

# CHAPTER I

## INTRODUCTION

This chapter provides the nature of the present study. It covers the background of the study, the research question, the aim of the study, the significance of the study, the research methodology, the subject of research, the data analysis, the clarification of terms, and the organization of the paper.

### 1.1. Background of the Study

The Macmillan English Dictionary defines literature as “stories, poems, and plays, especially those that are considered to have value as art and not just entertainment” (Macmillan Publisher Ltd. 2003). Children’s stories contain uses of language that are typically considered poetic. Many of children’s stories devices offer opportunities for foreign language learning (Cameron, 2001, p. 163). In line with Cameron, Collie, and Slater also suggest that “short stories are often an ideal way of introducing students to literature in the foreign language classroom” (Collie & Slater, 1987 p. 167). Since English is taught in Indonesia as a foreign language, stories are believed to be useful as an educational material. This is confirmed by Cameron (2001, p. 160) who states “many of the text in books found in schools are not poetic, meaningful stories that will instantly capture children’s imagination”.

Nodelman (2008, p. 157) states that “children’s literature is primarily didactic literature”. The aim of literature is “to teach and to delight” (Peck and Coyle, 2002, p. 152). Moreover Lazar also states that “literary texts have a powerful function in raising moral and ethical concerns in the classroom” (Lazar, 1993, p. 18). Thus, the idea of children’s literature as a didactic literature or “literature of education” seems to be the root of the function or the aim of literature in general (Nodelman, 2008).

Since children’s literature functions as didactic literature, it most likely contains moral values. Thus it is deemed to be suitable for students’

character education in Indonesia because moral values are often associated with character education. Theodore Roosevelt once said that “to educate a person in the mind but not in morals is to educate a menace to society” (Roosevelt, (n.d.) cited in Lickona, 1991, p. 3). Ministry of Education and Culture, Muh. Nuh also stated in National Education day 2010 that “character education is the key to resolve the entire crisis that this country has been suffering from” (Nuh, 2010). It shows how important moral values to be taught in education system. However, it should be noted that the values and attitude embodied in literary text given to the students should be acceptable since Cameron argues that “stories should be checked for values and attitude because they may not be appropriate” (Cameron, 2001, p. 168).

Some people believe that young people lack of values, hence they should be taught through didactic literature (Stoodt, 1996, p. 218). However, it is not how the values are espoused but how they are presented in the stories (ibid.). Stoodt also suggests that the best written one is how the values and beliefs are presented implicitly (ibid.). In line with Stoodt, Susan Sharp (1992) states that

“It is the values and ideas we think children might miss if we don’t assert them that lead us into didactic stories, however, in the works of the greatest writers, unresolved issues can make the best stories” (Sharp in Stoodt, 1996, p. 218).

Based on the statement in 2013 Indonesia curriculum, “national education as one of national development sectors has a vision of realizing education system as a strong and dignified social institution in order to empower Indonesian people to be qualified” (Kurikulum, 2013). This means, according to Undang-Undang Nomor 20 tahun 2003 about National Education System, educated man who has faith and fear of God; who is noble, healthy, knowledgeable, skilled, creative, independent, becomes a democratic and responsible citizen. Consequently, national education must be functioned as the main vehicle in optimally building Indonesian’s character. Therefore, “Eight O’clock Tales” (2008) by Enid Blyton is chosen to be the object of this study since it is deemed

that the stories featured in the book contain moral values that are in line with what is written in the Constitution.

## **1.2. Research Question**

This study tries to seek the answer to this question: What are the moral values embodied in Enid Blyton's *Eight O'clock Tales* short stories?

## **1.3. Aim of the Study**

Based on research question, the aim of the study is to find out the moral values embodied in Enid Blyton's *Eight O'clock Tales* short stories.

## **1.4. Scope of the Study**

This study focuses on analyzing the moral values embodied in the short stories of children's book entitled "Eight O'clock Tales" by Enid Blyton.

