

# CHAPTER I

## INTRODUCTION

This chapter contains the explanations relating to the background of the research, identification of problems, research scope, research question, research objectives, and research significance

### **1.1 Research Background**

Character education is a deliberate attempt to cultivate good values (Lickona, 2004). In line with Samani and Hariyanto (2003), who state that character education values are essential in education. The Indonesian government is not only prioritizing knowledge and skills but also aligning with character education values. However, there are many bad characters nest us every day such as greed, violence, corruption, immodesty, drug abuse, bad work ethics, and sexual abuse (Lickona, 2004) and Ministry of National Education (2010) states that there are many social phenomena related to the degradation of students' character, such as juvenile delinquency and a mass brawl.

Lickona (2004) states that all parents want their children to be successful so that children need the strength of characters, such as a strong work ethic and persistence to succeed in school and succeed in their lives. They need characters such as respect and responsibility so that in their lives, they can have positive interpersonal relationships and also live in the community (Lickona, 2004). A good life is a life that is oriented to other good values such as justice, honest, love, and grateful but also includes self-oriented virtues such as persistence, self-control, being humble, and also tries the best rather than surrender to laziness (Lickona,

2004). Lickona (2004) states that children are someone who will continue what we started. They will take control of us in the city, and also the country, they will move and also take university, schools, and companies. It means that the fate of humanity is in the hands of our children.

Children are 25% of our population, but 100% will be our future. If we want to renew society, we have to prepare children to have strong moral character. When we do that, we have two responsibilities; we must be a model for children and deliberately grow and develop characters for children as our generation (Lickona, 2004). One of the ways to teach character education to children is through Children's literature. Almerico (2014) states that when learning through literature, children's characters can meet on book pages to influence them just like meeting people in the real world. From that statement, he suggests that children read children's books. It can encourage children to read the book, discuss the books, and help them receive and develop their character education values.

Children's literature can be used as a learning medium that can foster educational values in character building and can be used as a medium to convey ethical teachings to the reader. There is one of the best children literatures. It is E.B White's *Stuart little*. *Stuart little* novel has become a classic children's book that is exciting and famous. It read by children and used as a teaching medium by teachers. Because of that, *Stuart little* adapted into three films, such as the 2002 sequel, *Stuart Little 2*, and *Stuart Little 3* (Kujawa, 2011).

*Stuart Little* film entered the Academy Award for Best Visual Effects nomination. *Stuart little* is the first novel made by E. B. White, which is a classic

in children's literature. The award-winning artist illustrates *Stuart little*. The artist named Garth Williams, whose illustrative work was his first work for children. Kujawa (2011) states that E.B White is a talented and well-known children's book writer, and got the Laura Ingalls Wilder Medal in 1970. E.B White is the author of the children's book "*Stuart little*" which tends to write funny scenes liked from various circles.

The main Character in *Stuart little* novel is a child who is born unique named Stuart little. Stuart little has characterizations that contain character education values with teaches children about how to be human that has a good character. Stuart also tells how the good character itself has much impact on others. *Stuart little* novel is suitable to use as a media in teaching character education because it contains a lot of character education values delivered in attractive language so that it is easily understood by children and filled with pictures that increase children's reading motivation. As for the reach of the researcher, no one has examined the research of character education in the novel *Stuart little* by E.B white, although some have studied *Stuart little* novel with a different focus of research. Therefore, this research will present the characterization of Stuart little as the main character in E.B white's *Stuart little* and the values of character education in the characterization of Stuart little as the main character in E.B white's *Stuart little*.

## **1.2 Problem Identification**

The background of this research has several problems. Many social phenomena are related to the degradation of student's character, such as juvenile delinquency and a mass brawl. There are also bad characters that are often found in

everyday life, such as greed, violence, corruption, immodesty, drug abuse, bad work ethics, and sexual abuse. These problems are proof of the lack of teaching character education to children. There are still many parents focus too much on children's achievement in the academic field, and they lack attention on the importance of the children's character. We need to pay more attention to this problem. The children need to know about the good character that they need to have in their life. The use of children's literature can be the appropriate media for children to know about good character. *Stuart Little*, the first novel by E.B White, is a very interesting novel because it is a fantasy novel with Illustration images that attract children's attention and the plot that can be easy to understand for children. This novel also has a unique main character that the characterization has many character education values that teach children about how to be human that has a good character. This main character will also show the children about how good characters have much impact on themselves and others. That brings happiness to others and us.

