

CHAPTER VI

DISCUSSION OF INTERVIEW DATA

Chapter 5 has delineated in detail the students' texts and has indicated the students' development in character values and their capacity in constructing their experiences in narrative text as investigated in this study despite some of the limitations in grammatical meaning. As outlined in Chapter 3, the interview data is to validate data from other sources which aim to cover the analyzed issue in the observation.

As noted in Chapter 3, Section 3.4.4, nine students were interviewed (presented using pseudonyms). Two of them, Ani and Bily were the writers of Texts 5.1.1 and 5.1.2, as discussed in the texts analyses. The other three students, Cynthia, Dira, and Hadi were respectively the writers of Texts 5.1.3, 5.1.4, and 5.1.8. All discussion of the interview can be seen in Appendix 10. The discussion of data will be divided into two subsections. First, the students' interview is both the students' perception of the teaching program and their produced text. Second, the teachers' interview which discuss how the chosen teachers developed the students' characters through the teaching of narrative texts in detail including the teachers' opinions about character, inserting character into lesson plan and syllabus, narrative text teaching which develops character values using GBA stages and what they do to infuse character values in the teaching of narrative text.

The selection of certain students and teachers is aimed to get the students and teachers' insights about the teaching of narrative text using GBA to develop the students' characters. The interview was conducted in *bahasa Indonesia* by the researcher after the teaching program.

6.1 DISCUSSION OF DATA FROM STUDENTS' INTERVIEW

This section will discuss one central theme: the students' perceptions of the teaching program, including the reading narrative texts, the teaching of narrative text using GBA and character values learned.



6.1.1 The Students' Perception of the Teaching Program and Character Values Learned

Interview data show that first, the teaching program was assumed by the students to have accomplished most of its purposes, as it can be seen in Appendix 10. All interviewees thought the reading text was interesting and useful. However, three students thought that one text 'The Gift' was difficult to understand "a not easily digested text" (Ildy). Others noted that they seemed to have benefited from the difficulties.

"The words are difficult so it makes me want to learn so that we have good words" (Cynthia).

"I don't know exactly although I don't really understand, but I love seeing difficult words and finding the meaning of them" (Ani).

These comments show the students' appreciation of the teaching purposes of narrative text, which is not only difficult because students were introduced to excellent writers and writing but also beneficial as the students increased the literacy and the ability to analyze literature (Bucher and Hinton, 2010:11). Moreover, the students' appreciation shows that the students develop rewarding achievement as their characters.

Two students, Bily, and Eli, seemed to get benefit from reading text, The Gift, although the text seemed to be difficult but "it gave many lessons" (Bily), and noted "sometimes when we do good things, the result is not something we expect, something which is good." Likewise, Eli indicated the conflicts shows sacrifice which means that there is effort to give a gift for someone that we love. We do not judge someone by the gift but by the effort. This kind of topic can be true in life. (Eli).

These comments indicate the students' appreciation of the teaching purposes of narrative which is to give any values or lessons because the text is as a means of not only exploring social and culture values of many kinds (Christie, 2005:203) but also demonstrating the range of human emotions to allow adolescents to experience them as a result of reading quality literature as the text reveals the realities of life (Bucher and Hinton, 2010:11). This also implies the

importance of reading materials, literature (narrative) to learn values and to decide values chosen (Halstead, 1996 as cited in Raihani, 2011; see also in Teja, 2011).

Second, interview data show that all interviewees appeared to see the value of teacher's communicative language teaching to guide the students to reach an effective and systematic language use in text and context as proposed by Hyland (2004:9) as cited in Emilia (2011) and the value of teacher interactions in the classroom. Cynthia (whose text was analyzed in 5.1.3) stated:

You blended with the students. There were interactions during the teaching. It was like we went forward answering the structures and analyzing the features, answering questions, and discussion
(Cynthia).

Likewise, Fani (whose text was analyzed in 5.1.6) shared the significance of effective and systematic language use:

It quite helped in learning narrative because the activity described what we were going to write such as when we wrote narrative text by ourselves, if you did not give an example, it seemed we couldn't write because we could not describe the stages (Fani).

