

CHAPTER I

INTRODUCTION

This chapter displays background of study, problem identification, scope of study, statement of problem, purpose of study, definition of key terms, and significances of the study.

1.1 Background of Study

Education is one of the important aspects of human life. Education is not only depending on how we master the material or knowledge, but also focus on the development of students' character (Suwatini, Swandana, & Payani, 2018). In Indonesia, our education focuses on three domains called cognitive, affective, and psychomotor. The cognitive domain belongs to the learning skill that related to the mental process which included to the six levels, namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Hoque, 2016). The affective domain belongs to our feeling, emotion, and attitude. This affective domain has five sub-domains namely, receiving, responding, valuing, organization, and characterization (Hoque, 2016). Psychomotor domain is involved in a psychical function such as reflex action and interpretive movement (Hoque, 2016).

From these three domains, education in Indonesia only emphasizes more on the cognitive aspect, and less attention to the affective and psychomotor aspects of children (Wardati, 2019). If Indonesia can apply these three domains in a balanced way, it will create good education with good character. However, because the

application of affective and psychomotor aspects still lacking, it causes students to have unethical behaviors such as smoking in the school, fighting, and not attending the class. These bad behaviors caused by the lack of moral character owned by the students. Education is very important to build a character of humans especially good character. Character is the characteristic of people that belongs to the attitudes, behaviors, motivations, and skills in the form of value, ability, moral capacity, and the obstinacy in facing difficulties and challenges (The Ministry of Education and Culture, 2017).

There is another definition about the character which stated that character is an ability of individuals to overcome their physical limitation and ability to awake their life to the values of goodness that benefit for themselves or others (The Ministry of Education and Culture, 2017). Character is very important because it is related to our thought, action, and words. The character itself contains bad and good moral values. Good character is shown through good attitude, thought, and words (Pala, 2011). However, bad character is shown through negative behavior (Hidayati, Zaim, Rukun & Dharmansyah, 2014). People who have good character will always do good things in their life. Good character can be interpreted in real life, such as helping each other, showing a good behavior or attitude, and following the rule. If people show their good character, it will create good impact on life and the environment.

However, people who have bad character will show negative behavior that will harm themselves and others. Bad character can be interpreted by smoking in the school, riding a motorcycle without using a helmet, and brawling with other students. These bad characters will lead to the conflict which harms themselves and others.

There are many problems that continue to befall education in Indonesia regarding the moral crisis (Ati, 2016). Various moral cases occur in the dynamic of Indonesian education development. Some of these cases involved students which represent the young generation. There are two phenomena that reflect the conflict of character in Indonesia which experienced by students. The first case happened in SD Negeri Gayamsari 01 Semarang with sexual pornography was carried out by three of 4th grade students (Sa'idah, Fajriyah, & Cahyadi, 2019).

This case proves the lack of pornography education owned by children. Therefore, they are weak in controlling and defending themselves to the negative effects of the environment such as being in a bad circle of a friendship with drug abuse. The second case was the act of physical and sexual violence that was carried out by Junior High School students in Pakalongan city in 2016 (Yuniati, Suyahmo, & Juhadi, 2017). From this case, it can be seen that the lack of understanding of the religious value possessed by children leads them to commit violence both physical and sexual easily. It can be seen that both cases of character deviations were committed by students. It proves that the moral case has been befallen by the young generation. It makes the education in Indonesia worse, thus it is considered less successful in forming the nation's character with a noble personality (Ati, 2016).

To reduce and avoid such character deviations, character education must be inserted into a learning process to build a good character. Thus, the teacher uses the material topic in the curriculum as a tool for developing students' character values. Character education is a process of cultivation of the moral character to become a perfect human being (Mulyasa, 2011 in Hidayati et al. 2014). Character education is a

curriculum that developed to teach children about the needed important qualities to build a good character (Almerico, 2014). Character education must be taught from the young age, so they are used to implement the values gradually. To accelerate the cultivation of the character value, character education is not only taught by the teacher, but also parents and people around the students (Suwastini, et al (2018).

