

# CHAPTER I

## INTRODUCTION

### 1.1. Background

Over the years, the notion of students' character building has been reverberating and become the subject of interest in the educational research (Huitt, 2004). This is in accordance with UNESCO's (1998) definition of education as stated in Article 1:

Conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals, and noble character and skills that one needs for him/herself, for the community, for the nation and for the State (p. 1).

In Indonesian context, the urge to infuse character building has been marked by the birth of Law No. 14 in 2005 on Teachers and Lecturers, introducing the ideas that education enable students to become individuals who fear God and act in accordance with Pancasila and Indonesian Constitution. In addition, Sullivan and Garet (1999 in Nurdin, 2015) highlights the importance of character education implementation at schools. They believe that schools are the sites for the students to construct their socio-moral selves; where they learn to reason critically and ethically; and where they can practice the habits and skills of being good people and good citizens.

However, Kamarudin (2012) argues that implementing character education in Indonesia takes a lot of efforts. In line with his ideas, Nurdin (2015) points out that there are several problems in the implementation of character education in Indonesia, namely (1) the load of curriculum becomes burnouts in the part of the teachers while emphasizing on merely cognitive domain; (2) schools is viewed as restricting the creativity of teachers and students; (3) teachers' difficulties in integrating character building in content area subjects. Therefore, this present research endeavors to locate character development in the framework of Social Emotional Learning, integrating the teaching of emotion in EFL learning contexts. To be specific, the present study aims at fostering emotional literacy through the teaching of emotion vocabulary to young learners.

One of the key objectives of childhood education is to teach the lesson which can build empathy and understanding in students (Gallingane, 2015). She argues that young children with the ability to comprehend and regulate their own emotions—and empathize with the emotions and experiences of others—go on to achieve greater learning outcomes and more positive relationships than children who do not develop these skill. Research has also established that emotion functions as an integral part of the cognitive process (MacLean, 1990). When both emotions and cognition are integrated in instruction, they provide more optimal and effective outcomes in children’s learning and development (Hyson 2008; Wolfe and Bell 2007).

According to Hockenbury (2007), emotion is a complex psychological state that involves feeling, thinking, physiological changes and behavioral changes of the people. Emotion occurs as a result of physiological reaction to events (Lange, 1880) and usually motivates people to take action in their life. Developing the ability to use peoples' minds to harness and direct their emotional power is one of the best ways to insure that people consistently produce their intended results. Oatley and Johnson-Laird (1998) point out that, emotions are at the center of human mental and social life. Emotions are self-concerning, partly physical responses that are at the same time, aspect a moral and ideological attitude; emotions are both feeling and cognitive constructions, linking people, action, and sociological milieu (Rosaldo, 1984). In accordance with this, Berkowitz (2002: 47) argues that the discussion of moral and attitude could not be separated with individual character. Character influences on the social-emotional behavior of children (Dodds, 2015).

Comprehensive character addresses many though issues in education while developing a positive school climate (Delisio, 2008). In line with this, in Indonesia, character education shifted into a major concern of Ministry of National Education (MoNE) since 2000 which is included into School Based Curriculum (KTSP). As character education concepts are taught, students realize traits such as respect, honesty, courage, and kindness are real and interesting aspects of the world around them. Almerico (2014) in the journal of *Building Character through Literacy with Children’s Literature* says that character education is developed to teach children about essential traits needed to build good character.

Similarly, Ryan (1999) believes that instruction centered on character development helped improve students’ academic achievement and communication skills thus promoting a stronger sense of independence and self-confidence. He suggested these outcomes of character

education lead to the creation of trusting learning environments where students feel good about themselves and others. Schools have an important role to play in the development of children's social and emotional growth. However, it is not easy to teach social, feeling, and emotion to children due to their difficulties in expressing their feelings, reading the social cues and understanding of what other people talk or do. Joseph and Strain (2003), educators must find a way to infuse the curriculum with character building (McElmeel, 2002). By this, it means that teachers need to design the lesson that could promote students' social and emotional learning that might bring a positive impact.

Children experience some of the common, often repeated challenges of life. Once children are reading and correctly labeling affective cues from words, internal stimulus, and body language they then proceed to make crucial judgments about both the cause and the intent of other's affect. However, many children make crucial errors at this point. Kazdin (1989) assumes that children's confusion come from an absence of feeling words that children faced. The other reason is caused by the limitation of children feeling vocabularies (Feldman, McGee, Mann Strain, 1993; Walker, 1998).

Therefore, learning to recognize, label and understand emotions are the key to the development of emotional literacy, as is learning to recognize that the way they feel may be different from how someone else feels (Joseph and Strain, 2003). To encourage this purpose, parents and teachers can foster students' emotional literacy by teaching them the vocabulary of emotion; feeling words and their emotional definition. A larger and more complex the vocabulary of emotion allows children to (a) better discriminate between feelings, (b) more effectively communicate with others about their feelings, and (c) engage in discussion about their personal experiences in and out of school (Joseph & Strain, 2003). Having labels for their feelings (i.e., emotion vocabulary) is an important step in learning how to self-regulate emotions. Children need to identify their feeling (e.g., angry, sad, happy) before they can take proactive steps to regulate their feelings or calm down.