Conspicuous is Hadi's response, which appears to describe the importance of teachers' intervention during the discussion. Hadi explained:

The reading questions help me understand the participants' character because the questions ask about the participant, so I can conclude what the character is. By discussing, the text is understandable but, your explanation is more understandable. Moreover, you describe and discuss more to clarify our understanding (Hadi).

Hadi's response seems to have proven that the discussion which was conducted in BKOF needed teacher's intervention. This also means that Hadi's understanding about the reading text is also supported by the teacher's communicative language teaching and the value of teacher interactions in the classroom (Hyland, 2004:9 as cited in Emilia, 2011; Halstead, 1996 as cited in Raihani, 2011).

Regarding the teacher interactions in the classroom, it should be taken into account that BKOF has a purpose to build students' background knowledge about the topic they are going to write (Feez, 2002; Gibbons, 2002, 2009 as cited in Emilia, 2011), in which students are given different texts relating to the topic they write. To develop students' characters, the selection of texts should contain dilemma which can reveal students' emotional feeling (Skeel, 1995; Kohlberg,

1987 as cited in Snarey and Samuelson, 2008). These comments seem to prove the teaching program can help students develop their reading comprehension to build their characters, especially in Joint Construction of Text, in which teacher has the role as scribe (Feez, 2002 as cited in Emilia, 2011) and put the teacher's role as an implicit values (Halstead, 1996 as cited in Raihani, 2011).

Third, asked about the teaching of narrative stages, Bily describes his consciousness of narrative teaching:

The teaching of narrative stages is good as we learn about the structures and features explicitly (Bily).

Moreover, he added that the narrative stages help him construct the text confidently:

The narrative stages help me construct the text because we learn the structures of narrative text in order. Sometimes, we tell the story straightly to the problem. But, after we know the structures, we can write the beginning of the story which makes others understand what our story is about (Bily).

Thus, it can be concluded that the teaching of narrative structures can help students develop confidence as their characters. Another particular interest about the teaching narrative stages is indicated by Ani:

The teaching narrative stages are good, because as you can see, we wrote our experience at the end of activity. If we did not do all the activities: analyzing the structures and features, we would not know how to write. It's like how we construct the structures which comes first and next, because we have done it before. So it's better (Ani).

Likewise, Dira (whose text was analyzed in Section 5.1.4) portrays her consciousness of determining the narrative structures in the text:

The teaching of narrative stages helps us how to write narrative in good structures, because sometimes we cannot determine what the evaluation is about but you explain and discuss what evaluation is, For example: we know that evaluation relates to feeling, and then about grammar (Dira).

Looking at students' perception about the narrative structures, all interviewees seemed to realize the goal of narrative text. Bily noted:

Orientation is the beginning of the paragraph introducing the participants, the beginning event of the problem just like what I wrote in my story about the broken window. Thus, orientation relates to the complication. Complication is how the problem arises and how the climax is. Evaluation is how we think and feel about our problem to find the way out and the resolution is how we solved our problems (Bily).

Bily's response about the narrative structures has proven that he consciously realized that narrative text is to entertain readers with vicarious actions (Gerot and Wignel, 1995). The actions supporting the text are realized in each of the structures (Derewianka, 2004); Christie and Derewianka, 2008). In his statement, Bily mentioned the importance of orientation to introduce the participants in order to raise the complication.

Likewise, Ani shared her perception about narrative structures. One particular interest is Ani's response portraying narrative structures in moral values by imagining the structures' impact in her life. Ani indicated:

I think orientation is the beginning of the story, it's like the entrance going in the story, and complication is the main point of the story in the text which shows how the story is interesting or not, evaluation is the process of resolving something which is also important like the complication and resolution is like something that we get from the evaluation. If I could picture it, complication and evaluation is like when we plant seeds, and the resolution is when we harvest the plant, it is something which we get from the things we've done before as the result of our deed (Ani).

