

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the explanation of the background of the study, problem identification, limitation of the study, statement of the problem, the purpose of the study, the significance of the study, and definition of the key term.

### **1.1 Background of the Study**

The early years of life have become an important part of life that will influence the emotional development. There will be a lot of issues that will impact their emotions even their physical and intellectual mind which comes from the social environment, and children's community. The issues happen and might influence the children's character and become character degradation. There are many events that become the evidence of the character degradation, for example; the human tragedy of the Chinese Ethnic which happened on 13-15 May 1998. This tragedy becomes heartbreaking events for the Indonesian people and particularly for the victims. Those events indicate that some people ignore Pancasila which is our foundation in thinking, acting, and talking in society, but the degradation of character still happening until today. Hence, the role of family and teachers become crucial in developing the children's character. Since then, the issues of character degradation becomes highlight issues since 2010 (Saidek, Islami, & Abdoludin, 2016).

Family and teacher have an important role in determining the character of the children. According to Jolls (2008), parents as their closest family and friends should teach them about social life, problem-solving, and knowledge of life. There are three things which should be considered, namely how to be themselves, self-expression and critical thinking. The first is about how to be themselves. Since the early-stage, parents and family should direct their children to know themselves. Parents can start in a simple way, for example; parents do not compare their children to others. It will make them stressed and not confident. Support your children with their favorite activities. The parent should tell them by giving some examples and the impact if they do those bad things. The second is about self-expression. Parents can be children's friends at home, as a place for sharing their activities in a day or about their problem which probably they can not handle. If they are down, support them and say that they can handle those problems and parents can be their support system. The third is about being critical thinking. Parents should direct them indirectly in solving a problem, giving some clues and make them be creative and critical in facing a problem. It can be said that the way parents in treating their children will reflect through their characters, so the duty of parents and teachers are teaching and introducing the children about character education.

Character education becomes the highlight in Indonesia since 2010 after the past tragedy (Saidek, Islami, & Abdoludin, 2016). Since then, the character education becomes the national movement in Indonesia to build a good character for the children. The government with the ministry of education have been proposed the regulation and legislation as the effort to increasing the

implementation and application of character education in the society, especially in school and house environment. In 2017 the Ministry of Education and Culture have been proposed the five core values as the representation of Pancasila values. The five cores values are religious, nationalist, cooperation, integrity, and independent.

According to Lovat, Clement, Dally, & Toomey (2010) as cited in Jr., (2017), in the past character education only taught at homes and schools, but now it is also accepted in public school. It means the access of children in getting information about character education becomes wider. Learning about character education is usually conducted through brainwashing and design to make the students do base on what they have told before (Damon, 2002, p. 25). Transferring or teaching character education is not as easy as the expectation (Beil, 2003) as cited in (Turan & Ulutas, 2016). It needs media which should appropriate for the children. The media can be a literary work that contains life values. Literary work consists of dramatic events which full of interesting conflict, tense events and full of curiosity. The children get examples of characterizations which lead to bad attitudes and also the impact if they do that. So the story unconsciously makes the children can imagine and learn the moral values in the story without any compulsion. According to Turan & Ulutas (2016), literary works ie extremely effective media to develop the children's character. Children become aware of the social and emotional development. Besides, the students get the knowledge, experience, and tradition of positive social attitudes of life.

One of the literary works that can be used as a media for delivering character education is novel. Novel can be additional media for learning character

education which should contain social and emotional aspects and it can be a media of information and entertainment (Turan & Ulutas, 2016). It makes the people see the world from different sides by using their imagination of the social issue in society. According to O'Sullivan (2002) as cited in O'Sullivan (2004, p. 641) a good book should contain; moral dilemma, knowledge of beyond life, role models character, and cross-culture. So as a teacher and parents should know exactly the contents of the book which will be given to their children. One of the book story types is children book. The children book is a book that contains children's experiences, childhood moments and imaginative stories beyond of life (Brown & Tomlinson, 1999, p. 2). The use of the book will be effective because the children become enjoy and aware of the implicit message and culture that contains in the book. The children book or a story contains of character as the role of the story. The character also like the reflection of the good or bad character which leads the children to the implicit message or the character education contains in the story.

There are many children's books that can be used as media in explaining character education for the children. There are many characterizations of the main character which is represented the character education. In this study, the novel is chosen as the object of study was entitled "*The Secret Life of Bees*" (2001). This novel was published in 2001. This novel is about a girl named Lily who lives with her dad named Ray and a maid named Rosaleen. Lily is a lonely girl and assumed that she killed her own mother when she was a kid. The setting time of this novel is when racist of colored people were happened. On their way to find out the secret of the truth, they got so much trouble until they found the pink house, The Boatwright's house. Boatwright family takes care of her, teach her about bees, get

some truth of her mom, and falling in love with a colored guy. She also becomes a brave girl who knows what she should do for her life in facing all struggles. Then those entire lessons teach her and here it is the new Lily as loving and loved girl. *The Secret Life of Bees* (2001) novel contains of moral values that represent from the main character Lily Owens such as tolerant, respecting others, religious, hard-working, etc. It can be said that this book is compatible for children until adults as media for developing character education. So, the novel which is entitled *The Secret Life of Bees* (2001) will be used as the object and will be analyzed for the present research.

