

CHAPTER I

INTRODUCTION

This introductory chapter discusses the background of the study along with the research questions, aims, and significance. It also discusses clarification of terms used in this study as well as the paper organization.

1.1 Background of the Study

Lickona (2004) states that the problem of youth violence, school violence, drug problems, and promiscuous sexual activity are caused by a national crisis of character. It seemed logical that teaching and developing morals and values in school environment could assist in decreasing all of the problems listed previously. Hence, character became an essential aspect in education as Lickona (1989) points out that education aimed to help young people become smart and to help them become good. Brannon (2008), further argues that character education has a positive effect on students' achievement, classroom behaviors, and long-term test scores. She also states that character education helps create a calmer and more caring atmosphere that helps students focus on learning.

In Indonesia, education has been a vehicle to promote character education. According to The Ministry of National Education Republic of Indonesia (2003), "The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible". In addition, the presence of Kurikulum 2013 covering character education dominantly brings a hope for the betterment of students, particularly their morality. Kurikulum 2013 has made it explicit that every teacher at school is a counselor, rather than just a

teacher. In other word, they are not only expected to teach subject matters, but also life and religious value, as in the curriculum document, the four core competences to achieve in all subjects are divided into four: two competences are concerned on character building, while the two others are on cognitive aspect.

Ryan and Bohlin (1999) as cited in O'Sullivan (2004) point out the reasons why school should engage character education. The first is that the purpose of schooling is to help students not only to become smart but also to become good. The second reason is to do with current legal and social mandates for character education as in Indonesia and as mentioned above that Kurikulum 2013 has made it explicit that teacher are not only expected to teach content of the subject, but also life and religious value. The third reason is mentioned by Wynne (1992) as cited in O'Sullivan (2004) who states that school as the institution with custody of children and adolescent must be concerned with their students' morality.

In promoting character education teacher needs to integrate character education into subject matters. In EFL classroom, one of the approaches to initiate character education is by integrating it with children's literature. Kilpatrick, Wolfe, and Wolfe as cited in O'Sullivan (2004) agree that stories provide good role models for behavior that can be shared with students in the classroom. Wynne (1992) as cited in O'Sullivan (2004) accepts that literature reads will instill character traits in reader subconsciously, even that the stories have never been discussed or addressed directly in the classroom.

Campoy (1997) also proposes strategy in teaching character education through children's literature called four Metacognitive-moral strategies. The first strategy is Cause/Effect/Far-Reaching Effect, the second is Perspective Windows, the next strategy is The Moral Dilemma Chart, and the last strategy is What's Your Perspective?.

In integrating the notion of character education, teacher can use the opportunity to use children's literature when the students are given narrative text materials. Therefore, this study focuses on teacher's strategies in promoting character education by integrating it with children's literature which in this study in the teaching-learning process of narrative text. This study also takes a look on

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teacher's awareness of the ideology in the text and the potential of the text as medium of character education in narrative text which is framed within Hollindale's notion of reading ideology in narrative text (1988) cited in Hunt (1992). This theory is chosen because when the teacher is aware of the ideology and its potential as a medium of character education in the text, it is possible that she may attempt to pass on the ideology to the students. This can be seen in the way in which the teacher integrate the notion of character education in teaching narrative text.

1.2 Statement of Problem

What are teacher's strategies in integrating the notion of character education in teaching narrative text?

1.3 Aim of Study

To investigate teacher's strategies in integrating the notion of character education in teaching narrative text.

1.4 Scope of the Study

This study is proposed to investigate the teacher's strategies in integrating the notion of character education in teaching narrative text in the first grade of one of Senior High school in Cileunyi.

1.5 Significances of the Study

The study is significant in academic field from theoretical, practical, and professional viewpoint. Theoretically, the study is expected to expand the literature of teacher's strategies to promote character education in EFL classroom.

Practically, the study also provides implication as practical information for teachers on teaching strategies to promote character education in EFL classroom. The study may also encourage other researchers to do further studies which concern with the issue related to the character education in EFL classroom.

Professionally, the finding of the study can be used minimally as a source of consideration for academies to provide courses for trainee or pre-service teachers on how to promote and integrate character education in EFL classroom.

1.6 Research Design

This study is aimed to investigate strategies employed by the teacher in integrating character education in teaching narrative text along with teacher's awareness of the ideology presented in the narrative text. Therefore, the findings of this study are expected to provide information regarding teacher's strategies in integrating character education in teaching narrative text and teacher's ability to examine the ideology of the narrative text in natural context.

Considering the issues which were investigated in this study and also considering that this study was focused on the process of classroom teaching and learning activity in a natural setting, a qualitative study embracing the characteristics of case study is considered appropriate to be applied in this study.

1.6.1 Data Collection

The study applied Triangulation in collecting the data. In collecting the data this study employed classroom observation and document analysis in investigating the teacher's strategies, and then interview was conducted to strengthen the data gained from classroom observation and document analysis.

1.6.2 Data Analysis

The raw data gained from the observation and interview were transcribed from the recording data (observation, videotaping, field notes and Interview

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recording) into a textual form. The transcribed data, gained from both from observation and interview, and the analysis gained were analyzed to see the teacher's strategy in integrating the notion of character education in the EFL classroom and whether the teacher is aware of the potential of character education from narrative text which could be seen from the ways in which the teacher integrated the notion of character education in teaching narrative text. The analysis of the data collected are framed within Hollindale's notion of reading ideology in narrative text (1988) cited in Hunt (1992).

1.7 Clarification of Related Terms

Character

Character is a person's organized set of beliefs and values that influence actions related to ethical decisions (Burret & Rusnak, 1993).

Character Education

Character education is an educational movement that supports the social, emotional and ethical development of students (Character Education Partnership).

Narrative Text

Narratives are stories about a person or a group of people overcoming problems (Joyce & Feez, 2000). In this research narrative text is also addressed as "fiction".

Ideology in Fiction

Ideology in fiction is the author's social, political, and moral beliefs (Hollindale, 1988) cited in Hunt (1992).

