

CHAPTER I

INTRODUCTION

This chapter contains explanations related to the background of the study, problem identification, limitation of the study, statement of the problem, purposes of the study, significance of the study, and definition of key terms.

1.1 Background of The Study

Nowadays, we are faced with the problem of the moral crisis that occurs among the younger generation. Youth morale from year to year continues to experience degradation or a decline in quality in all aspects of morals. According to Rahman (as cited in Ningrum, 2015) During this transmission period, teenagers experience an erratic nature, which is easy to get tempted to do bad deeds. Teenager's life at this time is very alarming ranging from drug cases, brawl, free sex, sexual violence against teenagers, and murder committed by perpetrators of sexual violence. According to Ningrum (2015), the main factor influencing teenager's moral decline is the development of the era or the influence of globalization that had entered Indonesia such as information disclosure that is easily accessed by teenagers. Many negative impacts are obtained, besides the positive impacts that accompany it.

The solution that can be used to overcome moral damage that occurs in teenagers today is by instilling character education early on. Character education is one of the important needs to be used in the current era of technology and

information. The value of character education can be conveyed by parents and teachers who educate in school to motivate their students. According to Lickona, Schaps, & Lewis (2007), character education is an effort deliberately developed to improve objective and virtuous human qualities that are eternal in moral truth. It means that instilling the values of character education is indeed important in human development at this time to form good characters. Therefore, Indonesia currently needs quality human resources as the main supporter of the development of character education.

The minister or related parties in Indonesia are currently intensively developing and implementing the cultivation of character education. The Ministry of Education and Culture in Indonesia had also begun to include 5 main values of strengthening character education in the teaching and learning process at school. The five core values of character education which rooted in Pancasila, namely 1) religious, 2) nationalist, 3) integrity, 4) independently, and 5) cooperation (Kementrian Pendidikan dan Kebudayaan, 2017). Character education is something that is done by the teacher for students rather than the efforts made by students as an important project for life (Bohlin, 2005). Considering how important the meaning of education is, deservedly for us to choose and sort entertainment that contains the value of character education in it, including in terms of reading novels.

Penguatan Pendidikan Karakter which is abbreviated as PPK is the education movement below the responsibility of the education unit which functions to strengthen the character of students through the harmonization of (ethics, aesthetics, literacy, kinesthetic) with cooperation between education units,

families, and communities that as part of the National Mental Revolution Movement/ *Gerakan Nasional Revolusi Mental* (Kementrian Pendidikan dan Kebudayaan, 2017).

Character education values that are conveyed to readers through children's stories are certainly very useful. According to Collie, and Slater (as cited in Sutari, Fadloely, & Setyarini, 2014) using children's short stories is one of the ideal ways to introduce students to literature in a foreign language class. Cameron (as cited in Sutari, Fadloely, & Setyarini, 2014) also added there is several children's stories device that had a function to learn about moral values in a foreign language. In line with Cameron, the writer indirectly expresses something and also conveys a moral message to the reader through children's stories or novels they write. Likewise, with the value of character education contained in the novel. Novels are one of the most popular readings, rather than journals or scientific books that use interdisciplinary languages (Sutari, Fadloely, & Setyarini, 2014). It can be categorized into prose fiction which builds through intrinsic elements and extrinsic elements. Ralia, Kasmairi, & Indah (2018) states that novel as a media for learning about moral values, which can improve the quality of student behavior. One of the most important things about novels is that novels are good and useful for the readers because novels can provide positive values and educate regardless of whether it is written or implied in the novel itself (Rachmijati & Anggraeni, 2019). Thus, literary works that have a positive educational value can be made more than just reading the material.

The Little Prince's novel written by Antoine De Saint Exupery which published in French 1943 was chosen in this study because it is very interesting to

be analyzed. The reason why this novel is interesting is first, this novel is very good and unique because the main character here acts by a little boy who had a curiosity with how grown-ups thinking. Other than that, the main character here travels around the universe to find out how important the life of grown-up is. The second reason, this novel tells a good story, when the main character traveled around the universe, he found 6 people in six different planets. Which all of the six different people represent six characteristics of humans. The last reason , this novel should be read by grown-up because this novel teaches grown-ups to see something like how children see this world.

