

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

A teacher plays a central role in conducting the teaching and learning process in the classroom. Every professional teacher should know the teacher's role before doing their job. Some factors influence the role of the teacher, such as internal and external factors. External factors include the expectation of the role of the teacher, which comes from their teacher colleagues, the school's headmaster, parents, and students. Then, the internal factors come from their mind, consisting of the teacher's view about which role is the primary key and the teacher's target or expectation for their role. According to Harmer (2007), a teacher should have "professional attitudes, energy, and motivation, in combining with their teaching skills." As Harmer mentioned before, teachers need to be professional in their jobs because they become their parents at school. Every teacher should be a good role model for students to see and become good students. In addition, Harmer (2007) also added teachers' roles as controller, prompter, participant, resource, and tutor. The teachers are expected to be responsible for creating an environment that can support students' achievement in learning. However, some teachers still do not have enough information about the elements needed to teach in the classroom. The classroom climate is not only a place for any learning materials, but it also contains both physical and social environments that contains with facilitation and the interaction between teacher and students itself (Falsario, et al., 2014). Nevertheless, the problem of

teachers in creating proper strategies and making a pleasant classroom environment for students is still the central problem in the education world.

One teaching-learning theory that presents elements in teaching in the classroom is Constructivism. According to Jordan et al. (2008), Constructivism refers to a group of theories explaining knowledge acquisition and learning. Learners develop their sense based on their experience and the information. In addition, there were two different perspectives about Constructivism theory that appeared. The first is Piaget's theory of cognitive development. He believes that students pass several different stages in learning, such as sensorimotor, preoperational, concrete operational, and formal operational (Schunk, 2012). The second theory is Vygotsky's sociocultural theory, and he is concerned about the importance of knowledge construction in the learning process. Vygotsky believed that social interaction in the learning process would help them find meaning (Jordan et al., 2008). In addition, the researcher will use elements in a Constructivist classroom. Those elements consist of; physical environments, social environments, linguistic environments, intellectual development, and curriculum, and those elements have each sub-element.

This study tried to trice the common elements of the constructivist classroom in a novel for children entitled *Matilda* (1988) by Roald Dahl. Literature is a study that focuses on literary works. Many kinds of literary works have existed worldwide—for instance, prose, poetry, and short stories. Prose, also known as the novel, is one of the literary works popular and exciting to read. The book can be divided into two, fiction and non-fiction. A fiction story

is a kind of story that comes from the author's imagination. Still, sometimes the author can get an idea by seeing actual moments. Meanwhile, non-fiction is an adaptation story from experience. Literature can be divided into prose fiction, poetry, drama, and non-fiction. One of the prose fiction genres is children's literature, and it is a story as reading material for children. The purpose of this book is to introduce the literary tale to children. In addition, this book also can help parents and teachers when they want to teach reading to children (Hunt, 2005). This book is appropriate for readers from birth until 13 years old children. In addition, literature and education are the two things that can be connected. Literature can be used for cultural enrichment and is essential for language development (Floris, 2004).

This present research will analyze a novel entitled *Matilda* (1988). However, in the present study, the researcher used a version published by Penguin Random House UK in 2016. This novel talks about a girl named Matilda who likes reading books, and she also has incredible brainpower. It also talks about her relationship with her parents, teachers, and friends. This novel has Matilda as the main character, Mr. Wormwood and Mrs. Wormwood as Matilda's parents, Miss Trunchbull and Miss Honey as Matilda's teachers, and other supporting characters. Besides the main character, two characters drive great impressions while reading this book. Miss Trunchbull and Miss Honey are two characters who have the same role as Matilda's teacher. Being a teacher is not an easy job. They are not only teaching but also should educate the students. Even though they have the same role in this story, they have different

teaching styles and methods. However, this study will only focus on Miss Honey's teacher character.

Roald Dahl's *Matilda* (1988) has been discussed from many different perspectives, from feminism, postcolonial terms, and studies that examine teacher characters in *Matilda* (1988). The first perspectives come from feminism, which refers to a belief restricting women's rights. The studies on feminism in children literature were conducted by Dickinson (2017) and Tanusy (2018). There is also the postcolonial perspective, a theory in literature, movie, or philosophy that learned about the legality of the associated culture with a colonial role. The study that examines postcolonial in children's literature was from (Juan, 2017) who discussed the postcolonial value in children's literature. Grado (2015) conducted about teacher characters in Roald Dahl's *Matilda*, focusing on creativity and English Language Learning Roald Dahl's *Matilda* in the Primary Classroom. In addition, the study also analyzed the role of teachers to give meaning to education and encourage creativity in using English literature. Bingle (2017) also focused on teacher characters in Roald Dahl's *Matilda*, conducted by Bingle (2017). Bingle (2017) investigates the way teachers teach to see sociocultural constructs on it. Therefore, this study would like to know the representation of common elements in the constructivist classroom in the characterization of teacher characters in *Matilda* (1988). This study is conducted because it needs a specific study examining Roald Dahl's *Matilda* (1988) in terms of educational philosophy perspective, mainly in constructivism theory.