Previous studies have been conducted by many researchers that analyze character education in a novel. The first study was conducted by Siburian, & Saragi (2017) that investigated the character education in novel entitled *Habibie and Ainun* found that the novel was accordance with 18 character education proposed by the Ministry of Education and Culture. The other research had been done by Hissan (2012) about the use of the novel entitled *Charlie and the Chocolate Factory* as media for teaching moral values through the children characters in the story. Another study was conducted by Sutari & Fadloely (2014) about character education in a novel entitled *Eight O'clock Tale* in accordance to character education proposed by the Ministry of Education and Culture.

The present study of this research will analyze the five core values of character education proposed by the Ministry of Education and Culture that are represented by the main character in a novel entitled *The Secret Life of Bees* (2001). This novel is chosen because one of The New York Times Best Seller. Besides, bees of the represent hard-working while the queen represents of a

mother who takes care and guides her children. This novel is about daily life, so the conflict can be easily understood. The series of events will make the children gain a lot of things about life. Sometimes life is not about fairytale but it can be such a cruel and needs a great decision to survive. Hence, this study expected the reader can get inspired and take positive value from the novel.

## 1.2 Problem Identification

Issues of character education had concerned by the government since 2010, because there are several issues of character degradation. Therefore, family and teacher have an important role to cultivate character education since young in giving direction to differentiate good and bad things. Nowadays, parents are too busy to introduce their children about a good character and the result is the degradation of children's character education happens. Literature might be one of the interactive media in improving the children's knowledge about character education which is represented in a novel entitled "*The Secret Life of Bees*" (2001). The story is about a child's way of finding her true self and peace of soul. Besides, this study also focused on the five core of character education proposed by The Ministry of Education and Culture.

## 1.3 Limitation of the Study

This research focuses on the character education of Lily Owens as the main character in the novel entitled "*The Secret Life of Bees*" (2001). The characterization of the main character will be supported by the characterization and character revelation which relate to character education. The analysis was

concerned with the five core values by the Ministry of Education and Culture in 2017 that are reflected by Lily's characterizations.

#### **1.4 Statement of the Problem**

Based on the background above, the statement of the problem can be defined as follows:

1. What are the characterizations of Lily Owens as the main character in the novel entitled "*The Secret Life of Bees*" (2001)?
2. How are the five cores of character educations represented from Lily Owens' characterization as the main character in the novel entitled "*The Secret Life of Bees*" (2001)?

#### **1.5 Purpose of the Study**

Based on the statement of the problem above, the purpose of the study can define as follows:

1. To identify the characterizations of Lily Owens as the main character in the novel entitled "*The Secret Life of Bees*" (2001)
2. To analyze how are the five cores of character educations represented from Lily Owens' characterization as the main character in the novel entitled "*The Secret Life of Bees*" (2001).

#### **1.6 Significance of the Study**

This study has two significances; theoretical significance and practical significance. Here the theoretical and practical significance as follows:

### 1.6.1 Theoretical Significance

Theoretically, the aim of this study is able to contribute to increasing children's character education through analyzing the main character named Lily Owens in a novel entitled "*The Secret Life of Bees*" (2001). The theoretical significance divided into two parts namely Literature, and Character Education which influence by the applied of character education.

#### a. Literature

The first theoretical significance is about how the literature can give a big contribution and really beneficial for the reader especially for children in finding the hidden secret which involves in the story. Usually, the characterization of the character becomes the key point to find out the character education through their action and speech in the story. According to Collie and Slater (1990, p. 3) as cited in Hişmanoğlu (2005), there are four reasons the use of literary text or novel for teaching such as; the text is authentic for teaching, the children know the different language style or slang used by the native speaker which sometimes very different with what they get in the school. The second is knowledge of culture, a novel, or other literary text usually based on the social life of a certain country. So there will be many cultures that contain the culture of that country. The children become open-minded about the world which means the world is not as narrow as they thought. They will see the whole world through the description of the author. The third is knowledge of the language, the children know the different kinds of sentence structures, syntax, etc. The last is self-development, the children



become curious about the next events of the story which also contains the educational value and unconsciously learn from the story through the description presented by the characters in the story. Besides that, it is universal, close to society, have suggestive power, etc.

#### b. Character Education

According to Balik, Bogan, Fadel, & Horvathova (2015), humans face the degradation of character education because of some factors namely; financial factors, economic, personal inventions, crises, and political sectors. According to Pala (2011) character education refers to how a person act and habit which represent of how she/he face the challenge, obstacle, and opportunities. Character education is very useful to increase the intellectual, emotional, attitude of a person. It also influences how a person will act in society and interact with others (Pala, 2011). So the character education should be learned from an early age.