Teaching character education is very important in today's society since our adolescence face many opportunities and dangers that were unknown to earlier generations (Pala, 2011). Character education can be taught from reading a book such as a story book. Reading a story book can develop, shape, reinforce, and instill students' character values. When the concept of character value is taught in reading activity, students will realize several traits such as respect, honesty, courage, and kindness are real and interesting aspects of the world around them. One of the story books that can be read by the students is a novel. Novel is very popular among people ranging from children to adults. It is because the stories in the novel are closely related to the reader's life such as romance, friendship, family, and life's struggle. Klarer (1999) states that novel become the most popular literary work in the world because novel is an interesting story that makes the reader enjoys reading it. Therefore, novel can be used as a tool to shape students' character since it contains so many character values that can be used as an example for them.

There are many studies had proven that novel can be used to build a positive value for the students. Sayer, Kristiawan, and Agustina (2018) have found that the cooperation value is developed by giving a fairy tale to the children and let them read the fairy tale or listening to the fairy tale. Utami and Arini (2017) have found that the

novel *“Little Lord Fauntleroy”* contains character values such as hospitality, honesty, kindness, modesty, responsible, wisdom, and empathy. Hissan (2012) has found that there are several moral values presented through the description of children’s mature and immature morality in the novel *“Charlie and The Chocolate Factory”*, such as obedience, honesty, respect, and courage. This present study was focused on analyzing the character value in one of the children’s novel. This research was focused on children, so teachers must provide a literary reading that is appropriate for their age.

Childhood is the age where children attracted to things that related to the imagination such as fantasy, fairy tale, and adventure (Mikkelson, 2005 in Hissan, 2012). One of the children’s novels that contain a fantasy world is a novel entitled *The Lion, The Witch, and The Wardrobe* by Clive Staples Lewis in 1950 (Lewis, 1950). This novel has been very popular and loved by children because the story is about the adventure of four children and contains a fantasy world. That is why this novel very interesting for them. This novel also becomes the greatest children’s novel which has been published in forty-seven foreign languages (Syahrullah, 2012). This novel contains so many character values owned by the characters in the story that can be used as an example for the children to build a good character. Because of its popularity, then this novel was adapted into a film.

Based on Amazon Prime, Internet Movie Database (IMDb), this novel had been adapted to the film for four times with different directors. From these film adaptations, it can be seen that this novel has been favored by many people ranging from children to parents. Seen from the values contained in the novel, it will give

positive influence on children who read this novel. Many studies have analyzed the character value in the novel. However, they did not use the 5 core values proposed by The Ministry of Education and Culture (2017). Ati (2017) studied about character value by using 18 of character values of The Ministry of National Education. Then, Simanjuntak, Siburian, and Saragi (2107) studied about character value in the novel and the advantages as literature reading by using 18 of character values of The Ministry of National Education. This present study was conducted since novel can be used as a media for teaching character values for students.

1.2 Problem Identification

Character education is a process of cultivation of the moral character to become a perfect human being (Mulyasa, 2011 in Hidayati, et al, 2014). Character education is very important to be taught in the education world. However, character education still lacking on developing students' character. Many students show bad character such as smoking, not attending the class, and consuming the drug. By looking at these problems, the school has an important role in shaping students' moral character. Children must be taught character education earlier. It can be started by reading a book or a story book. It is important to provide the children with learning sources such as children's novels that contain character value. Thus, the children can learn a good moral character through the character of the story. There are so many children's stories that can be read by children. One of the children's story is a novel entitled *The Lion, The Witch, and The Wardrobe* by C. S. Lewis in 1950 (Lewis, 1950). This novel will help parents and teachers to introduce a good character value

to their children or students because there are so many values in this novel that can be as a sample for them.

1.3 Scope of Study

The scope of this study was limited to the analysis of the character value that reflected in the characterizations of Lucy Pevensie as the main character in the novel entitled "*The Lion, The Witch, and The Wardrobe*" by Clive Staples Lewis in 1950. To analyze the character value on Lucy's characterizations, this study used 5 core values proposed by The Ministry of Education and Culture (2017). Several elements of the novel such as characterization, character, setting, plot, and theme were analyzed in this study to identify the characterizations and the character values of the main character.

1.4 Statement of Problem

The main problem of this study was to analyze the character value in children's novels. Considering the background of the study, there are two problems analyzed in this research as it can be seen in the following section.

- 1.4.1 What are the characterizations of Lucy Pevensie in *The Lion, The Witch, and The Wardrobe* (1950)?
- 1.4.2 What are the character values presented on the characterizations of Lucy Pevensie in *The Lion, The Witch, and The Wardrobe* (1950) that belongs to 5 core values of character education proposed by The Ministry of Education and Culture (2017)?