1.2 Problem Identification

The teachers have their role in conducting the teaching-learning process. The role of a teacher is essential to be known and understood by all professional teachers. According to Harmer (2007), teachers should have professional attitudes, energy, motivation, and teaching skills. To be a good teacher, they should be skilled in doing their job because students will see their image. Thus, they should be able to keep their professional attitudes. Harmer (2007) also added teachers' roles as controller, prompter, participant, resource, and tutor. Besides that, they should also have good enough skills and knowledge in teaching and making a good classroom environment. However, the teacher may find problems when teaching in the classroom. This study will discuss issues where some teachers still do not know the elements needed to teach. It can be seen when some teachers are still doing monotonous teaching, where they are not interacting with the students, and some classrooms still need improvement in terms of facilitation. By seeing those problems, it can be said that teachers still need information about the proper elements in teaching in the classroom. Knowing elements in teaching is essential because it is a base of teaching. It contains numerous details of aspects in education that teachers might be missed when teaching in the classroom.

Constructivism is one of the popular teaching methods. This method believes that learning would be effective if every student could construct the new things they learned contextually. Classroom constructivism is the place of constructivism method to be applied. It needs to be given information about

common elements required in teaching in the classroom to help teachers solve similar problems in an actual situation.

In the actual case, the researcher would also try to analyze the elements in constructivism classroom in the children literature, which is in *Matilda* (1988). The novel *Matilda* is one famous children's literature written by Roald Dahl. The novel generally talks about the relationship between a child and older people between Matilda and her parents and teachers. However, another connection is interesting between Matilda and her teacher Miss Honey. *Matilda* (1988) shows readers how Miss Honey teaches the students and looks for constructivist classroom elements. However, this present study will only focus on identifying one teacher character named Miss Honey. This study will analyze her characterizations and then look at the common elements in the constructivist classroom based on her characterizations.

1.3 Research Limitation

The research limitation of this study is to focus on analyzing common elements in the constructivist classroom found in Miss Honey's class by seeing her characterizations. This study focused on the elements of novel character and characterization. These elements are used to help the researcher conduct the study in analyzing the common elements in the constructivist classroom in Miss Honey's class.

1.4 Research Question

Based on the background of the study and the research problem identifications, there are three statements of the problem:

1. What are the characterizations of Miss Honey character in Roald Dahl's *Matilda* (1988)?
2. What are common elements in the constructivist classroom found in Miss Honey's characterizations?

1.5 Research Objectives

Based on the research questions presented above, there are three research objectives of this study as follow:

1. Elaborating Miss Honey's characterizations in Roald Dahl's *Matilda* (1988).
3. Identifying the common elements in the constructivist classroom found in Miss Honey's characterizations.

1.6 Definition of Key Terms

1.6.1 Constructivist Classroom

A constructivist classroom refers to the place that makes students learn and work together as they implement learning sources as the guidance to reach the learning goals. According to Mugambi (2018), in a constructivist classroom, students develop their meaning about the world rather than only receiving the teacher's information. In addition, constructivist classrooms are structured. The students may find the new experience in many ways,

such as through imagination, interaction, action, etc. Therefore, the teacher should know how students use their experience, prior knowledge, ideas, physical and interpersonal environment to construct their understanding (Umida et al., 2020).

