

CHAPTER I

INTRODUCTION

This chapter contains explanation that related to the background of the study, problem identification, scope of the study, research questions, objectives of the study, and significance of the study.

1.1 Research Background

Nowadays, character could be categorized as one of the most important things that should be concerned about. It can be said that it is the foundation for being alive in the world. Character deals with attitudes, behaviors, dispositions, mindsets, personalities, temperament, and social, and emotional skills of individuals (Bialik, Bogan, Fadel, & Horvathova, 2015). Many problems could appear if the character is not built well, especially in this globalization era. It could be seen on how the issues of character degradation have been existed lately. According to Widyahening, and Wardhani (2016), most Indonesian citizens encounter character degradation which could easily affect problems such as social disintegration, political, and other social problems. Indonesia has multicultural societies because of its diversity, therefore this condition could bring many problems if there is no awareness, and tolerance. On the other hand, Iswara (2013) mentions that in this globalization era, people easily influenced by the negative effects of the development of technology, and trends. These kinds of things lead to moral decline which exhibits in several problems such as violence, vandalism, bullying, stealing, cheating, etc (Lickona, 1991). Moreover,

Kemendiknas (2011) also indicated that issues regarding to character degradation have happened lately which deals with the decline of Pancasila values disorientation in society.

The existence of character degradation is influenced by several factors, one of the significant factors is the lack of character education that should be instilled from an early age. Facing this condition, it is a crucial thing to build character education from an early age in order to gain the goals which the future generations could have a good character. According to Almerico (2014) character education is the process of developing good characters by practicing, and teaching values. Similarly, Turan & Ulutas (2016) points out that character education can be defined as a process of transferring values that has many aspects for personal development. The purpose of character education is to enable children to engage good actions, and also to understand the goals of life, (Turan & Ulutas, 2016). Character is built by habitual activities which could significantly affect the way people behave. It is supported by Althof & Berkowits (2006) who indicates that character education is an approach which deals with the process of inculcating habit of individuals. Character education deals with process, and habit, therefore instilling character education from an early age is considered as the great way to decline character degradation.

In this case, character education becomes an important concern of education in Indonesia nowadays. According to Undang-Undang Republik Indonesia No. 20 Tahun 2003 concerns on the education system, the primary function of national education is, to develop, and shape the character, and disposition of the nation's generation in order to become knowledgeable, responsible, and characterized human beings. To gain

national education goals, Kemendikbud (2017) has proposed five core values of character education based on Pancasila values, namely religiosity, nationalism, independence, cooperation, and integrity. Hence, the five core values of character education have been inserted in the curriculum which should be instilled to the students. According to Lickona (2004), character education comprises of three things namely knowing the good, desiring the good, and doing the good, which should be cultivated to students. Instilling character education values is not only about transferring knowledge about good attitudes or behavior reflecting to the five core values of character education to students, but it emphasizes more on how students know, and have willingness to carry out what values they have learned to their real life.

In cultivating the five core values of character education proposed by Kemendikbud (2017), there are various ways that could be used by both teachers, and also parents at home. One of the ways is utilizing literary works as a medium to embed values. Literary works have various benefits for its readers. Besides having aesthetic values, a good piece of literature also has benefits in the field of education, such as values that capable to reflect the principles of human life. According to Stoodt, Amspaugh, & Hunt (1996), literature has two functions both to entertain, and educate readers as well. Besides giving enjoyment, literature could give contribution to enlarge experiences, and knowledge about life by giving many information, messages, and good values (Stoodt, Amspaugh, & Hunt, 1996). It is supported by O'Sullivan (2004) who states that utilizing literary work is an effective way to instill character education for children where literary work deals with experiences in morality, religion, kindness, and education itself that leads to character development. Literary work does not focus

on the aesthetic values that build the works only, but also concerns on the education, and moral values which could alive the works itself, and could inspire the readers. As mentioned by Wellek, and Warren (1948), literary works can motivate, and influence the attitudes of the readers.

