

## CHAPTER I

### INTRODUCTION

This chapter displays the research background, research problems, research objectives and significance of the study.

#### 1.1 Research Background

Literately, value means beliefs, behaviors, or even a guide to select something. Hill in Jonathan (2015) explains that values are individual beliefs which will be used to achieve something in life. It also stated by Schwartz (2006) states that value refers to a goal that desirable by a certain person. It means that if a person has a value, she/he will use that value to motivate her/him to do a particular action. In this case, Schwartz determines value not as a situation, however he refers value as a goal used to motivate. It also supported by Rokeach in (Lindeman & Verkasalo, 2014) explained values as standard to guide human to a certain position in life. He also referred to values as standard to asses and judge ourselves and other person. Therefore, value can be seen essential in human life regarding to the purposes of values are varieties. Schwartz (2006) has identified the definition of values according to the human values category. He stated that there are ten basic human values namely; achievement, power, hedonism, stimulation, self-direction, security, conformity, tradition, universalism, and benevolence. According to him, these values are independent and have different power to encourage a particular individual attitude.

There are some previous researches conducted toward human values that were

done. Gupta (2016) conducted a research regarding to the degradation of human values in higher education, Solmaz (2018) conducted a research to teacher by investigating their human values as a predictor of moral maturity. Even Schwartz & Boehnke (2004) conducted a quantitative research about evaluating of human values structure. Regarding to those values definition, then values become the most important of human's life. However, in fact there is a moral decline both to students and adult people. There is a human values decadence that change human's attitude and behavior. There are some researches proofs that there is human values decadence. Yuwanto (2015) analyze about corruptors profile form the perspective of human basic values theory. According to the ten basic human values perspective, he found that people do corruption because they have a very low universalism (understanding, appreciation, tolerance, and protection) and benevolence values (helpful, honest, forgiving, responsible, and mature love). Salima (2019) found that young age students have low self- independence or in human basic values theory, it called as "self-direction". She explained that students truant from the school because they are afraid being left by their parents at school. It means that students have lack self-independence.

Kemendiknas (2010, p.2) sees that Indonesian students' etiquette becomes crucial problem where students have bad attitude such as having a bad habit "Cheating" during exam, bullying others students and plagiarism. These activities reflect that there is degradation on Indonesian adult students' character. Considering to those crucial human values problems, the analysis of human values is important to be conducted especially in novel considering the elements of novel which consist of

character and moral values. According to Abrams (1999, p.32) explained that character is a person who acts for a particular attitude and has moral and emotional qualities in narrative or dramatic art work. Besides, the important thing exist in a novel is value. According to Suyitno in (Persulesy, Emzir, & Rahman, 2018) explained that novel is a product of literature which contains values because novel talks about human values in the human's daily life. It supported Lanua, Saddhono, & Supana (2017) argued that there are human problems considering on its definition that novel is a story of human life. The story will be played by characters where the character's moral, attitude, and emotional can be learned by readers. Yati (2016) states that early age are the right situation where character education values can be implemented because it called as critical period. Yati (2016) argues that in this period, person's character will be easily built. Character education is not only taught in formal school. It can be implemented in informal situation such as through environment, family, and society and non-formal place such as orphanage, organization, course, etc. On other hand, teaching about values at school can be done through reading novel. Widyahening and Wardhani (2016) explains that novel can be chosen to teach about values because it contains messages and moral values that can be accepted and learned by readers. The novel that can be used is children story.

Dimakos (2006), a literature especially children's stories can be useful as tool to teach character education. Dimakos (2006), also explained that children's stories contain many experiences in maturity level, therefore students can learn from the characters' experience whether how to solve problems or how to be a good person. Therefore, literature is useful both to improve students' English skill and teach

character education. Besides, literature is a media which is powerful to give effect to build children's good character (Almerico, 2014). He explains because in a literary work there will be many characters with different characterization and their characterization will affect the readers. In addition, according to Chambers & Gregory (2006) teaching student using theoretical and critical text has many advantages namely; 1) teacher may use critical text as a strategy to know the difficulties face by students, therefore, teacher may use additional strategy aims to help students understand the text. In other hand it can said that it trains teacher to use varieties of strategy in teaching using critical text, 2) give students big opportunities to learn independently because it forced students to read the text, 3) encouraging the attention of the students and give varieties of learning experience. (Chambers & Gregory, 2006)

There are many examples of Children stories such as the *Little Prince*, *The Little Woman*, *The Secret Life of Bees*, *Harry Potter*, *The Series of the Chronilcs of Narnia; The Lion, The Witch and The Wardrobe*, *Prince Caspian*, and *the Dawn Voyage of Trader*. These novels contain values and messages especially about the life of children. However, the present stud will analyze *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*. *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* is a children fantasy novel which was written by C.S Lewis. This novel was firstly published by Geoffrey Bless in 1951. The *Chronicles of Narnia: The Lion, The Witch and The Wardrobe* is the first series of C.S Lewis' fantasy stories, namely; *The Lion, the Witch and the Wardrobe*, *Prince Caspian: The Return to Narnia*, *The Voyage of the Dawn Trader*, *The Silver Chair*, *The Horse and His Boy*,

