CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. The first step to begin with, before going further to the complexity of this study, it is better to take a look at the introduction of this study first. This chapter consists of background of the study, research questions that cover the statement of problems, aims of the study, significance of the study, the scope of the study, clarification of the terms and organization of the paper.

1.1   Background of the Study

In Indonesian education system, the implementation of character education has become a big issue since the demand of Kemdikbud (Kementrian Pendidikan dan Kebudayaan Republik Indonesia). Effendy—the minister of education and culture (on Kemdikbud's website, www.kemdikbud.go.id, 2017) mentions that one of Kemdikbud's program called "Reinforcement of Character Education" (*Penguatan Pendidikan Karakter—PPK*) is the main axis for the improvement of national education system, related to some government's priority programs. In relation to this, Kemdikbud asserts that the learning process which is based on character reinforcement and integrated inside the school and outside the school through *PPK* will be able to present the competitive young generations that also have the quality of good characters.

Parallel to Kemdikbud's program, Herlina (2012) states that in the rule of National Education Ministry Numbers 22, 23 and 24, students are expected to not only generate high intellectual but also good character, so that teacher should not only reckon with the materials when they are teaching, but also with the students' character. Herlina also states that teacher needs to pay attention to the students' character by teaching them the knowledge of good characters, integrated in the teaching-learning materials. Hence, teaching good character to the students becomes one of the attempts in implementing and integrating character education (the *PPK* program) in Indonesian schools by teachers.

Relating the importance of the implementation of character education to the task of English as a foreign language in the field of education in Indonesia,

Pinkley (2012) argues that character education has a position in EFL classroom because aside from language learning, the students will also have the chance to build their critical thinking skill because character education includes values. In the syllabus, for example, it is mentioned that the topic of narrative text as one of EFL teaching materials, should be a story that gives the students behavior exemplary of trustworthiness, respect and diligent that are also included to the eighteen characters from the Kemdikbud. In line with this, Munera et al. (2008) support that character education that contains values instruction in EFL classroom will maximize the aspects of foreign language such as the vocabulary, pronunciation, reading, writing and speaking skills.

The use of storytelling in teaching language, especially in teaching English as a foreign language (EFL), according to Rahim and Rahiem (2012), has been applied by schools as a pedagogic tool. Apart from being used as a teaching language tool, especially in teaching vocabulary and structure, Samantaray (2014) argues that storytelling also has the ability in nurturing the students' emotional intelligence and storytelling is able to help the students in obtaining the perception of human behavior. This is also in line with Rahim and Rahiem who state that storytelling has the ability to be functioned as a medium of moral education to the students.

According to Shapiro (1998), students have the high intensity of curiosity as they like to hear or read at the same things so the characteristics told in stories can attract students and it will be mainly successful in affecting the students' way of thinking and behavior. Shapiro states two important factors that cannot be separated in creating students' way of thinking that are students' imagination and adult's guidance that can work well through stories. For this reason, according to Shapiro, psychologists have acknowledged that storytelling has good influence in gaining the knowledge of good characters for the students. To support this, Killpatrick and Wolfe (1994) argue that by stories, students can have emotional attachment to goodness so students may have the willing to do the right thing; besides, students can find plentiful samples that can be imitated by them which sometimes students cannot find these good samples in their neighborhood's daily activity.

Many studies regarding storytelling and character education have been conducted in Indonesia and in other countries. A study related to both storytelling and character education has been conducted by Michael Bamidele Adeyemi in 2012 from University of Botswana and his study entitled "Teaching Traditional Values in the Social Studies Classroom through Storytelling". The aim of his study was to find out the effectiveness of the use of storytelling in teaching traditional values at junior secondary school in Botswana. The result said that there was an enhancement of learning through storytelling and storytelling could be used to elicit high order thinking. Adeyemi then recommends other researcher to emphasize the adaptation of storytelling as a teaching tool and find other benefits of storytelling in the field of teaching and learning.

Another study related to character education has been conducted in Indonesia. This study also discussed the implementation of character education by using storytelling, though this study was focusing on character building in the family, not in the school. The result of the study by Sukmaningrum and Hawa (2011) was family, especially parents as children's closest environment, held a very important role in educating children's character and one of the effective ways was through storytelling that had potential meanings for children so they could understand and learn character-education principles and values easily. Storytelling could be a powerful tool to help parents to influence children's behavior positively when the story was authentically delivered.

In conclusion, after looking at some benefits of storytelling and one of the benefits is as a tool to teach good characters to the students; the problem of character education in Indonesia; and many studies regarding storytelling and character education and finding the gap, the writer wants to emphasize that storytelling can be used as a tool to teach good characters to the students since teaching good characters to the students is important as one of the attempts in character education as it is the demand of Kemdikbud. Therefore, this study is aimed to describe the teaching of good character of respect in a narrative text through storytelling and to find out the students' responses to the teaching of good character of respect in a narrative text through storytelling.

1.2   Research Questions

After knowing some benefits of using storytelling in educating students' characters from previous studies and relating it to narrative text as the material learning in the school, this study is aimed to investigate some problems cover:

1. How is good character of respect in a narrative text taught through storytelling?
2. What are the students' responses to the teaching of good character of respect in a narrative text through storytelling?