## **1.5. Significance of the Study**

The proposed study is believed to have several significances for theoretical, practical, and professional benefits.

### 1) Theoretical benefit

The findings of the study can be used as contribution towards the study about moral values and its role for students' character education development.

### 2) Practical benefit

The findings also can be useful for teachers, students, and the readers who are interested in children's literature which most likely contains moral values. For the students, Lazar (1993) states that literature should be used with students because:

- it is very motivating
- it is authentic material
- it has general educational value

- it is found in many syllabuses
- it helps students to understand another culture
- it is a stimulus for language acquisition
- it develops students' interpretative abilities
- students enjoy it and it is fun
- it is highly valued and has a high status
- it expands students' language awareness
- it encourages students to talk about their opinions and feelings

(Lazar, 1993, p. 18)

For the teachers, it will enrich English teaching material in any school level since the language used is quite simple and easy. Thus it is expected to be an alternative teaching material for the educators and practitioners. Moreover, the new curriculum in Indonesia necessitates the educators to include the values in every teaching material on the syllabus.

### 3) Professional benefit.

The findings of the study can improve the quality of the teacher-student relationship, give contribution towards the classroom environment, encourage the teacher and students to create and develop new ideas.

## 1.6. Research Methodology

The study is descriptive in nature and employs a textual analysis framework. The study analyzes the moral values embodied in the children's book *Eight O'clock Tales* by Enid Blyton (2008) to promote character education in schools. This approach is preferred due to the textual form of the object of the study.

### 1.6.1. Data Collection

The primary data for the proposed study is in the form of short stories compilation in children's book *Eight O'Clock Tales*(2008) written by Enid Blyton. The data are selected to answer the research question because the stories featured in the books are assumed to have moral values. This is related to character education that is being taken into account in the 2013 Indonesia curriculum. Consequently, the data are coupled with the secondary source i.e. 2013 curriculum.

### 1.6.2. Data Analysis

In conducting the research the following steps have been taken as follow:

1. Reading carefully throughout the children's book multiple times in order to understand and to unearth the moral values embodied in *Eight O'clock Tales* by Enid Blyton (2008).
2. Highlighting the textual evidences related to the moral values necessitated by social attitudes competence in 2013 Indonesia curriculum.
3. Writing a brief note in the highlighted textual evidences in order to simply identify how these values are suitable for student's character education.
4. Listing the textual evidences in the form of table based on the notes so that the moral values embodied in the children's book and its relation to character education can be easily categorized for further analysis.
5. Analyzing the textual evidences as well as presenting the data framed within the related theories in order to answer the research questions.
6. Discussing the findings of the research so that the conclusion can be drawn.



## 1.7. Clarification of Terms

The proposed study contains some terms that will cause misunderstanding. Those terms are explained below:

- 1) **Didactic** (literary text): a work dealing with a moral or religious or philosophical theme (Peck and Coyle, 2002).
- 2) **Moral Values:** honesty, responsibility, and justice are essential things required in this life (Lickona, 2012, p. 61).
- 3) **Literature:** stories, poems, and plays, especially those that are considered to have value as art and not just entertainment (Macmillan English Dictionary).
- 4) **Values:** the beliefs people have about what is right and wrong and what is most important in life, which control their behavior (Cambridge Advance Learner's Dictionary).
- 5) **Tale:** a story, especially one which might be invented or difficult to believe (Cambridge Advance Learner's Dictionary).

## 1.8. Organization of Paper

This present study consists of five chapters as follows:

### CHAPTER I

This chapter contains background of the study, research questions, aims of the study, the scope of the study, significance of the study, research methodology, and the organization of the paper.

### CHAPTER II

It consists of details on the theoretical frameworks employed in the study.

### CHAPTER III

This section contains the research methodology, describing the data used in the research and the methodology to be adopted.

#### CHAPTER IV

This chapter presents the result found in relation to both the research questions and existing knowledge.

#### CHAPTER V

This last chapter provides final reflection of the study and possible issue for further research.

