

CHAPTER I

INTRODUCTION

This chapter presents: 1) Research Background, 2) Problem Identification, 3) Limitation of The Study, 4) Research Questions, 5) Research Objectives, 6) Research Significances, and 7) Definition of Key Terms

1.1 RESEARCH BACKGROUND

These days, the case of character degradation among young people, especially students at school, seems to be often highlighted in various mass media. People tend to regret these children's attitudes who lack of respectful towards their parents, teachers, or older people. Sari (2013) successfully conducted a research about moral values teaching to children. There, Sari (2013) states a lot of cases done by the nowadays teenagers; such as crime, violence, young married, drugs, abortion, bullying, and many more. This narration portrays that the discussion of young people's character inclines to be worrying about.

The main factor these phenomena seem to be underlined by character & moral crisis. Inductively nor deductively, it seems to have a strong connection toward the education they have gotten. A feeble education, especially on character-education, incline to drive to the negative long-term impact; such as the presence of corruption, brawling, free-sex, drugs abuse, and even raping (Saidek et al., 2016). According to the Ministry of Education and Culture (2017), there are 5 characters values developed in Indonesia, namely religious, nationalist, integrity, independently, and mutual cooperation (Kemendikbud, 2017). These

values are being integrated in education at school. Hence, it looks like character education occupies an essential foundation to overcome those problems, especially in the context of young people (Iswara, 2013). Therefore, the government further has a responsibility to enhance and optimize the implementation of character education in schools as one of the solutions to overcome the aforementioned negative cases.

In most of common circumstances, someone's character inclines to be heavily influenced by the environmental factor. In other words, the environmental factor has a considerable role in shaping someone's identity, attitude, and behavior. It is supported by Hopwood et al. (2011), who propose that genetic and environmental factors take an imperative part in influencing and supporting the development of someone's character. Connecting to the idea of character education, every school and community further must emphasize the character building to be established. Moreover, parents and teachers should also take a part to be a role model for the younger generation. The process of imbedding character education must be not implemented in the form of memorization or a written exam, but rather should be integrated between cognitive, affective, and psychomotor aspects. One of them, can be taken through directly presenting some real events summarized in the subject unit. Television, radio, internet, newspapers, literary works, and other mass media appeared in society seem to be able to encourage in the learning process occurred.

The formation of children's characters can be conducted through literature (Almerico, 2014). Various findings also present that using stories is an effective way to aid the student to learn character education values (Rahim et al., 2012).

Hence, nowadays societies use novels, one of literary works, to be a medium in imparting the value of character education. The reason is that novels imply knowledges and values based on social phenomena which is applicable in daily life. Moreover, in school, there are found most teachers teach their student in sense of character education values through children's stories. Therefore, teachers should help their student to understand the story and connect it to the authentic situation.

In other words, reading literary works is one path to charge the character values. It seems to have a powerful encouragement for children to read and make such a simple discussion. It can certainly help children absorb and develop the character values. As the concept of character education is taught in the context of literature, the child realizes traits; such as respect, honesty, courage, and kindness. Moreover, it can teach learners to develop their skills. So that, learners can behave in the right way to face various social situations around them.

In novel, its intrinsic and extrinsic elements appear to be researched the most to figure out the learned character education. Character, one of novel's intrinsic elements, seems to be the most exemplary parts to be learned. Character is a person created by the author to inhabit and role the story. The story depends of how characters behave, think, and feel toward a certain situation. Meanwhile, the part being analyzed from the characters themselves seems to be their characterization, how the characters are created. Koesnosoebro (1988) mentioned that characterization can be analyzed directly and indirectly through author's descriptions, character's thought, and other characters' perception.

This research further aimed to investigate the value of characters consisted in the novel. It is believed that novel is a powerful medium to convey messages containing character education (Widyahening & Wardhani, 2016). One of the most popular novels that contains enormous values and character educations is Harry Potter Series by J.K. Rowling. The novel series of Harry Potter attempt to record a young wizard's journey, whose first book was published in 1997 and his last book was published in 2007. This fictional novel tells the story of Harry Potter who has a huge passion and willingness to defeat Lord Voldemort, the very wicked black wizard of the time.

The novel tells the adventures of Harry Potter and his best friend, Ronald Bilius Weasley and Hermione Jane Granger, who were student at the school of Hogwarts Magic. The essence of the story in the novel centers on Harry's assisted efforts by his friend to defeat the evil black wizard of the time named Lord Voldemort, whose ambitions to become an immortal creature, conquering the world of magic, ruling people, and destroying anyone in his way. Preceded by the death of Harry's parents caused by Lord Voldemort until the death of his closest person, Sirius Black, made Harry Potter tried so hard defeating Lord Voldemort.

Regarding to the aforementioned narration, it was so interesting to study and discuss the values of character education presented in the Harry Potter's children story. It was conducted for the sake of providing a new discourse for literary learning at school. Furthermore, the researcher aimed to propose a relevancy of character education values found in the novel. The researcher attempted to describe the texts of the novel, so that the educational values found in the Harry Potter novels would be much meaningful. Hopefully, English teacher

can use a Harry Potter novel by J. K Rowling as a teaching material when teaching literary material in the context of novel analysis. Besides, students can also internalize, emulate, and apply the educational values of the characters that are highlighted in the novel.