One type of literary works that is worthy to be used as a medium for cultivating character education values from an early age is children's novel. According to Widyahening & Wardhani (2016), novel could be categorized as one of the literary works' genres that is good for teaching, and learning character values because of its moral educations, messages, ethic kindness, and advices exist in the story. There is no kind of literary works which trains the readers to misbehave (Widyahening & Wardhani, 2016). It is supported by O'Sullivan (2004) who states that literary works, in this case novel for children is one of the interesting, and easiest way which teacher, and parents could use in embedding character values to children. Children could shape their character through the story that they have read or their parents read for them. Syarifuddin, et al., (2013) points out that novel is a kind of literary work which tells a story about human life, specifically about social problem in a certain society. To reveal the story, there will be imaginative figures or characters created in order to make the story alive, and could be a model for the readers. Through reading novels, there are many benefits that the readers could get both in entertaining, and also educating. The education that reveals through novel, especially the character, and moral values could inspire the readers to be the better human being.

One of the greatest children's novel which contains character education values is Roald Dahl's *Matilda*. The novel was published in 1988. *Matilda* narrates a story

about the life of a genius child named Matilda. The story began when Mr., and Mrs. Wormwood who was so indifference to her daughter, Matilda Wormwood. They did not show attention, and affection to their children as parents should be. Although she was still 3 years old, she showed her bravery, and independence to get through her life. She had great capability to read, and speak from an early age. Their parents did not support, and appreciate her learning development, but she enjoyed her life by reading books. She just sat in the corner of her room, and explored the world by reading books. It is continued by Matilda's life in school where it told about her activities in learning, making friend, her struggle to study in the village school, and her helpfulness to her friends, and teachers at school. Roald Dahl's *Matilda* crowned Children's Book Awards, and also it is ranked as the top 100 greatest children's book in a survey published in School Library Journal. *Matilda* contains lots of values such as intelligence, hard work, courage, independence, helpfulness, etc. These values absolutely good to be instilled to children in order to develop their character education values.

Research about character education values in literary works, especially novel entitled *Matilda* by Roald Dahl has been conducted by several researchers. Putri & Retnaningdyah (2018), Dickinson (2017), and Pope & Round (2014) conducted research on children's novel which is Roald Dahl's *Matilda*. Putri & Retnaningdyah (2018) are concerned in investigating the literary practices which influences the character of curiosity, and intelligence of the main character. On the other hand, Dickinson (2017) has done research which found that the female empowerment of *Matilda* represents the bravery, and the independence of a young girl. Whereas, Pope,

and Round (2014) have done research in finding children's responses in term of Heroism in the novel, and also the cinematic adaptation of Roald Dahl's *Matilda*. They found that the majority of readers assumed Matilda as a hero because of her power, intelligence, bravery, and helpfulness.

All of the researches above investigated the character education, the use, and the benefits of literary works, especially stories, and novel in enhancing character education. Besides, it also investigated the values contains in children's novel. The present research tried to identify the five core values of character education proposed by Kemendikbud (2017) that are reflected in the characterizations of Matilda in Roald Dahl's *Matilda* (1988). Although the subject of the research is similar to those three researchers who identify values in Roald Dahl's *Matilda*, the present is done differently. The research conducted by Putri & Retnaningdyah (2018) concerned on the literary practices of the main character, while research conducted by Dickinson (2017) focused the empowerment of the main character, and Pope, and Round (2014) emphasized on the heroism of the main character. This research concerns on the five core values of character education proposed by Kemendikbud (2017) that are embodied in the characterizations of Matilda Wormwood as the main character in Roald Dahl's *Matilda* (1988). Those five core values are religiosity, nationalism, independence, cooperation, and integrity.