*The Magician's Nephew, The Last Battle.*

This novel is about the four children who were evacuated from London during the World War II. This story began when there was a magic old wardrobe in the professor's house where they lived in. One day, when they wanted to hide from the Macready, they did not have any place to hide. Then, they entered to the old wardrobe and magically they arrived in Narnia, the magic land. In that magic land, they met good speaking beavers, Centaurus, and many others speaking animal. Unluckily, one of their siblings, Edmund betrayed them. He had work for the bad witch, Jadis. Edmund tried to make a trap so that he could bring his siblings to the Witch, to be killed by the Witch itself. However, Aslan, a great Lion, the rightful king of Narnia saved Edmund from the Witch. Then, the four children were united and help the Narnians to defeat the Witch.

This novel is had been very popular since the story is miraculous fantasy story specifically for children. As stated by Common Sense Media, book reviews, the children love to read this story because it is about magic like talking animal, the existence of centaurs, a great talking lion. Readers, especially the children argue that they love to read this novel because they feel as if experiencing the real situation in Narnia. Besides, one explains that he found good moral values from the story which is about "Goodness defeats Evil". The others reader also recommends this novel because this novel is interesting to be read because it is an adventurous novel about fighting for rightful.

As discussed above, this novel contains good moral values. On other hand, it can be hypothesized that this novel also contains basic human values. Therefore, this

novel could be used as a media for teaching values because it contains moral values of life. The values consist in that story can affect the reader point of view regarding to the values. However, the presents study will identify the novel specifically the first series. The aims to identify the basic human values which are proposed by Schwartz's theory represented by all characters in C.S Lewis' "*The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*" using textual analysis method.

## **1.2 Research Problems**

According to the research background above, the research problem can be formulated as follows:

- 1.2.1 What human basic values are represented by the all characters in the novel of "*The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*"?

## **1.3 Research Objectives**

### 1.3.1 General Objectives

The general objectives of this study to describe the human basic values represented by the all characters in the novel of *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*

### 1.3.2 Specific Objectives

To describe human basic values are represented the all characters in the novel of *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*?

## **1.4 Research Significance**

Research significance explains the benefits of the research in society and others

party. The research significance is divided into two groups namely; theoretical significance and practical significance.

### **1.4.1 Theoretical Significance**

#### 1.4.1.1 Language Learning

The result of this study is expected can be useful for education. According to the research conducted by Babae & Yahya (2014), there are four essential considerations on the use of literature regarding to the four skills of English language learning namely a) through reading a literary work, students learn to understand and interpret its elements such as the plot, character, setting, and etc. Babae & Yahya (2014) also mentioned that in learning literature, students are provided by lots of themes as a writing topic. In this case, literature can be used as the main source in writing course. Apart from that, speaking and listening skill can be taught through teaching drama and group discussion regarding to literary works (Babae & Yahya, 2014).

#### 1.4.1.2 Literature

The result of this research is expected can be beneficial in learning literature. It also expected to be useful to improve more understanding about genre of literary work particularly novel. Hanauer in Wąsikiewicz-Firlej (2012) states that literature can be used as a source of knowledge culture since it consists of life and values from the authors' literary work experience.

### **1.4.2 Practical Significance**

#### 1.4.2.1 For Students of English as a Foreign Language Learners

The result of this study can benefit to facilitate and contribute students of English as a foreign language learner especially in learning literature. The result is

expected can help the students who are interested in learning prose fiction deeper. Learning literature also trains students' guessing skill. According to Hoque (2007) said that the unfamiliar vocabulary exist in the literary texts can be easily guessed by seeing the context and understanding the clues given. Therefore, students are trained to be critical to guest the real meaning of a certain vocabulary in a literary work.

#### 1.4.2.2. For Teaching English as Foreign Language

The result of this research can be additional source for teaching English especially in literature class. The findings can be used as a tool to teach literature especially in prose fiction class to give additional information about the elements of prose fiction. Additionally, the use of literature in a language teaching is to build more interesting and interactive class, so it can be said that the class will be communicative (Violetta & Irene, 2015). Through literature, teacher may give different experience to the students. According to Keshavarzi (2012), reading literary texts forces students to think critically because students will find so many things in a certain literary text. Therefore, students will have challenge to understand every element exist in a literary text.

#### 1.4.2.2 For Parents

The result of this study is expected to be useful for the parents to consider literary work as one of media to teach character education for their children at home.

### 1.5 Research Scope

This research will be limited on identifying the basic human values represented



by the all characters exist in the novel *“The Chronicles of Narnia: The Lion, The Witch and The Wardrobe”*.