1.6.2 Children Literature

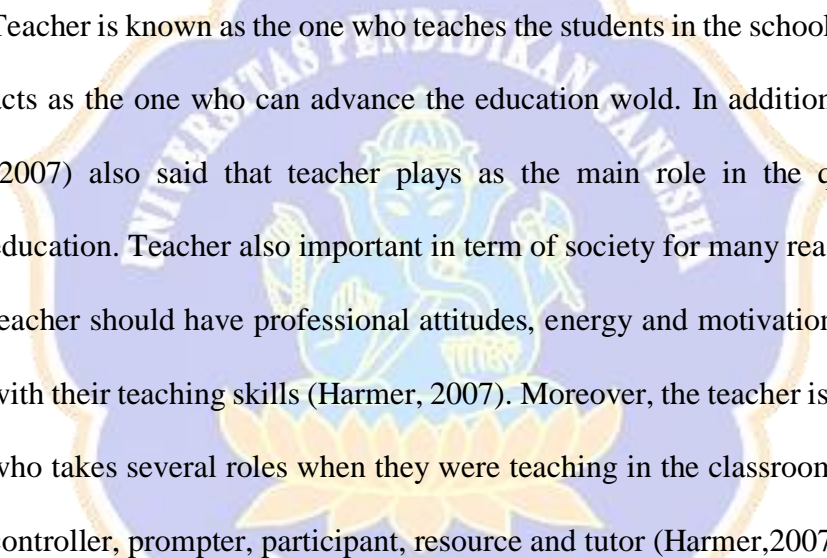
Children's literature is a reading book that is specially made for children. According to Hunt (2005), children's literature does not stand as the property of any discipline. It is a book that can attract and make students in many different fields interested to read. Children's books are different from adults' books; children's literature is written for other target readers, with different abilities, ways of reading, and needs (Hunt,2005). According to Obi et al. (2010), children's literature has simple ideas, each character's relationship, and language. Children's literature is supposed to be good to children, and it usually includes pictures or animation to get children's attention. Children's books are essential to be introduced to children because it helps children learn about literature early and know moral lessons from the story (Obi et al.,2010).

1.6.3 Characterization

According to Gill (1995), characterization means the author's method to create characters. Characterization is a method. Meanwhile, the character is the product. In addition, characterization can be defined as the process of revealing the characters' personalities. There are direct and indirect

processes that can describe characters' personalities. The author directly describes the characters' personalities in the story so that the reader can easily see them. Meanwhile, when the characters are described indirectly, the reader should think carefully and interpret the characters' personalities. The reader can see it from how the characters speak, their habits, and their thoughts.

1.6.4 Teacher



Teacher is known as the one who teaches the students in the school. Teacher acts as the one who can advance the education world. In addition, Harmer (2007) also said that teacher plays as the main role in the quality of education. Teacher also important in term of society for many reasons. The teacher should have professional attitudes, energy and motivation together with their teaching skills (Harmer, 2007). Moreover, the teacher is someone who takes several roles when they were teaching in the classroom, such as controller, prompter, participant, resource and tutor (Harmer,2007).

1.7 Research Significance

1.7.1 Theoretical Significance

This study is expected to give significance to literature learning, language learning, and society.

a. Literature Learning

According to Klarer (2014), literature is mainly known as written works, but only documents related to literary works can be called literature. According to Stan (2015), literature is essential to help children develop their skills in interpreting information and meanings. Children can know more about words, sentences, syntax, and story structure (Stan,2015).

b. Language Learning

Literature can improve students' language skills, and they would know various linguistic forms, various vocabularies and find value from the story that can increase their knowledge. By asking students to read literature, it can give students motivation to learn language learning and acquisition through interesting text or book such as literature (Daskalovska & Dimova, 2012). Moreover, by reading literary studies, students can learn to be fluent in the target language. Students from foreign languages can understand how they talk, cultures, and habits through reading literature.

c. Society

Literature could help promote students' reading ability and social interaction skills. In addition, since the students study about different cultures from their own, they would be more tolerant and learn how to respect each other.

In addition, based to Baratz & Hazeira, 2012), children's literature has the role as a means of socializing. It means that literature can present the story with sociocultural values, so if children read children's literature, they would have a chance to know how society works at an early age.

1.7.2 Practical Significance

a. Lecturers of English as Foreign Language

This study is expected to function as a source for conducting the learning process based on the Constructivist teacher perspective. Lecturers of English as a Foreign language can use this as the source to add preference about teaching in the classroom.

b. Students of English as Foreign Language

This study is expected to help students of English as a Foreign Language know more about literary work, especially children's novels. By reading this study, students will learn about the novel and its elements.

c. Teachers

This study is expected to help teachers with all courses, especially English courses. The teachers who teach English reading, writing, speaking, and listening can read this study to learn how to implement

constructivism theory in the classroom. This study also benefits teachers to consider implementing constructivist principles as a teaching method.

d. Parents

This study is expected to help parents be more aware of children's literature. Children's literature is essential to be introduced to children early because it can help children learn reading and promote literacy. On the other hand, values in children's literature are expected to help parents parent their children.

e. The Other Researchers

This study is expected to be beneficial for other researchers conducting studies related to this topic. Future researchers can gain insights into constructivist theory as a teaching perspective from the illustration of Miss Honey's classroom in Roald Dahl's *Matilda* (1988).