These comments seemed to have perceived that the students develop the character values from the schematic structures of the narrative text as the students manage their mental representation interfering characters (Grensbacher, Robertson, Palladino and Werner, 2004; Zhang & Hoosain, 2005). These assumptions support the findings discussed in Section 5.1.1-5.1.4, that the students with different achievement have the ability to produce almost similar quality of texts, in terms of their knowledge of structures and features. The finding is significant because Genre in SFL emphasizes the purposeful and sequential character of different genres and the systematic links between language and context (Martin, 1992 as cited in Halliday, 1993). This concludes that the students' successful narrative comprehension is because of their understanding of character and episodes in the text by managing their mental representation (Grensbacher, Robertson, Palladino and Werner, 2004 and Zhang and Hoosain, 2005).

Finally, regarding the students' mental representation management, Hadi (who is a low achiever, see Appendix 4) indicated:

All the activities in the teaching of narrative stages help me in writing my own story. The text was as an example. As you know that the story brought different values which challenged me to write better text. I learned from the values of each text (Hadi).

This comment indicates that the narrative text reading develop the students' characters in their narrative text writing. This can be concluded the students relate what happened in the text with their experience (Macken-Horarik, 2002 as cited in Emilia, 2011). By indicating that writing better text is challenging, the students seemed to be entertained by the narrative text itself (Gerot and Wignel, 1994; Macken-Horarik, 2002 as cited in Emilia, 2011). Moreover, Christie (2005:203) and Bucher and Hinton (2010:11) argue that the students are entertained as the narrative text is as a source of pleasure and entertainment so that it provides pleasure reading.

Hadi's comment also indicates that "the role of narrative is important in constructing the individual values" (Rothery and Stenglin, 1997: 240) as "the text is deeply appealing and richly satisfying the human soul" (Rossiter, 2002). This finding also suggests that the moral-decision values derive from literature, narrative text (Teja, 2011).

Conspicuous is Gerry's responses, which were likely to describe his progress in understanding the narrative text and his successful narrative text.

Gerry noted:

The reading questions help me understand the text because reading is not enough; we need others to help us understand the text. So the discussions help me understand the text. The discussion helps me understand about the participants' character. The activity was good, because frankly speaking, it was my first time learning narrative text and I understood it clearly; I read the text, answered the questions, made responses and so on (Gerry).

Gerry's response seems to portray his reading progress which enabled him to write narrative text with good employment of the structures and features. As it was already noted in Section 5.1.4, Gerry was a low achiever. His dependency on the discussion to understand the text was because his lack of narrative text understanding. What Gerry said is actually in line with Lickona (1996) that to develop his reading quality he does not only read the text as his understanding but also answer the reading questions to show what he cares about and makes

responses by delivering his response in the discussion which is his acting upon core moral values. This also indicates that the stage of BKOF can help students develop their confidence and curiosity as their characters.

All interviewees described that the teaching program of narrative stages supports their understanding about narrative text which can be seen from their texts. All responses (as it can be seen in Appendix 10) seemed to have proven that the students gain many values from the reading text and the activities which use GBA stages.

Likewise, further to the matter of narrative text reading, interviewees also indicated that the reading text questions which are discussed support them to analyze the character of the participants. Cynthia, for example, said:

The questions help us analyze the text, so we know the feelings and character. It was like when we discussed Mrs. Moffat's Bag. At first, we did not know that the writer was jealous but after it was discussed we knew what the story was about (Cynthia).

One particular interest from Cynthia's analyzing of the participants' character is that she related what happened to the character to her experience in the real life (Macken-Horarik, 2002 as cited in Emilia, 2011):

I knew that the writer would be jealous because I have ever had the same experience when my brother got many admirations from others because of his good paintings. I was jealous, but I did not do bad things to him. I also admired his paintings. I supported him despite my jealousy (Cynthia).

Cynthia's response is also incorporated in Bily's response. He shared the reading questions quality asking about participants' character. He said:

The questions help me understand the character by answering the questions. Moreover, you asked deeper about the character; why they were like that. It was just like in Mrs. Moffat's Bag, after reading the text, the moral values were just we learned not to steal and not to lie. But, when we answered the questions we learned more about the character; like why stealing was wrong and we were in the position if we wanted to steal the thing or not though we were sure nobody knew. It challenged our emotions a lot (Bily).

