

CHAPTER I

INTRODUCTION

This chapter conducts the background of this study, problem identification, the scope of the study, statement of problem, purpose of the study, definition of key terms, and significance of the study.

1.1 Research Background

Education is the most important thing for every human being. Dewey (1986) defines education as a scientific method by which humans study the world and gain knowledge of meaning and value cumulatively. Moreover, Ki Hajar Dewantara defines education as an indication in the life of the growth of children. Also, the purpose is to guide all the natural forces that exist in the children in order to help them, as humans and member of society can, achieve the highest safety and happiness (Sugiarta et al., 2019). Through education, people can learn and know all useful things for their future.

Having a good education is not only about achievement in the academic field, which is well achieved but also about having character values in it (Woenardi et al., 2022). Hence, developing a good character is necessary. Character development is a process to foster, improve and shape nature, character, soul, and morals toward a good direction. A character must be formed at an early age because, at that time, character formation will be easier. Woenardi et al. (2022) state children aged 0-6 years are a golden period in their growth and development. Character building can be trained or formed starting from small things such as greeting when meeting other people, apologizing when making some mistakes, saying thank you when you have been helped, getting used to not procrastinating work, being disciplined, and speaking politely when discussing with people and others.

Lickona (2001) defines good character based on essential psychological components, which are knowing the good, desiring the good, and doing the good. As for the goals of education, there are two achievements, namely helping students to be smart and helping students to be good, and achieving both requires character. Furthermore, to reach their goals, they need character strengths; Lickona (2004) states they need self-discipline, strong work principles, and perseverance to succeed in school and life. Thus, instilling good character in early childhood in the development of their character is very beneficial for their lives.

Building a good character through education has many aspects or components; one of them is character education. It is known that every educational unit, especially in Indonesia, has implemented "Kurikulum Merdeka," which emphasizes character education and the development of the potential of each child. Related to the characteristics of Kurikulum Merdeka according to the Kemdikbud states, the characteristics of "Kurikulum Merdeka" are the development of soft skills and character, focus on the essential material, and flexible learning. Character education is a deliberate effort to nurture and develop young people's ethical and performance values that are widely recognized and accepted in all cultures. It is hoped that the Indonesian people can develop noble character, dignified manners, and high moral values where society upholds Pancasila values, practices religious norms, humanity, national unity, democracy, and social justice (Yama, 2015).

According to Lickona, character education is an effort that is serious and contains some spirits that are contained in it, such as cognitive, affective, and psychomotor (Hikmasari et al., 2021). Educating character can help to obey the law, build civic virtue, concern for the common good and respect the rights of others. A broader explanation is that character education introduces moral virtues that contain compassion, honesty, and empathy for other people and the environment, further can be trusted in addition to performance virtues such as

effort and perseverance. Thus, doing the right thing and doing the best job is related to character education. However, according to Kamaruddin (2012), it is known that character education does not only teach what is good and bad to children, but character education goes beyond that which instills good habits that can be felt. Moreover, the mission of character education is similar to that of moral education.

Indonesia's national education is supported by law number 20 of 2003 concerning the national education system in article 3, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the nation's intellectual life. According to Kemendiknas (2010), the Indonesian government formulated the 18 values of character education which are Religious, Honest, Tolerant, Disciplined, Hardworking, Creative, Autonomous, Democratic, Curious, Nationalism, Patriotist, Appreciative in achievements, Friendly/communicative, Peace-loving, Bibliophile, Nature loving, Social care, Responsible.

People can learn through literary works to introduce the 18 values of character education. Furthermore, according to PISA, which evaluated Indonesians that found low interest in reading stated, there were still unsatisfactory results (Sayekti et al., 2023). People's interest in reading must be increased, especially by reading we can broaden our knowledge. Moreover, many literary works from young people and adults are in demand. Literature gives a variety of understandings, particularly for young readers (Mukaromah, 2019). Therefore, increasing interest in reading for young readers through literature can be found in special books for children, which are literary works that contain interesting stories and visualizations but have a moral message in them.

Children's books can have various purposes, including entertainment, information or to broaden children's horizons, educational or didactic, and artistic (Leonardi, 2020). Thus,

this goal is very beneficial for children as young readers because, from an early age, children need to explore their knowledge through the stories in children's books. Literary works that can build character education are literary works that must be introduced. Character education found in literary work can express habits in diversity and revive regional literature and customs in certain ethnicities. In stories, character education can be obtained from themes, messages, and advice (Widyahening & Wardhani, 2016). The literary works that contain the value of character education can be in the form of children's stories, folk tales, epics, poetry, novels, short stories, and plays.