### **1.3 Research Scope**

This research will focus on the characterization of Stuart little as the main character in E.B White's *Stuart little* and the character education values that are represented in the characterization of Stuart little as the main character in E.B White's *Stuart little*.

### **1.4 Research questions**

Based on the background of the research, there are two research problems:

- a. What are the characterizations of Stuart little as the Main Character in the *Stuart little* novel by E.B White?

- b. What are the values of character education in the characterization of Stuart little in *Stuart little* novel by E.B White?

### 1.5 Research Purposes

The purposes of this research are:

- a. To identify the characterizations of Stuart as the Main Character in the *Stuart little* novel by E.B White.
- b. To identify the values of character education in the characterization of Stuart little in *Stuart little* novel by E.B White.

### 1.6 Research Significance

The significance of this research is to give several benefits. There are theoretical significance and practical significance.

#### 1.6.1 Theoretical significance

The theoretical significance of this research is classified; they are literature learning and language learning.

- a) Literature learning

In literature learning, the significance is to improve the understanding of literary work, especially related to this research. It will focus more focuses on the novel. Literary work can help the learner to get information about the novel that is related to the other culture and also many different linguistic forms, communicative function, and meaning (Hismanoglu, 2005). This research emphasizes character education values that exist in the novel. The novel is a kind of literature. There are many novels in the world. Every country has it is written. In the novel, there is also

a culture study. Literature learners can learn about other cultures throughout the novel. They can also learn about character education values throughout the novel.

b) Language learner

Literature can be used in teaching language skills and also language areas (Hismanoglu, 2005). Literature can be used in teaching language skills such as reading, writing, speaking, and listening. Literature also can be used to improve grammar, vocabulary, and pronunciation of the learners (Hismanoglu, 2005).

### 1.6.2 Practical Significance

The practical significances of this research are:

a) For the Lecture or Teacher

The result of this research is expected to give beneficial input for the educator, such as lecturer or teacher. Who teaches literature as the function of literature to increase thinking becomes more critical, Sahr (2015). The teacher can use a novel for the media of the teaching-learning process. The educator can use the novel by showing the students about character education. The students can see the implementation of the characterization in the novel and its effect in real life.

b) For the students

This research is expected to give benefits to the students. The students are expected to be aware of their personality. They should be known as the good character for their life and their future. Characterization is an essential part of creating great stories by helping readers understand the behavior of each character

in the story (Coles (2016). Through this research, the students can also know about the virtues. They also will know that they can learn education values by reading a novel. They will get an illustration of character education that will be changing their lives to be better by reading the novel. They also will be known about the literature lesson. They will learn how character education will influence their life. It will make the students interested and hope that they can change their character to be a better person.

c) For the parents

This research is also expected to give benefits to the parent. The parent can use this study as the reference of the novel that their children will read. The parent can choose the novel "*Stuart little*" for their children. They can use "*Stuart little*" to introduce character education values for their children. Through this research, the parent will know kinds of character education values. So, parents are expected to be aware of character education for their children as the generation in the future.

d) For the children

This research is expected to give benefits to children. For the children age older 12, who already can understand and read this research. They can earlier gain knowledge of literature. Primarily, they will gain knowledge about character education values. Through reading this research, the children are expected to be aware of their personal. They can differentiate which one is a good character and which one is a bad character. So, then they can sort out which one is good for them.

They are also expected to aware and change their bad character to the better character for their bright future.

e) For the other Researcher

This research is also expected to be able to give benefits to other researchers. The other researcher can use this study to be their references in conducting their study, especially for the other researcher who conducted the study in character education and also the literature field. The other researcher can use this study to gain basic knowledge about character education, how to reveal the characterization of the character in the novel. This study also gives an overview of the novel "Stuart little." Then the other researcher also can analyze the novel "*Stuart little*" in different ideas or resolve another problem.