These responses are in line with the purpose of teaching narrative reading as the text demonstrates the range of human emotions and allows adolescents to experience them as a result of reading quality literature (Bucher and Hinton, 2010:11). This human emotions demonstration describes how the students reflect on experience as well as opportunity to challenge experience and values (Christie, 2005:203). Thus, it concludes that the students' success of narrative

comprehension is supported by their involvement in managing mental representation interfering characters (Grensbacher, Robertson, Palladino and Werner, 2004; Zhang & Hoosain, 2005; Teja, 2011).

Further to the matter of topic choice, the interviewees also indicated that the discussion of reading questions, in which the students' character was incorporated, allowed them to have wider knowledge of their moral judgment, moral commitment, and self-reported moral behavior about the moral values. Dira, for example, indicated:

The discussion helps me understand about the character because every student answered differently from the questions about participants' characters. So, we had different opinions that I could conclude the character from the most character mentioned when the questions were discussed (Dira).

Likewise, Ani (whose text was analyzed in Section 5.1.1) shared her experience "going into the conflict" after she answered and discussed the reading questions. She noted:

The reading questions help me. If we just read the text, without the question, what we know is only the story of the text. But when the text is read and discussed, we can immerse into the conflict, even we get more lessons. Sometimes we get the lessons which are not clearly stated in the text (Ani).

These two responses seem to have proven that the discussion of reading text containing dilemma is able to develop character values (Lickona, 1996; Kohlberg, 1987 as cited in Snarey and Samuelson, 2008; Lawrence Kohlberg, in Skeel, 1995 as cited in Amri, Jauhari and Elisah, 2011).

As it was already stated above, the teaching program seemed to have benefited students in writing narrative text. All interviewees thought the teaching program and the discussion of reading text were helpful and resourceful. Asked about the students' texts, all the interviewees generally mentioned that their texts were memorable events and highly valued. Ani (whose text was analyzed in Section 5.1.1) shared her fantasy of her successful writing was influenced by reading qualified books. She indicated:

I can write this long narrative, because it's like what I said before I like something in detail. When we write something in detail it is like I can immerse into the story. E.g. When I read a book, I could imagine myself being in the story, it were like going into a movie and it was because I was influenced by reading qualified books (Ani).

The use of conditional sentence indicated that Ani was able to escape herself into realms of fantasy as it was easier reflected than the real life (Bucher and Hinton, 2010:11; Musthafa, 2008:205). This response also indicates that Ani develops character values from her joy of reading books. She seemed to have benefited from reading qualified books that results her ability in writing narrative text in detail. This character has been embedded as Ani's character values which later are supported by the teaching of narrative text. This proves the function of character education in developing the basic potential to be good, good thinking, and well behaving (Puskurbuk, 2011).

Moreover, asked about the lesson from the teaching of narrative, Ani shared her benefit which seemed to have proven that the teaching program was useful. She indicated:

The teaching program has given me lesson, it was usually when I learned English it was about general English which discussed about the language function. I neglected all the terms in English; adv., adj., noun phrase. But now, I know the function and how it is constructed in the sentence. Moreover, I think I never learned narrative as bright as it is now. Moreover, when I was in Junior High School, it was only reading and answering questions without knowing the language features which I think is important because our knowledge of the language is trained (Ani).

These responses support the findings of Ani's development, shown in her text analyzed in Section 5.1.1, in which she presented her excellent writing from her increasing literacy and her ability to analyze the literature, narrative text as stated in Bucher and Hinton (2010:11).

Likewise, one particular interest of Ani's response is that it supports character values in GBA stages especially MOT and JCOT. Emilia (2011) argues that the contextual learning in MOT is the best way to teach literacy (writing and reading) in first, second or foreign language. Moreover, Feez (2002 as cited in Emilia, 2011) adds that in certain case, students are familiar with the text they write, they know the linguistic features in JCOT.

Regarding the narrative structures and features, Ani also added that her ability in telling her experience was because she knew how to construct the narrative structures because she did all the activities which were related to her construction of text. Moreover, Ani added that her ability was also influenced by

the text she read and discussed as she mentioned about her favorite text ‘The Gift’.