This novel may look like a novel for children, but actually, *The Little Prince* novel had philosophical and idealistic meanings about human life and society. In this novel, the author (Saint-Exupéry) tells about the meeting of the main character, a pilot with a little prince from outer space, in the middle of the Sahara Desert. In their conversation, the author expressed his views on the misunderstandings that are often done by humans and simple truths that are often forgotten by them as they grow older. Other than that, the most unique thing that the researcher found is The Little Prince here traveled around the universe to find the meaning of being grown-up and loving.

There were several studies that analyzed *The Little Prince* novel. The first study was Setiawati (2016) from the University of Mataram, entitled “*The Analysis of Intrinsic Elements in The Little Prince; A Novel by Antoine De Saint Exupery*”. The result of this study was these intrinsic elements are classified into several elements; theme, plot, character, characterization, setting, point of view,

tone, atmosphere, and style. Besides, the researcher also found the way those intrinsic elements are inter-related to one another.

The second study was Sejati (2015) from the Muhammadiyah University of Surakarta, entitled “*Quest for Life Reflected in Antoine De Saint Exupery’s The Little Prince Novel (1943): An Existentialist Approach*”. The result of this study was, First, based on the structural analysis of each element, it showed that characters and characterization, setting (setting of place and setting of time), plot (exposition, complication, climax, resolution, causality, and plausibility), point of view, theme style (grammatical structure, sentence construction, diction) were related to each other and formed a unity. Second, based on the Existentialist analysis reflected in the character and characterization in being, existence before essence, consciousness (cogito), freedom to choose, anxiety, transcendence ego, and nothingness, quest for the existence of life lead to meaningful purpose in human’s life.

However, the previous research had not revealed about character education values in *The Little Prince* novel, but focusing more on the intrinsic elements and quest for the existence of life contained in the novel. Thus, the researcher was interested in finding the character education values as proposed by the Ministry of Education and Culture in *The Little Prince* novel. By analyzing character education on the main character in *The Little Prince* novel, the analysis can be beneficial for the reader to get and understand the values of character education of the main character of this novel.

1.2 Problem Identification

Therefore, in Indonesia, teenagers need strong self-control when they are at school, at home, and in the community. In this situation, adults must teach teenagers to have good personalities. For this reason, to avoid falling into negative things, teenagers must have character education. The government in Indonesia had also begun to include 5 main values of strengthening character education in the teaching and learning process at school which called PPK. PPK (Penguatan Pendidikan Karakter) is a movement in school that can strengthen the character of students (Kementrian Pendidikan dan Kebudayaan, 2017). In the learning process, students will learn about the values of character education which can be earned from children's stories. By using the children's stories, students will have curiosity, imagination, and the most important thing is that students will get a moral message from the story. As in *The Little Prince's* novel, the reader will get a lot of moral messages, which moral messages can be taught to children from an early age. Because character education had been taught from an early age that will form the good personality of the next generation.

1.3 Limitation of The Study

The problem with this research is restricted to *The Little Prince's* (1945) novel, which focused on the character of the main character (The little prince) in the novel. Then, this research also analyzed the characterization of the main character which represents the five core values of character education proposed by the Ministry of Education and Culture.

1.4 Statement of The Problem

In line with the background of the study above, the research questions can be formulated as follows:

- 1.4.1 How are The Little Prince's characterization as the main character described in *The Little Prince* (1943) novel?
- 1.4.2 What are the five core values of character education that contained by The Little Prince as the main character in *The Little Prince* (1943) novel?

1.5 Purpose of The Study

Concerning the research question stated above, this research aimed at accomplishing the following purposes:

- 1.5.1 To describe The Little Prince's characterization as the main character in *The Little Prince* (1943) novel.
- 1.5.2 To analyze what five core values of character education that can be taken from The Little Prince's characterization as the main character in *The Little Prince* (1943) novel.