1.5 Purpose of Study

Based on the statement of research problems above, the objectives of the study were formulated as follows:

1.4.3 To describe the characterizations of Lucy Pevensie in *The Lion, The Witch, and The Wardrobe* (1950).

1.4.4 To describe the character values presented on the characterizations of Lucy Pevensie in *The Lion, The Witch, and The Wardrobe* (1950) that belongs to 5 core values of character education proposed by The Ministry of Education and Culture (2017).

1.5 Definition of Key Terms

Definition of key terms was aimed to provide the definition and aim of the analysis. Definition of key terms were divided into two section, they are theoretical and operational.

1.5.1 Theoretical

1.6.1.1 Characterization : Characterization is the way the characters are formed in the story (Baldick, 1991).

1.6.1.2 Character value : is a system of cultivation of character values to students to become a perfect human being by nature, where the components include the awareness, understanding, commitment to instilling Godly values, the environment, society and the nation as a whole (Hidayati et al, 2014).

1.6.1.3 Character : Character is the characteristic of people that belongs to the attitudes, behaviors, motivations, and skills which in the form of value,

ability, moral capacity, and the obstinacy in facing difficulties and challenges (Kemendikbud, 2017).

1.6.2 Operational

1.6.2.1 Characterization : The research focused on the characterizations of Lucy Pevensie.

1.6.2.2 Character Value : This research focused on character values existed in childre's novel.

1.6.2.3 Character : The researcher will find out the character values on Lucy as a character in the story.

1.7 Significances of the study

The significance of this study covers how this study would contribute in both aspect of theoretical and practical as it is presented in the following section.

1.7.1 Theoretical significance

This study contributes to children's character education development of Indonesian children. Character education is an important thing as it must be taught to the children as a future generation. Children's quality in presented the moral value life depends on his/her character values. Hoge (2002) in Almerico (2014) states that character education as the effort to influence individual development in their qualities. Therefore, to develop students' character education, it can be done by providing an example of 5 core values of character education proposed by The Ministry of Education and Culture (2017). By conducting this research, it is hoped that this research could give

further explanation of how novel especially the character values involved in the characterization of the character can be analyzed. Thus, it can make a deeper understanding of the character education value of the character itself.

1.7.2 Practical significance

The practical significances of this study are divided into five groups. They are for the teacher, for EFL students, for parents, for other researchers, and for society.

1.6.1.1 For Teacher

The result of this research was expected to be used as a resource for teaching English as a foreign language. It can be used as a reference in adapting novel in teaching character education. Thus, the students could enjoy the learning process because they are taught to be more critical in analyzing the character values on the characters of the novel. By reading this research, it was expected that the teacher can use novel as a material for teaching character values to the students.

1.7.2.2 For EFL Students

The result of this research was expected to give contribution in understanding the character values that represented on the characters in a novel. It is because the children who read the novel could imitate the character behavior in real life, for example, being helpful. It will help the students to adapt this value to be a helpful person. This research was also expected to encourage students to be more critical because they learn how to analyze

character value that presented in the character of the story. Thus, this research was expected to bring several advantages for students who are interested in learning character education by reading novel.

1.7.2.3 For Parents

This research was expected to give parents a description of the benefits of reading children's novel. This research also hoped that parents could get a better understanding about the important of teaching character value to the children. When children read the novel, parents may realize that their children's character increase to become a good personality. They also can choose and find out which stories suitable for their children after reading this research.

1.7.2.4 For Other Researchers

This research was expected to give the idea and reference to other researchers who want to conduct a study about novel analysis. This research also was hoped to give an understanding of the basic knowledge of novel analysis. The other researchers can read and understand about the research to get more information about novel analysis. Besides, the other researchers could get an idea about the steps of conducting the similar research and analyzing the character values in the characterization of the character in the novel. Therefore, this study was expected to provide detail information on how to conduct study about novel analysis and idea suggestion that can be used as the topic of their future research.

1.7.2.5 For the Society

The result of this research was expected to be useful for the people in society who likes reading novel. They could learn indirectly about character values that reflected on the characters of the novel. It is because when they read the novel, they will realize that a character of the novel that they read reminding themselves as a character in the real world. By reading this research, the society was expected to know about the knowledge of analyzing the character education in the novel. The result of this research was expected to be used as a benefit for the society because they can use this analysis as a reflection of themselves about how to be a good person and how to be someone useful to others.