I could write the narrative because you asked me to write about reflecting of my experience which seems to remember again all the actions in the past and I like something to be detailed. Just like what I said in The Gift, I like detail reading, describing the situation. It was because I wrote about my own experience so I tried to write as detail as the story, The Gift. (Ani)

Regarding the produced text, Bily’s comments (whose text was analyzed in Section 5.1.2) was obviously different in views as he shared his character development. Bily explained:

The text was my first mistake which was caught by other, the teacher, and seen by my friends. It was usually my parents who caught me. It was the first time I made up my mistake by changing the broken window. I realized problems should be solved not avoided. Actually, I wanted to escape but I was caught in the act so that, I had to face it. I would have made it up if only at that time nobody had caught me, but I would not straightly admit my mistake. I would think over to change the broken window. And I would tell my parents after I changed it. Because I thought it was my mistake and my parents did not need to be responsible for my mistake. I would tell about it after I made up my mistake (Bily).

Bily’s statement seems to reveal his growing character as he shared his thought, feeling and action which are already embedded as his values. The teaching of narrative which he experienced in the classroom was beneficial as he was able to share his experience in the discussion and in his produced text. The statement also confirmed that his successful writing is influenced by his reflection of experience (Grensbacher, Robertson, Palladino and Werner, 2004; Zhang & Hoosain, 2005; Macken-Horarik, 2002 as cited in Emilia, 2011; Teja, 2011). Thus, Bily showed his bravery of taking his moral judgment, moral commitment, and his self- reported moral behavior. What Bily thought, felt and acted is not related to reading particular books and changes in character but it referred to his bravery of taking the values of moral choices as suggested by Bohlin (2005: 26).

6.2 DISCUSSION OF DATA FROM TEACHERS’ INTERVIEW

This section will discuss two central themes. The first is teachers’ perception of character, the insertion of character into lesson plan and syllabus, narrative text teaching which nurtures character building using GBA stages. The

second is what the teachers do to nurture character building in the teaching of narrative text.

6.2.1 Teachers' Perceptions of Teaching Narrative text (Students' Character Development)

As it was already noted in Section 6.1, the students' responses seemed to have given similar findings with the teachers' responses about the teaching narrative text to develop the students' characters. All the interviewees, Bu Mia and Bu Ina, thought that the teaching of narrative text was useful to develop the students' characters.

Asked about the meaning of character, the interviewees shared similar comments. Bu Mia indicated "character is attitude which students should have in following the learning process." This response indicates that Bu Mia focuses on the students' character as the study was conducted at school. Different from Bu Mia, the next response which was from Bu Ina focuses on someone's character. Bu Ina noted:

Character is the way someone does an action which he thinks good or bad (Bu Ina).

These comments indicate that character is related to individual and community rules of behavior as argued by Lickona (1996) the conscience of the individual and community.

Regarding the immersion of character in the syllabus and lesson plan, Bu Mia thought that the character education should be adapted with the teaching material. Bu Mia noted:

We should adapt the character education with the material we teach. It can be from the text, such as the reading text: narrative which can teach moral values from the content of text. Then, it can also be from the teacher teaching techniques, such as group-working, students should tolerate and cooperate with others, respect other, how to deliver opinions politely when they present their presentation (Bu Mia).

This comments seemed to have strengthened the previous findings in Chapter 4 which discussed the teaching program of narrative text using GBA stages. Moreover, Bu Mia shared her belief about the implementation of character building in the teaching techniques which seemed to have similar school of thought with Lickona (1996) previously noted in Chapter 2 Section 2.1.2 that the

relationship of character education and academic learning relationship can be investigated in the active teaching and learning methods such as co-operative learning, problem solving approaches, experienced-based projects, and so on.

Conspicuous is Bu Ina's response, she noted about the effect of material given to students on the students' behavior change. She explained:

Character values which are immersed in syllabus are good to access how the effect of material which we teach to students is; whether it is good or there is not any effect at all. Moreover, it is to know whether there is a change of student's behavior (Bu Ina).

