

ABSTRACT

The study is aimed to investigate how character values can be developed in the teaching of narrative texts using GBA stages. The study employed a qualitative case study design. The data were gained from classroom observations conducted in 12 meetings by the researcher and her colleague, from students' tests investigating students' moral judgment, moral commitment and self-reported moral behavior proposed by Lickona (1996), from collection of samples of students' texts analyzed in terms of the schematic structures and language features developed by Gerot and Wignell (1995); Derewianka (2004); Christie and Derewianka (2008) and SFL developed by Halliday and Matthiessen (2004) as cited in Eggins (2004), and from the interview conducted with 9 students and 2 teachers after the teaching program. The findings revealed that the teaching of narrative text using GBA stages was successful in developing character values by employing dilemma discussions of narrative texts in BKOF and MOT stages. The selection of texts, taken from JCOT and ICOT stages, containing dilemmas, has succeeded in developing values of taking the risk for better or worse, as seen in students' narrative texts employing the schematic structures and the selection of processes since narrative language features tell about their past experiences.

Key words: Character Values, GBA stages, Narrative schematic structures and language features.