CHAPTER I

INTRODUCTION

This chapter describes background dealing with the main reasons why the researcher is interested in doing this study. After the background section, the researcher addresses a research question to guide the study. The sections that follow are purpose, scope of the study and significance of the study. The chapter is halted by organization of the study.

1. 1 BACKGROUND OF THE STUDY

Character building has become main issue in every element of education, especially at schools. All school elements have responsibility in building students' characters. The responsibility seems to be the most tremendous task as the character building is not built instantly. It is a long and continuing process. Moreover, character cannot be taught seperately as one school subject. The process of character education should be infused to students into the pedagogical process.

All school elements, especially teachers as educators, cannot avoid the push toward character education. The previous finding, a study about the principles and strategies which were to increase awareness of the change process of implementing the character education program conducted by Hollingshead (2009), indicated that teachers' role is important for its success. This is also confirmed by McElmeel (2002), who suggests that educators are forced to find ways to infuse the curricula with character building. Regarding this, *Pedoman Pelaksanaan Pendidikan Karakter, Puskurbuk (2011)* mentions that National Education should lead to character building by employing character values in the lesson plan.

The current English curriculum for high school in Indonesia or KTSP (*Kurikulum Satuan Pendidikan*) released by *Depdiknas* (2007) adopts genre-based as a basic approach in English teaching. The KTSP facilitates teachers to modify

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the implementation of character values into syllabus and lesson plan. The syllabus and lesson plan should employ three personality aspects, cognitive, affective and psychomotor aspects. The values of character building are integrated and observed in the three aspects of personality. Related to the description, the realization of the character values is conducted by teaching reading texts, literature for children and young adult, providing students effective tools to discuss character values (McElmeel, 2002; Bucher and Hinton, 2010; Teja, 2011).

The current English curriculum for high school in Indonesia adopts some specific texts because genre-based emphasizes on teaching different text types. One of the text types which is highly valued from its ideological meaning of character values is narrative. Although all story genres have a common social purpose of entertainment, but in the area of narrative text, the entertainment is selected successfully in order to fulfill ideologically driven socio-cultural goals (Rothery and Stenglin, 1997). Narrative text is taught in high school as one of the texts which students should learn.

Students learn narrative texts through listening, speaking, reading and writing skills as their language competencies. These competencies result in difficulties which may arise even greater in EFL contexts where students are rarely exposed to English (Chaisiri, 2010). The difficulty in expressing and responding narrative text has led to the urgency to find an effort to help students in learning narrative text naturally in teaching. As a text type which has the potential to make students learn about moral values, a narrative text may contribute to students' knowledge about moral values and characters which works with their lives as argued by Bouchard (2002).

Still in relationship to character building, Kesuma, Triatna and Permana (2011:7) confirm that character building should be developed, enforced and facilitated as it is a pedagogical process rather than a teaching process. The pedagogical process is implemented in the learning process using genre-based approach i.e. Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT). Thus, knowing how students develop their character values which they

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get from the text in genre-based approach is necessary to be investigated. The writer is interested to study the teaching of narrative text which is based on genre-based approach to develop students' characters.

1. 2 RESEARCH QUESTION

Based on the background of the study, the research problem is focused as follow.

1. Can the teaching of narrative texts using genre-based approach develop students' characters?

1. 3 PURPOSE OF THE STUDY

The purpose of the study is as follow.

1. To find out if the teaching of narrative texts in the genre-based approach can develop
students' characters.

1. 4 SCOPE OF THE STUDY

This study focuses on the teaching of narrative texts using genre-based approach, particularly to elaborate if the teaching of narrative texts in the genre-based approach can develop students' characters. The researcher presented data from the observation, students' test, students' texts, and interview. The researcher analyzed the findings from the interview and observation to address the research question (Merriam, 1988; Kvale, 1996). Then, she analyzed students' tests and students' texts to evaluate students' moral judgment, moral commitment and self-reported moral behavior which constitute the principles used to analyze students' characters (Lickona, 1996).

1. 5 SIGNIFICANCE OF THE STUDY

Significance of the study will cover three aspects. The first is theory; it is to enrich teaching-learning process in general and to develop students' characters through narrative text teaching. The second is related to policy and practice; it is hoped that the result of the research will be helpful for both students and teacher

to reduce the interferences in teaching character through narrative text. The third aspect is connected with issue and social action. The result of the research is hoped to increase the effectiveness of developing students' characters through the narrative text teaching which is based on Genre-Based Approach in the observed school.

1. 6 THE ORGANIZATION OF THE THESIS

The organization of this thesis consists of seven chapters. The first chapter explains introduction. It presents background of the study, research questions, purpose and scope of the study, significance of the study, and organization of the study.

The second chapter provides review of related literature of theoretical foundation. It covers character, the practice of character learning, narrative text, genre-based approach, and conclusion.

The third chapter explains the procedure of the research or the methodology. It consists of setting, participants, research design, data analysis, and conclusion.

The fourth chapter provides data from the observation. The first section discusses the implementation of the observation of the teaching program and the students' tests including the narrative text questions and three topics of character values (moral judgment, moral commitment, and self-reported moral behavior). The second section describes summary and the last is the conclusion of the whole finding.

The fifth chapter discusses and analyzes students' texts from Joint construction and Independent writing which presents the students' schematic structures, language features and the character values. The last section presents conclusion of the findings.

The sixth chapter discusses data from interview which presents initial findings from the interview, analysis data regarding students' perception of the teaching program to develop students' characters and teachers' perception of

developing students' characters in the teaching of narrative texts using genre-based approach, and the last section presents conclusion of the findings.

The last chapter contains three sections. They are conclusions, limitations of the study, and recommendations for further studies. The first section explains and discusses overall findings from the teaching program (observation and students' tests), students' texts, and interview to derive conclusion in line with research question and background of the study. The second section describes limitation and weaknesses of this study. Finally, the last section recommends issues for further studies.