Bu Ina seemed to emphasize the product of the character education immersion into the syllabus and lesson plan instead of the process of immersion previously noted by Bu Mia. This comment also seems to be different with Bohlin (2005:26) who argues that the teaching character education through literature seeks to give students a chance of being brave instead of changing of character.

All the interviewees seemed to have agreed that the immersion of character education into the syllabus and lesson plan would develop the students' characters although they have different views in the implementation regarding whether it is based on the teaching process or the teaching product.

Asked about developing character values using the GBA stages, all the interviewees seemed to believe that all GBA stages; BKOF, MOT, JCOT, and ICOT could develop students' characters as every stage requires the students' participation and engagement. One particular interest was Bu Ina's perception that she explained the GBA stages with the teaching of narrative text. She noted:

BKOF is to know students' background understanding about the material given which is about character. Then, in MOT, students learn about characters from the text given whether they like the character or not. Next, in JCOT, we can know the students' character which can be seen from their action during the activity, and in ICOT, students' character is established. This can be seen from their writing. The character which they choose in their writing shows who they are (Bu Ina).

These comments seemed to have proven that Bu Ina, as an English teacher thought that narrative text can develop the students' characters using GBA stages. Moreover, the statement also strengthened the previous findings about the produced texts in Section 5.1.1 – 5.1.4. The statements also emphasized that narrative text was linked to the content area concept which was about characters

supported by GBA stages as interpretive activities and discussion engaging students (Bean, 2002 as cited in Bucher and Hinton, 2010:17).

Likewise, Bu Mia's comments seemed to be obvious as she noted that the students gained character values from narrative structures. She indicated:

I think GBA has clear stages which help the students develop their character. For example they should follow the narrative structures when they write (Bu Mia).

Regarding this, Bu Mia viewed that GBA stages develop the students' characters as a result of the students' ability in writing narrative structures. This is also believed by Rothery and Stenglin (1997), in that each of the literature purposes has its connection with narrative schematic structures.

Overall, teachers' responses are generally positive to the teaching of narrative text using GBA to develop the students' characters. The teacher seemed to be aware of the value of each GBA stages and narrative structures and features in facilitating the students' character building. This supports the findings which are elaborated in Chapter 5 Section 5.1.1 to 5.1.4 and derived from the analyses of the students' texts written by various achievers. All these findings may lead to some advantages of the implementation of the teaching character values using GBA stages.

Asked about the implementation of the teaching program, all interviewees seemed to have conducted the same stages of GBA which was conducted by the researcher. All teachers had the similar school of thought about the GBA stages. They all thought that GBA stages and narrative text could develop character values. One particular interest is Bu Mia's response. She explained what she did clearly. She explained:

In BKOF I use mind mapping. In MOT I do discussion by the help of text after I finish explaining the text structures and features. In JCOT I do discussion with the help of text. First, students read the text and then, they analyze the structures and features. After the students get the knowledge of a certain genre, in BKOF, MOT, and JCOT, I give them assignment to write based on the PLAN in class. I didn't give the students some topics so that they focus to a certain topic which is related to character values (Bu Mia).

These comments indicate that Bu Mia firstly seemed to have encouraged students to get involved in the discussion by using mind mapping related to vocabularies needed in narrative texts. This was conducted to get into the

interpretive learning and discussion (Bean, 2002 as cited in Bucher and Hinton, 2010:17). In the next stages, MOT and JCOT, Bu Mia seemed to have introduced the students with the narrative structures and features. This discussion is also a part of BKOF. This indicates that Bu Mia realized about the GBA stages which are not a lockstep as BKOF happened almost in all stages of GBA (Callagan and Rothery, 1988:48 as cited in Emilia, 2011:31).

However, Bu Mia's JCOT stage seemed not to give the students a chance to write, instead she asked them to write a text in ICOT as their PLAN and produced text as it is stated by Rothery (1996).

Likewise, further asked about the reading questions, Bu Mia focused the reading questions on the reading comprehension. She noted:

The reading questions given do not involve students' emotions. Moreover, the questions ask about the story of the text and moral values which they get from the text. But, it seems I will try the questions which contain emotion and dilemma so that students can involve emotionally (Bu Mia).