The previous researches above discussed about similar issues which is identifying the characters' quality of Matilda Wormwood in Roald Dahl's *Matilda* (1988). It was focused on identifying the literary practices, the empowerment, and also the heroism of the main character which has impacts to character education. The

previous researches have not concern about the values of character education, but rather investigated the values that represent the quality of the main character. Moreover, the previous researches also have not concern about the use of five core values of character education proposed by the Kemendikbud (2017) to analyze the values contains in the stories. Therefore, the present study aims at identifying the five core values of character education proposed by the Kemendikud (2017) that are reflected in the characterizations of Matilda Wormwood in Roald Dahl's *Matilda* (1988).

The researcher chose Roald Dahl's *Matilda* (1988) because it is one of the top 100 greatest children's book, and be marked as the best children's story time over time. Besides, Roald Dahl's *Matilda* novel was adapted using the same title in 1996 which was directed by Danny DeVito. This film adaptation received a positive response from the public based on the Internet Movie Database (IMDb), and also Rotten Tomatoes, which is a site that provides information about films worldwide. It indicates that the story is not only worth reading by children, but it also suitable for all ages. Moreover, this novel is interesting to read because the language used is simple, and pleasant where it is completed with illustrations that supports the story. The story also contains the touch of fantasy in the events of the story which could boost children's motivation to read, and many positives values, and norms are inserted in the story. *Matilda* inspires children to enjoy reading. Therefore, the study is expected by reading Roald Dahl *Matilda* (1988), the readers will be inspired, and could execute the positive values that they got in the story to real life.

1.2 Problem Identification

Novel is a part of literature which its existences could illustrate the condition of our life. Therefore, it is important to understand its role in our life. There are many things could be found in reading a novel such as the values that are contained in the novel itself. Character education is the most crucial thing that has to be considered in this era. The character values of society is shown degradation because of the lack of character education that should be given from an early age. Many teenagers couldn't control themselves in this globalization era, such as the use of social media that may cause bullying issues. That is why the role of literature in the educational field is important in order to improve the students' knowledge, and to expand their view about the importance of character education where it has been revealed in Roald Dahl's *Matilda* (1988). This study focuses on identifying five core values of character education proposed by the Kemendikbud (2017) that are portrayed in characterizations of Matilda Wormwood as the main character in Roald Dahl's *Matilda* (1988). *Matilda* is a novel that shares the struggle of little girl who was ignored by her parents which the goal is to contribute learners or readers in cultivating positive character values that could motivate them to be a better human being.

1.3 Scope of the Study

The analysis of this study focuses on analyzing the characterizations of Matilda Wormwood as the main character in Roald Dahl's *Matilda* (1988). This study identifies the character education values represented in the characterizations of Matilda Wormwood. Therefore, the scope of the analysis is limited in identifying the characterizations of Matilda Wormwood as the main character, and analyzing the five

core values of character education proposed by Kemendikbud (2017) that are reflected in the characterizations of Matilda Wormwood in Roald Dahl's *Matilda* (1988).

1.4 Research Questions

Based on the background above, there are two problems which can be formulated, namely:

1. What are the characterizations of Matilda Wormwood as the main character in Roald Dahl's *Matilda* (1988)?
2. How the five core values of character education are reflected in the characterizations of Matilda Wormwood as the main character of Roald Dahl's *Matilda* (1988)?

1.5 Research Objectives

Related to the problems mentioned previously, the objectives of the research as follows:

1. Identifying the characterization of Matilda Wormwood as the main character in Roald Dahl's *Matilda* (1988).
2. Analyzing how the five core values of character education proposed by Kemendikbud (2017) are reflected in Matilda Wormwood's characterizations in Roald Dahl's *Matilda* (1988).

1.6 Research Significance

This study has two kinds of significance namely, theoretical significance, and

practical significance.

1.6.1 Theoretical Significance

There are 3 categories of theoretical significance that could be classified, they are literature learning, language learning, and society.

