

CHAPTER I

INTRODUCTION

This chapter displays the explanation of research background, problem identification, limitation of the research, statement of the problem, purpose of the research, and significances of this research.

1.1 Research Background

Education is an essential need for human character building. Education also can be one of the methods used to maintain the cultural heritage and national character of the young generation. As according to Lasmawan (2013), from the education process, students can develop cultural and national character by showing the process of internalization and appreciation values. Besides, a human with a strong character of goodness able to live together in peace, make a good relationship, give goodness, and help each other. It makes people prosperous in living together and developing the nation.

However, the quality of education is needs to be considered in develop good nation. If the education is lack of quality, it makes negative affect for future generations, such as the emergence of the phenomenon of character degradation. The phenomenon of character degradation lately has been circulating in social media, for example, doing lies, brawling, bullying, low respect, speech impolitely, and even often issued harsh words (Cahyo, 2017). Hence, developing a character education is important to minimize character degradation.

Character education is an effort to maintain good behavior both in individual and social life. According to Lickona in Ariesinta (2016), character education is the way to develop good character of the student through their psychological, social learning, and cognitive development frameworks. Besides, Kamaruddin (2012) states that character education is not only to teach students about right or wrong, but it also involves the student in understanding how to live with humility. Hence, character education has been implemented in 2013 curriculum in Indonesia. It supported by the policy from the Ministry of Education and Cultures of Indonesia that is about declaration of *Gerakan Nasional Pendidikan Karakter* (the national movement of character education). Then, it optimized by *Gerakan Penguatan Pendidikan Karakter* (the movement for strengthening of character education) or PKK. This movement has emphasized on five core values of character education; they are religious, nationalist, independent, cooperative, and integrity (Kemendikbud, 2017).

Considering the implementation of character education values in the 2013 curriculum, there are some subjects in the school that contain of character education. One of subject is about learning language. According to Albantani & Madkhur (2016) integrating character education in language teaching is effective and highly necessary to involve culture in the instructional activity. The teacher may use some media as instructional activity that consist of character education values. Literature is one of the media that is suitable both in teaching language and character education. According to Edgington (2002) literature can be considered as a vehicle for transferring values from the story. It means that literature is a work of art to study language that delivered character

education from the story. Literature that is appropriate for children and easy to read at all levels is called children's literature.

Children's literature is the same as a storybook that is suitable for children because it consists of the social aspect, morals, psychology, ethics, and education values for the reader (Utomo, 2018). It can be proved by several studies that conducted a research about children's literature works, including a research from Sekeh, Ratu, and Mandag (2019) about analyzing character education values in *The Little Prince* by Antoine De Saint-Exupery. Based on the previous research, the children's literature of *The Little Prince* contains some values such as religious, tolerant, social care, and responsible. This finding proved that children's literature contains character education values that relevant to the purpose of this research.

The writer of present research was interested in children's literature entitled *Alice's Adventures in Wonderland* by Lewis Carroll (1865). This literature work tells about the story of Alice, who has roles as children that have experience in Wonderland. She pursues the White Rabbit and then meets with the other unique creatures such as Cheshire Cat, Queen of Heart, Mad Hatter, The Walrus, and Carpenter (Bauer & Lowne, 2015). Some researchers conducted a study about an analysis of *Alice's Adventures in Wonderland* (1865). The previous researchers found some implicit values in *Alice's Adventures in Wonderland* (1865). One example is the reason for the author's mind about creates a wonderland in the story. It was created because to illustrate the issues of society in the Victorian era as Carroll's experienced in that period (Rad, 2016). However, Alice as the main character in the story has a role model as a

child, it becomes the representative of children's life in new experiences. Alice is a child that represents the alternative ways to be female and she is an image of a Victorian child (Romera, 2017). From those studies, the story of *Alice's Adventures in Wonderland* may have other implicit values, such as the character education.