1.6 Significance of The Study

This study would determine to give some positive contribution:

1.6.1 Theoretical significance

This study is expected to give significance for:

1.6.1.1 For Literary Learning

This research expected to contribute to increasing the scientific references in literary learning, such as in the field of children's literature and the field of education. The contribution that can be given as explained by Shavit (Court &

Rosental, 2007) the functions of children's literature as a tool for the educational system. It means that children's literature can be used as an educational goal which teaches the moral values contained in it so that many people associate the children's literature with character education

1.6.1.2 For Language Teaching

This study is expected to contribute to the improvement of children's language skills as the future generation in Indonesia. The contribution that can be given as explained by Collie, and Slater (as cited in Sutari, Fadloely, & Setyarini, 2014) by using children's short stories is one of the ideal ways to introduce students to literature in a foreign language class. Therefore, it can be said that children's stories not only used to entertain children, but it can be as a media to teach them about how to learn moral values in a foreign language.

1.6.1.3 For Society

This research is expected to be useful for society, such as family had an important role in monitoring their families, more precisely to those who are still children by teaching them about good character values and exemplary by using children's stories, which will make them more interesting to read. It is in line with Albretch (as cited in Court & Rosental, 2007) that literary works are a reflection of various social, family, economic and moral problems.

1.6.2 Practical significance

This study is determined to give positive contribution for:

1.6.2.1 Teacher

This research is expected to inspire the teachers to be able to incorporate values in the stories related to character education. According to Puspitawati, Emzir, and Akhadiah (2017), the teacher must associate classroom learning material with children's literature. Therefore, it can be said that children's literature had many functions, one of which is that the teacher can train students' language skills and also instill morality in students when the teaching and learning process.

1.6.2.2 Parents

This study is expected to inspire parents to use children's books as a media to embed moral values regarding character education in stories to their children. Sayer, Kristiawan, and Agustina (2018) stated that character education in the children's story in the form of the fairy tale can be chosen as a media to teach our children since childhood. It means that parents have an important role to teach their children about moral values since childhood.

1.6.2.3 EFL Students

This study expected to invite all of the EFL students to learn directly from the characters in the story. According to Sasmita (2018) that in general the main characters in the story have characterizations that are exemplary. It is hoped that EFL students can learn to increase sensitivity to moral values and wisdom in dealing with the environment, the realities of life, and attitudes of maturity.

1.6.2.4 Children

This research is expected to benefit children to develop their confidence. According to Court and Rosental (2007) that children's literature consists of positive and negative trait values that allow children to compare behaviors which

are exemplary or not in real life. Related to these statements of course, it can develop children's curiosity and ability to think more critically.

1.7 Definition of Key Terms

To avoid misunderstanding and ambiguity of term which will be used, the researcher defines key terms, as follow:

1.7.1 Conceptual Definition

1.7.1.1 Character

According to Bohlin (2005) character begins with a person's moral starting point which is a set of intellectuals and personal habits.

1.7.1.2 Characterization

According to Abrams (1999) characterization is a character that is put forward in a narrative work that can be interpreted by the readers, where the character had a particular moral, intellectual, and emotional qualities.

1.7.1.3 Character Value

As stated by the Ministry of Education and Culture (2017) that character values are a potential used to acquire spiritual and religious strength, control oneself, personality, intelligence, noble character and character and the skills a person needs for himself, and also for society, nation, and country.

1.7.1.4 Character Education

According to Lickona, (1993) character education is an effort deliberately developed to improve objective and virtuous human qualities that are eternal in moral truth. It means that instilling the values of character education is indeed important in human development at this time.

1.7.2 Operational Definition

1.7.2.1 Character

Character refers to the little boy who contained in *The Little Prince* novel. In this research, the character that will be observed is The Little Prince who acts as the main character.

1.7.2.2 Characterization

Characterization refers to the writer reveals the personality of the character, which revealed through direct and indirect characterization which owned by The Little Prince as the main character in the novel.

1.7.2.3 Character Value

Character value in this research refers to five core values proposed by the Ministry of Education and Culture which consist of religious, nationalist, cooperation, and integrity.

1.7.2.4 Character Education

Character education refers to the Ministry of Education and Culture's effort to improve the national education based on PPK (Penguatan Pendidikan Karakter).