In this study, researcher took a focus on the main character of Harry Potter, described as a special boy in the world of magic that has numerous unique characterizations. From the seven books made by J. K Rowling in the novel series, researcher had chosen the last book entitled Harry Potter and the Deathly Hallows. This novel tells Harry Potter's life and adventure since he was child until adolescent. Hence, this novel portrays the figure of Harry Potter in a teenage version whose characterization was expected to be strong and at least wiser. Researcher conducted a study entitled "An Analysis of Character Education on The Main Character in Harry Potter and The Deathly Hallows". Hopefully, this research is beneficial for readers to understand the characterization of the investigated character as well as to learn character education from Harry Potter.

1.2 PROBLEM IDENTIFICATION

Enormous cases committed by nowadays young generation, including crime, violence, young married, drugs abuse, abortion, bullying, and many more; portray that there seems to be character degradation occurred in this country, Indonesia. These problems are caused by several factors, environmental factor is one of them. In fact, children's characteristics seems to easily imitate what they observe around. Yet, children are lack of consideration and determination which lead them to not be able to distinguish right or wrong. Hence, there are high

possibilities of children imitating actions which are not good to be followed. Therefore, character education is needed, both at home and at school. One of the media to teach character education to children is through novels or children's stories. As in the *Harry Potter and the Deathly Hallows*, despite the fictional genre, there are many moral messages that can be used as good examples for children. Imagine that every child is given a good character education from an early age, indirectly it will form a good personality. Moreover, although this novel has been broadly investigated by various researchers, there are inclinations showing limited discussion of this novel regarding to the sense of Indonesian's character building. Hence, investigating the character education of this novel is essential to be done.

1.3 LIMITATION OF THE STUDY

This research was limited to analyze a novel entitled *Harry Potter and the Deathly Hallows*, whose focus was the characterization of Harry Potter as the main character of the novel. This research also analyzed Harry Potter's characterization which represented the five core values of character education proposed by the Ministry of Education and Culture of Indonesia, including: religious, nationalist, independent, mutual cooperation, and integrity. The characterization of the main character was supported by the setting and plot which related to character education being discussed.

1.4 RESEARCH QUESTIONS

Related to the background of the study, the research questions were formulated, as follow:

- 1) How is the characterization of Harry Potter as the main character of *Harry Potter and the Deathly Hallows*?
- 2) How are the values of character education contained by the main character in *Harry Potter and the Deathly Hallows*?

1.5 RESEARCH OBJECTIVES

In connection with the aforementioned research question, this research aimed at accomplishing the following purposes, as follow:

- 1) To analyze Harry Potter's characterization as the main character of *Harry Potter and the Deathly Hallows*
- 2) To explain what values of character education that can be taken from *Harry Potter and the Deathly Hallows*

1.6 RESEARCH SIGNIFICANCES

This study would determine to give some contribution, as follow:

1.6.1 Theoretical Significance

This study focused on characterization of Harry Potter which had the values of character education. The values of character education contained in *Harry Potter and the Deathly Hallows* are expected to be able to make contributions in order to extend the scientific references in the field of education and literature.

1.6.2 Practical Significance

A) For the general public

This study is expected to enhance everyone's knowledge regarding to literary works that discusses character education, which can be used as an example or reference in terms of educating children.

B) For education practitioners

This research is expected to provide input to be a reference for the teaching materials based on the value of character education contained in the novel.

C) For other researches

This research is expected to be an input for subsequent studies focusing on the value of character education contained in the novel.

1.7 DEFINITION OF KEY TERMS

1.8

In order to avoid misunderstanding and ambiguity of the used term, the researcher provided the definition of key terms, as follow:

1.7.1 Conceptual Definition

A. Character

According to Gamble & Yates (2002:56), character is a representation of real life people which reflect values and belief made by the author. Character are the key of the storyline. There is no novel without any character. It is because the characters itself are the one who controls the story in a novel. The character will make ideas, describe the theme, and resolve the created conflicts.

B. Characterization

Characterization is a personality of the character in the story. According to Gill (1995), identifying the characterization can be done through appearance, action, thought, and conversation. It can sometime change depend on the author in making the development of the storyline. The personality of the character expressed in adjectives. The characterization of the character can be expressed directly mentioned by the authors, described by other character, or concluded from the actions of the character.

C. Character Education Values

The definition of character education was firstly proposed by Thomas Lickona in the book entitled "*The return of character education*". Lickona (2002) proposes character education is a conscious effort to help people, so that they can understand, observe, and perform key ethical values. Character education aims to make a person's nature to be a good one, both individually and socially.

1.7.2 Operational Definition

A. Character

Character is a person inhabit the story made by the author to role the story. It depends of how she/he will behave, think, and feels of certain situation 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 character who become the focus of the whole story, and (4) major character, is several characters which mostly

involve in the story. Character might be analyzed through dialogue, narrative voice, point of view and situation.

B. Characterization

Characterization refers to how the characters are created. It means characterization is description of each character. Characterization could be analyzed directly and indirectly through author descriptions, character's thought, and other characters' perception.

C. Character Education Values

Character education is the development of good character to the children; behave, speech, and action in daily life. It can be done through teaching activities or media that reflect the authentic situation. The story reflects real-life situation which unconsciously teach children how to have a good behavior, attitude, and thought of certain situation. Character education can be taught since early age for the sake of building good character. The role of family and teacher is very important in developing the children's character.