The novel is one of the literary works that examine all human behavior and personality in life, which is an imaginary work that offers problems to characters with various characteristics that can be emulated as educational values (Hardiansah et al., 2021). This can be proven that novels as literary works can teach the values of character education through various studies that discuss the value of character education in children's novels (Baharuddin, 2019; Aisyah et al., 2020; Saraswati et al., 2021; Sekeh et al., 2019; Yolanda et al., 2022; Wiranti et al., 2021). Moreover, there are several studies in discovering the values of character education in children's story books that one of the literary works (Savitri, 2021; Mutiara & Yatri, 2022; Hizraini et al., 2022; Naufalia, 2022; Afandi & Juanda, 2020.). Other than story books, novel is one of the literary works that contain character education values, especially children's novel that beneficial to the character development of children (Sekeh et al., 2019; Yolanda et al., 2022; Wiranti et al., 2021; Saraswati et al., 2021; Baharuddin, 2019; Aisyah et al., 2020). The studies above analyzed children's novels that contain character education values. It is hoped that reading children's novels will increase interest in reading and instill good character values from an early age that are beneficial to the readers.

The importance of instilling character education from an early age can be done through

reading novels. However, recent children's novels have disappeared due to the changes to the content and writing of the novels. Roald Dahl is one of the leading children's literature writers; he has produced children's books, adult novels, poetry, short stories, and film scripts (Deborah, 2020). One of the literary works produced by Roald Dahl is a children's novel entitled *The BFG*. This novel tells about Sophie, an orphan that met a giant called The BFG, who was a big friendly giant. They together managed to prevent the cruel giants from eating humans. During Sophie's encounter with BFG and their action to prevent the cruel giants from eating humans, Sophie has character developments that show character education values that can be used as examples of good characters for readers, especially children.

1.2 Problem Identification

One of the development aspects that is important to develop at an early age is character (Silawati & Rachmania, 2017). Cultivating good character from an early age is very important to prepare a child to become a good person. However, character education is currently lacking in developing students' character because of the many problems of juvenile delinquency that still occur in adolescents in Indonesia, such as bullying, smoking, school truancy, and criminal and immoral acts. By looking at those problems, It is hoped that character education can be instilled from an early age where schools have an essential role in implementing this, and teachers at schools can apply an exciting and easy way to instill character education in children, namely by reading books while increasing interest in reading. Reading children's stories that have moral values in the characters in the novel stories reflects good characters that can be emulated. Therefore, character education aims to educate children to value and care about the right things in depth so that what is believed to be true can be applied in every event.

1.3 Scope of the Study

The scope of this study was limited to the character value analysis reflected in the characterization of Sophie as the main character in the novel entitled *The BFG* by Roald Dahl in 1982. This study analyzes the character value of Sophie's characterizations using 18 values of character education submitted by The Ministry of National Education of Indonesia (2010) contains Religious, Honest, Tolerant, Discipline, Hardworking, Creative, Autonomous, Democratic, Curious, Nationalism, Patriotist, Appreciative of achievements, Friendly/communicative, Peace-loving, Bibliophile, Nature loving, Social care, Responsible. The elements of the novel, which are characterization, character, plot, theme, and setting, were analyzed to support in identifying the main character's characterizations and character values.

1.4 Research Questions

The research question was formulated by relating to the background of the study, as follows:

1. What are the characters of Sophie in Roald Dahl's *The BFG*?
2. What are the character values presented in the Sophie's character in Roald Dahl's *The BFG*?

1.5 Purpose of Study

Based on the research problems above, the purposes of the study are :

1. To describe the characters of Sophie in Roald Dahl's *The BFG*.
2. To describe the character values presented in Sophie's characters in Roald Dahl's *The BFG*.

1.6 Definition of Key Terms

To avoid misunderstanding and ambiguity, the definition of key terms was aimed to provide the definition and aim of the analysis.

1.6.1 Character in Narrative

Character is defined as someone in literary works and has a kind of identity formed from appearance, conversation, name, and behavior (Gill, 1999, p.127).

1.6.2 Characterization

Characterization is a method to reveal the feelings, values, and goals of the character (Bacon, 2003). This research focused on the character of Sophie.

