learning and teaching materials could be found in *bse/buku sekolah elektronik* or electronic textbook. It is a textbook that is administrated and uploaded by the Ministry of Education and Culture of Indonesia for the students that could be downloaded freely.

Many studies had been conducted in regard to character values on the narrative text. This research has the relevance with the previous studies about the character values on narrative text.One of them is the research by Panichas (2000) entitled *Moral Sense in Joseph Conrad's Lord Jim* which employs the fourth novel of Joseph Conrad, Lord Jim. The research focus on finding the moral values contained by the novel.The other research is entitled *The Moral Value of Literature* by Yolkowski (2011). Yolkowski makes a review on how moral values is conveyed by the novels. The other research is conducted by Brno (2008) entitled *Man and Moral Philosophy In Tthe Novels of Iris Murdoch*. The research investigates how moral philosophy is related to narrative fiction. The current research aims to continue the study on the character values contained by the narrative text but focuses more on the narrative texts in the bse/*buku sekolah elektronik* (electronic textbook) for senior high school as materials that could be used in teaching-learningprocess.

Based on the background explained, it would be very interesting and useful to conduct the research. The result of the research is expected to give a contribution in

educational field especially in giving the reference in how to analyze the narrative text so that the material could be effective in developing students' character.

1.2   Research Questions

This research will answer these questions:

a.   What character values are contained in the narrative texts analyzed?

b.   Are the narrative texts recommended for the students considering the character values contained?

1.3   Aims of the Research

Based on the research questions, theresearch is expected to find out:

a.   Character values contained in the narrative texts analyzed;

b.   Whether the narrative texts are recommended for students considering the character values contained.

1.4   Scope of the Research

The research will be focused on the analysis of the character values in the narrative texts in *bse/buku sekolah elektronik* (electronic textbook) entitled *Developing English Competencies for Senior High School Grade XII of Natural and Social Science Program,* one of the textbook for senior high school.

1.5   Significance of the Research

The research is expected to give a valuable significance both for theoretical, practical and professional aspects.

1.5.1 Theoretical significance

The result of the research is expected to enrich the relevant theory about how to analyze the material especially narrative texts with regard to the character values contained.

1.5.2 Practical significance

Theresearch is one of the ways to give an experience to the researcher that could be useful to enrich the ability to be a good teacher and choose the right materials to reach the goals.

1.5.3 Professional significance

The research hopefully could give the enrichment of knowledge for the teachers about how to do the analysis on the narrative texts to find out the character values conveyed.

1.6 Research Methodology

A. Research Design
  a. This researchuses descriptive qualitative research which deals with non-numerical data. Croker (2009, p. 4) defines descriptive qualitative

method as collecting textual data by using interpretative analysis rather than statistical method.

b. This research uses objective approach. Objective approach deals with a work of literature as something which stands free from what is often called "extrinsic" relations to the text, or to the audience, or to the environing world (Abrams, 1999, p. 53). It describes the literary product as a self-sufficient and autonomous object which is to be contemplated as its own end, and to be analyzed and judged solely by intrinsic structures (Abrams, 1999, p. 53). Objective approach is also known as intrinsic analysis. This approach is autonomous and ignores the extrinsic structures. Because the approach ignores the extrinsic structures to be analyzed, so the primer source that should be analyzed is on the text itself that is the intrinsic structures.

B. Subject of the Research

This research employs the narrative texts in one of the *BSE* for twelfth grader of senior high school entitled *Developing English Competencies for Senior High School Grade XII of Natural and Social Science Program.* The main focus of the research is analyzing the elements of the texts as a whole and interprets it to get the character education conveyed by the texts.

C. Data Analysis

In analyzing the data, the research referred to intrinsic analysis. Intrinsic analysis is suggested by Warren and Wellek (1962) in their book "Theory of Literature". Warren and Wellek (1962, p. 139) states that the starting point to work in narrative text is the interpretation and the analysis of the works of the text itself. However, they are only character and characterization, setting and plot which is included to the factual structures of the text that are mostly analyzed (Stanton, 2012,

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p. 22). So, the analysis will focus on character and characterization, setting and plot.The data are analyzed through the steps:

a.   Read the texts several times.

b.   Determine the intrinsic structures will be analyzed.

c.   Analyze the intrinsic structures.

d.   Interpret the character education conveyed by the text according to the intrinsic elements analyzed.

1.8   Clarification of Terms

a.   Character Values

Lewis (2006, p. 8) states that character values are the unseen qualities including thoughts, ideas, beliefs that make us who we are and results honesty, fairness, respects as the character trait.

b.   Narrative text

According to Bruner (2002, as cited by Hazel, 2007, p. 3), a narrative text is a text containing of sequence of events, mental states, happenings involving characters or actors.

c.   Textbook

Textbook is the collection of materials that could be used by the teacher as a learning-teaching material that is made to support the curriculum's need (Olinger, 2010, p. 3-8).

1.9   Paper organization

The paper is presented in five chapters, as follow:

CHAPTER I   : INTRODUCTION

This chapter discusses about background of the research, research questions, aims of the research, limitation of the research, research methodology, clarification of terms, and organization of paper.

CHAPTER II : LITERATURE RIVIEW

This chapter elaborates related theories proposed by experts to support how to analyze the character values in narrative texts in a *bse/buku sekolah elektronik* (electronic textbook) of English for senior high school".

CHAPTER III : RESEARCH METHODOLOGY

This chapter gives clear discussion about methodologies that are used in this research.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter discusses the findings of the research and analysis of those findings in discussion objectively. It portrays the analysis of character values in narrative texts in a *bse/buku sekolah elektronik* (electronic textbook) of English for senior high school and which narrative texts are recommended to be given to the students.

CHAPTER V: CONCLUSION

This chapter presents the conclusion and several suggestions for improving teaching ability in choosing narrative text as learning material to figure out the characters values contained and decide whether it is good or not for the students.

BIBLIOGRAPHY