The recent research was focused on identifying character education in Alice's characterization in the children's literature entitled *Alice's Adventures in Wonderland (1865)*. According to Garvey (1978) characterization is an invest of identifying character with an attribute or set of attributes that also can be called as trait, qualities and characteristics. Therefore, from the identifying character in Alice's characterization, the character education was founded. This research aimed at analyzed five core values of character education in Alice's characterization formulated by the Ministry of Education and Culture of Indonesia (2017).

1.2 Problem Identification

This research tries to minimize the character degradation of Indonesian student. Character degradation is a general problem that needs attention in the world of education. Children who are lack character likes being rude and impolite to others will be have negative effect on both the individual and social life. They should know what is right and what is wrong in saying and behaving to others through the education process. Therefore, both in teacher and parents should be aware on character degradation of their children. Character education is one of the methods used to overcome character degradation. Character

education in Indonesia had structured in legislation on the Ministry of Education and Culture of Indonesia (2017). It also has been implemented in the 2013 curriculum. The way of teaching students character education is being a problem. There are various ways of implementing character education. One of the appropriate ways is using children's literature entitled *Alice's Adventures in Wonderland* (1865). It because of children's literature usually contains of educative values and entertaining stories for readers.

1.3 Limitation of the Research

This research focused on the characterization of Alice as the main character which is used to support the character development of Alice. Then, from Alice's characterization, the writer identifies the values of character education related to five core values that formulated by the Ministry of Education and Culture of Indonesia.

1.4 Statement of the Problem

Related to the background of the study, the statement of problems are:

1. What are the characterizations of Alice as the main character of *Alice's Adventures in Wonderland* (1865)?
2. What are character education values presented in the characterization of Alice in *Alice's Adventures in Wonderland* (1865) that related to the five core values of character education formulated by the Ministry of Education and Culture of Indonesia (2017)?

1.5 Purpose of the Research

Related to the statement of the problems, the purposes of the study are:

- a) To identify the characterizations of Alice as the main character of *Alice's Adventures in Wonderland*(1865).
- b) To identify the character education values presented in the characterization of Alice in *Alice's Adventures in Wonderland* (1865)that related to the five core values of character education formulated by the Ministry of Education and Culture of Indonesia (2017).

1.6 Significances of the Research

The significance of the research is about the explanation of theoretical and practical relates to the contribution of this research. The significance of the research is divided into two, namely, theoretical significance and practical significance.

1.6.1 Theoretical Significances

This research expected to give significance to:

a. Character Education

This research is expected to contribute to the character-building of Indonesian children as the young generation of Indonesia. This reseach also helped to explain the government's program on strengthening character education formulated by the Ministry of Education and Culture of Indonesia (2017) as supported by the result of this research.

b. Language Teaching

This research is expected to contribute to language teaching to deliver a good story that appropriates for the students. The teachers or lecturers can know more about the story and the moral values of the story by reading this research. Bahren and Parker (2010) argue that literature is an art of communication that mostly applied linguistic with and it's reflecting of the real world.

c. Society

This research is expected to implement character development for society. Through societies that have a good character, it will lead Indonesia into a better country. As Samani et al., cited in Himmah and Sa'adiyah (2017) states that character is the way of thinking and doing, which is peculiar to every individual to live and cooperate, whether in family, society, and nation.

1.6.2 Practical Significances

a. Teacher and lecturer

This research is expected to be useful for teachers and lecturers as media learning for teaching language to the student through literature. From this analysis formulated by the Ministry of Education and Cultural about developing character education that will be able to teacher or lecturer contribute to help the government to encourage the student to build their character. The teachers and lecturers also able to use this

analysis as the reference for doing research or material resource related to the children's literature and character education.

b. Parents

This research is supposed to be new information about the story of character education by Direct the story to their children. This analysis can be a source and make more understanding of the virtue values that contain in the research. From parents, children will be enjoying reading or listen to children's literature.

c. Student

This research can be a reference for the student who wants to take the research in the same field, which is related to the characterization and character education. The result of the research is expected useful for the student in understanding the children's literature entitled *Alice's Adventures in Wonderland(1865)*.