1.6.1.1 Literature Learning

The significance of this study in literature learning is to give additional knowledge, and information about literary works, especially children's literature. Moreover, literary works could also help learners to gain information that is related to character values, other cultures or society in novel due to its difference in linguistics form, communicative function, and meaning (Hismanoglu, 2005).

1.6.1.2 Language Learning

In language learning, this study could be used in teaching four language skills, and also language areas to learners (Hismanoglu, 2005). Literature could be used to teach reading, writing, listening, and speaking skills, and also could be used in enhancing students' vocabulary, grammar, and pronunciation (Hismanoglu, 2005).

1.6.1.3 Society

This study is expected to improve society's view about the role of children's literature in cultivating character values from an early age. In this case, the study focuses in the characterizations of the character in a children's novel. According to Coles (2016),

characterizations is an important part in novel because it could help readers make sense of behavior in the character of the story itself. Thus, this study is expected to build up awareness about the importance of shaping children's character by utilizing children's literature to society.

1.6.2 Practical Significance

Practically, this study can give contribution for English of Foreign Language learners (EFL), teachers, parents, and other researchers.

1.6.2.1 EFL Students

This research is expected to be beneficial for English students in terms of helping them improve, and develop their skills through reading a novel. Besides, students can also be inspired by the positive values in the story which they could apply in their daily life (Pandansari, 2016; Suarniti, 2019; Putri, 2010). Through reading a novel, students are expected can increase their awareness of the importance of moral values.

1.6.2.2 Teachers

This research is expected to provide a contribution for teacher, and also prospective teachers in helping them to utilize literature as a medium in cultivating character education at school. Teachers can use

children's novels in order to help students learning about moral, and also social competency (Turan & Ulutas, 2016).

1.6.2.3 Parents

This research is expected to give contribution for parents in helping them to cultivate character education by using children's novel from an early age to their children (Court & Rosental, 2007; Rahim & Rahiem, 2012; Sayer, Kristiawan, & Agustina, 2018). By using children's novel, parents can educate their children by using positives values that can they imitate in the story.

1.6.2.4 Other Researchers

This research is expected to give contribution for other researchers as a reference to conduct research related to characterization in novel, especially character education values in children's novel.

1.7 Definition of Key Terms

To provide clear information about the concern of the present research, there are five key terms would be explained in order to avoid misunderstanding. The key terms are explained as follows:

1.7.1 Conceptual Definition

1.7.1.1 Character in Story

According to Gill (1995), character is a person in literary work which has their own characteristics created by the author. Character is the

representation of person who lives in the story of novel (Kennedy & Gioia, 2007)

1.7.1.2 Character as a Trait

According to Lickona (2004), character deals with moral quality of human in behaving such as responsible, honesty, kindness, etc.

1.7.1.3 Characterization

Barnet, Berman, & Bruto (1987) states that characterization is the qualities or characteristics of characters that are created by the author which the purpose is to help the readers have pictures how the characters were in the story.

1.7.1.4 Character Values

Lickona (2004) explains that character values deal with standard virtues that develops human behavior such as justice, courage, integrity, gratitude, etc.

1.7.1.5 Character Education

According to Lickona (2004), character education is a conscious process where there is an effort to do good things. Character education refers to the process of development of positive character values.

1.7.2 Operational Definition

1.7.2.1 Character in Story

In this research, character refers to a figure which has an identity that is involved along the story. The character observed in this research is

Matilda Wormwood who is the main character in the novel.

1.7.2.2 Character as a Trait

Character deals with attitudes or behavior which represent someone's quality or personality.

1.7.2.3 Characterization

In this research, characterization is characteristics, attitudes or behavior within Matilda Wormwood who is the main character of the novel.

1.7.2.4 Character Values

In this research, character values refer to five core values of character education promoted by Kemendikbud (2017) that should be instilled to the students namely religiosity, nationalism, independence, cooperation, and integrity.

1.7.2.5 Character Education

Character education is the process of instilling values in order to develop children's character to be a better human beings.