1.6.3 Character as Traits

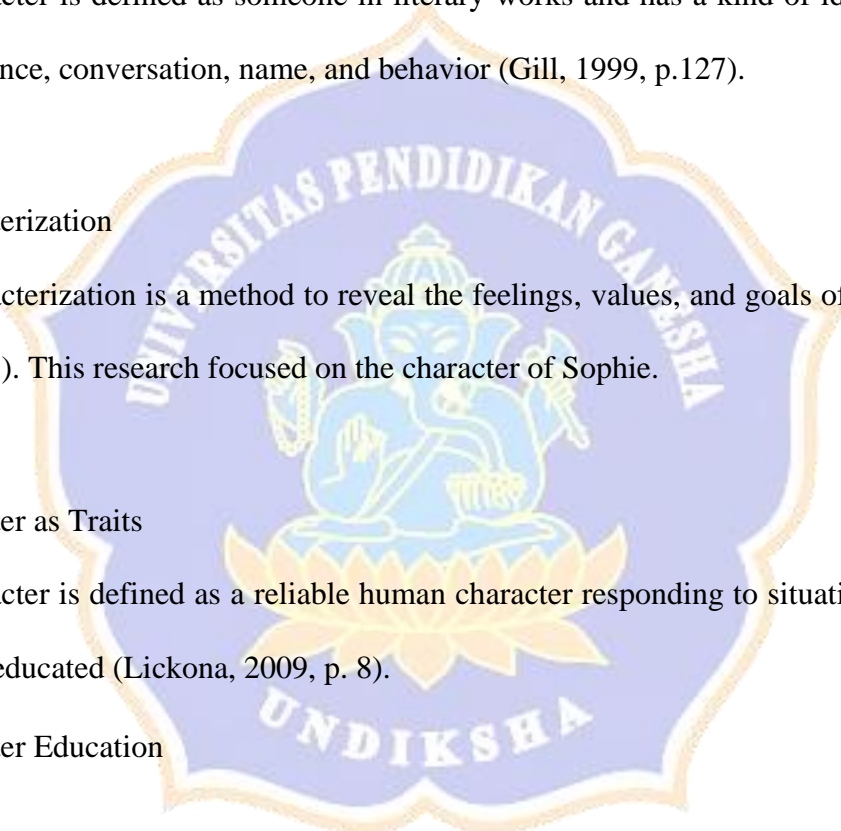
Character is defined as a reliable human character responding to situations in a good and morally educated (Lickona, 2009, p. 8).

1.6.4 Character Education

According to Lickona (2004), character education is an effort to teach moral virtues and ethical principles to individuals with the aim of developing good character. This research focused on character education values that existed in children's novels.

1.6.5 Character Revelation

Character Revelation is a revelation of a character in a story that reveals the character's



general, personal, physical, and emotional traits (Meredith & Fitzgerald, 1993).

1.7 Significances of the Study

The significance of this study contained how this study would contribute to the theoretical and practical aspects as it is presented in the section above.

1.7.1 Theoretical Significances

This study is expected to contribute to developing children's character education through literary works. Moreover, this study provides an overview of how the characterizations of the characters can be discussed and analyzes the moral values contained in literature. The novel is one of the literary works that can be used to cultivate character education value for the young generation (Hidayat & Faturrochman, 2022). As the future generation, developing character education for children is important to be taught. According to Lickona (1991), character education is an effort to teach individuals moral virtues and ethical principles to develop good character. Thus, the introduction of character education from an early age must be done through children's novels that provide 18 character education values proposed by the Ministry of National Education (2010). This research is expected that could give a further explanation about how children's literature, especially children's novels, have character values contained in the characterization of the main characters can be analyzed. Moreover, this research is expected to add a deeper understanding of the importance of instilling character education in children.

1.7.2 Practical Significances

1.7.2.1 For Teacher

The result of this research was expected to be a reference or learning resource in teaching English as a foreign language. Hence, literature is one of the media that can be used as teaching material in character building because literature describes the real sense of life achievement so it can teach students life experiences (Trisnawati, 2012; Baharuddin, 2019; Yolanda, 2022; Hizraini et al., 2022). This learning will be interesting for students because the character education contained in the novel is one of the literary works with characters they like, and it is hoped that teachers can use novels as learning media that teach character education values to children.

1.7.2.2 For EFL Students

The result of this research was expected to contribute to the EFL students understanding of character education which uses novels as learning media. Because literature contains good values or moral messages that are useful for students' lives; moreover, there is authentic material, a variety of styles, and a culture of knowledge, which is quality material for EFL students, and it will be beneficial for instilling character education in EFL classes by integrating literature (Mulyani, 2019). Another study conducted literature as a learning media beneficial for EFL students (Baharuddin, 2022; Prasasti et al., 2022; Hussein et al., 2021; Nanda & Susanto, 2020; Gong, 2021). Besides that, students will imitate the behavior found in novels in real life, such as examples of religious behavior, namely by praying diligently and fearing God. This research is expected to develop students' character through the value of character education found in novel characters.

1.7.2.3 For the Society

The result of this research was expected to contribute to people interested in reading novels. Novels provide stories close to human life present in one form of literary work, which can become a reader's medium that contains character education and is beneficial to its readers (Raharjo et al., 2017). By reading novels, they can learn about the understanding of character education, which is reflected in the behavior of the characters contained in the novel. Moreover, the behavior of the characters in the novel can be found in the real world they can realize and reflect on themselves in order to become more useful persons in the future.

1.7.2.4 For Future Research

This study was expected to give information and reference to the researcher that wants to research analyzing the novel. Moreover, it was hoped that other researchers understand novel analysis through this study. Also, the other researcher can get the information and idea of analyzing novel by reading and understanding this study. Other researchers who want to study literature, especially novels, can get information and also know the activity process in analyzing the moral values in the characterization of the characters in the novel through this study. Thus, this study was expected to help other researchers to get detailed information about novel analysis in developing the idea for their future research.