### **1.6.2 Practical Significance**

There are several practical significances which are divided into three parts namely; parents, children, and teacher and lecturer. Here the explanations as follows:

#### 1. For children

The Character of people or children cannot be seen directly through bare eyes. People should be able to recognize the character (Gunawan, 2017). Education from an early age becomes the key point to build good characters

for the children. Children love explores and imitate. In the society or friends group, the children will talk, seeing their friend's attitude and imitate it if they think it is interesting, and get feedback on their conversation. Those things might influence children's character. The activities which are probably can be useful are playing games, sing a song and telling a story (Gunawan, 2017). Those three activities teach the children of how being good children through the implicit content of moral values which are good for them. So this study hopefully can help children to know about kinds of character education which they can learn unconsciously.

## 2. For EFL student

This research might give a contribution to EFL students in mastering the foreign language and getting the moral values in the story through reading the novel (Pandansari, 2016; Suarniti, 2019; Putri, 2010). Through mastering the foreign language, the students know various sentences or sentences that are usually used by the native speaker, and through find out the moral values, hopefully, the students can implement the positive behaviour to their daily life, become a better person and become already face the real world.

## 3. For parents

School teaches the children about character education, but the family (parent) has the most important role in teaching character education (Berkowitz & Bier, 2005). The children will imitate parents' attitudes and reaction of something. It is because the children naturally like to imitate what they see. According to Berkowitz & Bier (2005), there are three roles of

parents in teaching character education parents as a hearer, parents as friends, parents as clients. Those three roles help the parents to be a good teacher at home. There are many ways that can be used to teach the children. One of them by telling them a story or introduce them to the enjoyment of reading a storybook or novel. Through reading hopefully can give information about character education from parents to their children by telling a story which includes character education. Unconsciously they will learn about character education in a fun way.

#### 4. For teachers

The teachers become the second closest parents or the second parents outside the house. It means that teacher has a big contribution too to teach the children about character education. Teaching in a fun way and educating for the children can be arranged. The activities which are probably can be useful are playing games, sing a song, and telling a story (Gunawan, 2017). Those activities teach the children about togetherness, honest, respect, and teamwork. This study hopefully will help for teaching character education for the students or as an object to analyze to find out more character education which very useful for the students.

### **1.7 Definition of Key Terms**

There are two aspects in this definition of key terms, namely; conceptual definition and practical definition. This subchapter provides the information of every part of the conceptual definition and practical definition.

### 1.7.1 Conceptual Definition

#### 1. Children's Literature

Children's literature is a book that the story refers to the life of children until adolescent (Brown & Tomlinson, 1999, p. 2). The story can be about good or bad experience of children or childhood and mostly children love something imaginative or beyond to their life.

#### 2. Character and Characterization

According to Gamble & Yates (2002, p. 56) a character is a representation of real life people that made based on the belief of the author. According to Gill (1995, p. 127), a character is a person who lives in a novel which reflects the society and real life condition. Besides, according to Abrams (1999, p. 32), character is a name that represents the genre of literary and represents the narrative work.

According to Gill (1995, p. 127), identifying the characterization can be done through its appearance, action, thought, and conversation. The novelist E. M. Forster in Gill (1995, p. 130) states that there are two types of character, namely flat and round.

#### 3. Character Education

According to Balik, Bogan, Fadel, & Horvathova (2015), character education is the personality, attitude, and mindset of a person in do interaction in society. According to Lickona (1992), character education is a character who leads the children to become smart and good people. Pala (2011) also

states that character education is a movement of teaching good character can be done through modeling and teaching.

### 1.7.2 Operational Definition

#### 1. Children's Literature

Children's literature is literature that the story focuses on the children's life from their birth until adolescence. Usually, the story will about children's fantasy and something imaginative, but it can also close to their life; the nature of how children's attitudes, thoughts, and see the certain situations. Through children's literature, the children can understand the whole series of events within the story because it is closed to them.

#### 2. Character and Characterization

Character is a person who is made by the author to enroll a story. It consists of how she/he will behave, think, and feels of certain situations in the story. There are many kinds of character namely; (1) Protagonist is the main character which usually as the hero in the story, (2) Antagonist is a character who against the protagonist or contra to the protagonist, (3) Main character is a character who becomes the focus of the whole story, and (4) major character is several characters which mostly involve in the story.

#### 3. Character Education

Character education is the development of good character to the children; behave speech and action in daily life. It can be through teaching activities or media that reflect the real situation. A story told is a reflection the

real life situation which unconsciously teaches the children how to have good behavior, attitude, and thought of the certain situation. Character education can be taught since the early age to build good characters. The role of family and teacher is very important in developing the children's character.