These comments indicate that Bu Mia was eager to know how the students understood the reading text and what character values which they got from the text. However, her intention was just to know the students' moral judgment (cognitive) which is not in the same school of thought with the researcher who investigates if the teaching of narrative text using GBA stages can develop character values where the teaching program should incorporate students' moral judgment, commitment and self-reported moral behavior as suggested in Lickona (1996).

Conspicuous is Bu Ina's comments, she shared her way of teaching reading. She explained:

I use Indonesian when I tell about the story in real situation for example the story about us. Then, I give a text as an example. The text is almost the same as the story told. Of course, the text should be a good text. It is to encourage students into the reading text. After students get the text, the students and I as the teacher discuss and analyze the text together. After that, students analyze their text individually. The text uses questions to make students get into the text and experience it (Bu Ina).

These comments indicate that the selection of text is crucial to encourage the students into reading text. The selection of text should be authentic and designed not for the teaching purpose to increase the students' interest (Christie,

2005: 16; Emilia, 2011). Bu Ina realizes that the text should be provided as she selects the text for the example of the story told (Jones, 2003 as cited in Bucher and Hinton, 2010:11). Moreover, Bu Ina and the students discuss and analyze the text as interpretive activities and discussions that engage the students (Bean, 2002 as cited in Bucher and Hinton, 2010:17). The use questions in the reading text are aimed at getting the students into the text and experience it. This leads to the students' moral judgment, moral commitment and self-reported moral behavior (Lickona, 1996).

Overall, the teachers had enriched the findings for the study. The findings also strengthened the teaching program discussed in Chapter 4 and the students' texts produced in Chapter 5, Section 5.1.1-5.1.4. The implementation of GBA stages seemed to have validated that the use of GBA stages to develop the students' characters succeeded to address the research question. Although some teaching programs implemented by the teachers are weakened by the use of Indonesian, the use is to encourage the students' understanding of moral values incorporated in the text.

6.3 SUMMARY OF DISCUSSION OF DATA FROM STUDENTS' AND TEACHERS' INTERVIEW

This section has discussed data from the students' and teachers' interview, conducted after the teaching program. The data show that the students' perceptions and teachers' perception are generally positive to the teaching program in helping the students as learners and the teachers as teaches. All students seemed to perceive every stage of the teaching program was beneficial to help them write their narrative texts. Likewise, the teacher also perceived that the stage of the teaching program develop the students' characters. The students' responses regarding how they develop their character values in the teaching of narrative text using GBA stages and in their produced texts support the findings of Chapter 4 and especially Chapter 5. Thus, the interview data may indicate that the students' character building is developed in the GBA stages (BKOF, MOT, JCOT and ICOT) and is realized in the students' produced texts which incorporate their

experiences of being brave at taking good or bad decision in their life. In spite of many weaknesses mentioned above, generally the study has achieved its purpose to answer the research question which indicates if character values can be developed in the teaching of narrative text using GBA stages.

6.4 CONCLUSION

The interview data indicate the students' responses to the teaching program and to GBA stages seem to be positive. From the interview data, the students and teachers responses seem to have confirmed what they perceive about the teaching program. The examples given by the teachers about the GBA stages seem to have been useful in giving deeper perception for the researcher. Regarding the moral values, the teaching program has developed the students' characters: *hard work, struggle, sacrifice, loving, caring, Joy of reading, being communicative, friendliness, care for the environment, honesty, responsibility, curiosity, creativity, discipline, self-confidence, tolerance, and courage*. Thus, the teaching program has succeeded in developing character values. Interview data are also weakened by the implementation of the teaching program, regarding, the students' preference for easier vocabularies and shorter reading texts as longer texts with difficult vocabulary make students feel reluctant to read because of their unfamiliarity with the words and due to their language restrictions.

Overall, these findings need additional studies on the impact of the teaching program on developing students' characters using GBA stages. This will be discussed in Chapter 7, which will discuss conclusions, limitations of the study and recommendations for further research.