In the language classroom, the emotional vocabulary can be developed through interesting activities, strategies, media, material, and techniques, which bridge children's thought and their social-emotional (Joseph and Phillip, 2003). Educators can teach emotional vocabulary by providing direct explanations of definitions and examples, incidentally through conversation, play or discussion of the text, and through special activities. The best activities that can be

practiced to teach the vocabulary of emotions, for example, by singing, pass the hat, feeling hunted and so on (Joseph and Strain, 2003). Children literature has potentials to help children label feeling faces or words. In line with this, the best material to teach the vocabulary of emotions for children is, by using narrative text (Joseph and Strain, 2003).

Žigárdyová (2006) explains that using narrative as teaching material for children, even may lead to enhance development of cultural and communicative competence for social and interpersonal interactions. Through story, children will get many pictures about how someone might feel in certain situations. In addition, they also can label and understand the words which appropriate to use when they need to express themselves. In view of this issue, the researcher explores and documents the ways of teaching emotional vocabulary where stories that delivered through several techniques are used to foster children's emotional literacy.

## **1.2 Research Question**

This research is expected to investigate the problems classified in the following questions:

1. In what way(s) does the teaching of emotional vocabulary foster students' emotional literacy?
2. What teacher's instructional factors are related to the students' vocabulary outcomes?

## **1.3 Aims of the Research**

Based on the research question above, basically this research is aimed at:

1. Finding out the way(s) in which students foster their emotional literacy through learning vocabulary of emotion.
2. Finding out teacher's instructional factors related to the students' vocabulary outcomes.

## **1.4 Scope of the Research**

The limitation has been made to specify the problem of the research. The limitation is intended to examine the ways in which the teaching of emotional vocabulary in EYL Classroom fosters students' emotional literacy. This research conducted in one of elementary school in Bandung. The class consists of twenty six students, age 10-11 years old.

## **1.5 Significance of the Research**

This research is expected to give theoretical and practical contribution in the teaching methods, especially in the teaching of emotional vocabularies.

1. Theoretical perspective

The research can enrich the existing theories of teaching emotional vocabulary where it can give the contribution in developing and building students' emotional literacy and students' characters, such as caring, sympathetic, patience and loving to other people.

2. Practical perspective

The study is expected to give an insight to the teacher when adopting a suitable approach in teaching the vocabulary of emotion, which will help in constructing a better understanding in fostering students' emotional literacy through stories and activities. While for future researcher, this research can give benefits as a guideline to support their research. Furthermore, it is expected to be a door of exploration in order to provide supportive information for later research.

## 1.6 Research Methodology

This research employed descriptive case study as research design. Case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context in which multiple sources of evidence is used” (Yin, 1984, cited in Zainal, 2007). Data were collected through classroom observation by videotaping the teacher and students' verbal interaction, and field-noting the non-verbal interaction; as well as interview with the students as its respondent. The data collected were transcribed, analyzed and interpreted by using an analytical framework for children emotional literacy schematic proposed by Crick & Dodge, 1994; Lemerise & Arsenio, 2000).

## 1.7 Clarification of Related Terms

To avoid misconception of terms used in the study, the following definitions are provided:

**Emotion** refers to the result of physiological reaction to events (Lange, 1880). It is a complex psychological state that involves feeling, thinking, activation of the nervous system, physiological and behavioral changes of the people, such as facial expression, tone and body language (Hockenbury, 2007).

**Emotional Literacy** is the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner (Sharp, 2001; Joseph & Strain, 2003).

**Character Education** is a deliberate effort to influence the behavior of students (Lickona, 1999; Berkowitz, and Grych, 2000, Davidson, Lickona, and Khmelkov, 2008; Berkowitz, and Hoppe, 2009; Clark, 2010). Lickona (1999), state that good character consists of: the habits, good knowledge, mind, heart, and the behavior.

**Emotional Vocabularies** are the special group of words that belong to our emotions (Joseph and Strain, 2003).

## **1.8 Organization of the Research**

This paper is organized into five chapters. The description is as follows:

### **CHAPTER I Introduction**

This chapter involves background of the research, research questions, aims of the research, scope of the research, significance of the research, and organization of the paper.

### **CHAPTER II Theoretical Foundation**

This chapter contains the related theories from the experts. It involves the discussions of character education and social emotional learning, emotional literacy, teaching English to young learners, and teaching vocabularies of emotion to young learners.

### **CHAPTER III Research Methodology**

This chapter describes the methodology of the research that covers purposes of the study and research questions, research design, site and participants, data collection, data analysis, and summary of research methodology.

### **CHAPTER IV Findings and Discussion**

This chapter consists of the result and finding of the research.

### **CHAPTER V Conclusion and Recommendation**

This chapters states that the conclusion of the research and presents recommendation for further research.

## **1.9 Concluding Remark**

This chapter has discussed the background of the research, research question, purpose of the research, clarification of related terms, and organization of the paper. In the next chapter, this paper will discuss the literature review of the research.