1.3   Aims of the Study

In line with the research questions above, this study is conducted to describe the teaching of good character of respect in a narrative text through storytelling and to find out the students' responses to the teaching of good character of respect in a narrative text through storytelling.

1.4   Significance of the Study

This study is particularly to describe the teaching of good character of respect in a narrative text through storytelling and the students' responses to the teaching of good character of respect in a narrative text through storytelling. This study is expected to give some beneficial contribution to the field of teaching and learning especially the teacher and the students in educating the students' character by improving students' knowledge regarding good character as they are expected to be as human being. Through this study, the teacher is expected to increase their concern in telling the students stories, focusing on the part of conveying the knowledge of good character in a narrative text to the students and pay more attention to the students' responses to the teaching of good character in a narrative text through storytelling. The teacher will also know how to select the story and the characterization for the students and how to explore the process of conveying the knowledge of good character to the students in the storytelling or in other words, how to implement storytelling in conveying the knowledge of good character especially in a narrative text to the students. The students are also expected to realize that through storytelling they can obtain the knowledge of good human characters in a narrative text and hopefully they will apply the

knowledge later to their own self. They must be aware that storytelling is not only for entertaining but also as an education or conveying tool.

Hopefully, the result of this study will guide teacher indirectly to prepare their ways in using story to convey the knowledge of good characters in a narrative text and prepare other ways in educating the students' character after knowing the students' responses to the teaching of good characters in a narrative text through storytelling. However, the teacher also should be able to explore other benefits in using storytelling in teaching, other medium to convey the knowledge of good characters in entertaining way and not only in a narrative text, but also in other genre of texts. The teacher can also develop the use of storytelling in teaching good characters in a narrative text after knowing the students responses to the teaching of good characters in a narrative text through storytelling.

1.5   The Scope of the Study

This study only discussed the teaching of good character of respect in a narrative text through storytelling and the students' responses to the teaching of good character of respect in a narrative text through storytelling. In addition, there were some weaknesses that can be found in this study. First, there was only one good character taught and narrative text was chosen as the intermediary material. Second, this study was conducted only in three meetings so the implication was depending on students' product because the result could not be seen directly.

Aside from that topic above, which are other medium except storytelling, other characters except respect, and other intermediary material except narrative text, or maybe other benefits in teaching students using storytelling, may become a gap and a new problem to be researched and finally become a new topic for a new study. Longer meetings could also be conducted to get better result of the study.

1.6   Clarification of Terms

The following are some clarified terms in this study to avoid misinterpretation:

1.   Storytelling

Storytelling is a distinct illustration of ideas, beliefs, personal experiences and life-lessons, told through stories or narratives which can raise powerful emotions and insight (Serrat, 2010).

Storytelling in this study refers to a tool, used to teach good character in a narrative text to the students which is expected to teach students to be familiar with good character as it is covered in the story.

2.   Good Character

Good character is a concept which contains knowing good, embracing good and doing well (Katilmis et al., 2011). Hill (2005) professes that good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation.

Good character in this study refers to good character mentioned in the syllabus for junior high school and also cited in the curriculum (KTSP 2006) as one of the attempts in character education. The good character emphasized in this study is respect as this character is cited in the syllabus and curriculum (KTSP 2006), designed by the Kemdikbud and also included into good characters, defined by the framework in Chapter II. Good character meant in this study is also the students' knowledge about good character, carried out in a narrative text as the story.

3.   Respect

Respect is having the idea and doing something in a positive manner regarding someone or others; and reveals other that someone is paying attention to their senses and their prosperity (LoveWell Press, 2013).

Respect in this study refers to the good character taught in a narrative text through storytelling.

4.   Narrative Text

Narrative text is a text that elaborates problematical events which is producing a conjuncture and ends with a resolution (Gerot and Wignell, 1994). A key of comprehending narrative is a sense of plot, theme, characters, events, and how they are related (Anderson and Anderson, 2003).

A narrative text used in this study is a narrative text that is being taught for the junior high school students, related to the syllabus and the narrative text will be contained of good character that will be taught to the students through storytelling.

1.7 Organization of the Paper

This research paper is delivered into five chapters that explained below.

Chapter I is Introduction. This chapter consists of background of the study that introduces a brief explanation about the framework of this study, research questions that cover the statements of problem, aims of the study, significance of the study, the scope of the study, clarification of the terms and organization of the paper.

Chapter II is Literature Review. This chapter presents some conceptual framework of storytelling, good character and narrative text. For the storytelling framework, there are more explanation of storytelling in language teaching; the elements and the characteristics of storytelling, the techniques of storytelling and; selecting the story. Further clarification regarding good character namely good character in this study (respect) and; activities in teaching good character of respect are also provided in Chapter II. Last, the definition of narrative text; social function of narrative text; language features; generic structure; types of narrative text; example of narrative text, the benefits of using narrative text in teaching good characters and; assessment for narrative text are explained in Chapter II.

Chapter III is Research Methodology. In this chapter, there are explanations about the method and research design used in this study, site and respondent, research procedures, data collection techniques and the data analysis of this study.

Chapter IV is finding and discussion. This chapter elaborates the results and the discussions of the study, got from the data collections which are observation, students' product and questionnaire.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of the study and some suggestion for the teacher and also for other researchers.