CHAPTER I

INTRODUCTION

This chapter covers the research background, problem identification, research limitation, research questions, research objectives, and research significance.

1.1 Research Background

Technology development which brings many influences on human life can affect them in every aspect of life, including their characters. One of the advancements that technology development brings to human life is the facility to get and exchange new information. Exchanging information becomes more accessible because people can communicate and express their ideas in many forms of media easily. Bakhtiari and Shajar (2006) state that people can get the benefits of this situation if they can utilize it wisely because it may share both positive and negative impacts on life. For students, this condition helps them to get the current information and the knowledge they need quickly, but at the same time, it also makes access to the negative information become much easier. The negative information they found on the internet can indirectly affect their characters. It is as the statement by Utami, Suwastini, Artini, and Kultsum (2020) that the great access of information allows students to access not only the positive but also the negative contents which may put the future generation in a terrible situation. At a very young age, students tend to become curious and like to imitate popular trends in society. Valkenburg and Piotrowski (2017) argue that today's children like to imitate adults and become very consumptive to fulfill their needs and wants. Therefore, although good information is easy to find on every form of media, the bad information can also be easily accessed by students and may influence their character development.

Sexual content, violent pictures and videos, and hoax or inaccurate news can be found easily on various media, including television, the internet, and other forms of media. This situation is not something that parents and teachers can avoid because the advancement of information and communication has made

everything seem like an open book. Alam et al. (2014) state that pornography, internet gambling, online shopping, online games, unimportant and dangerous information on the internet have made students addicted. Moreover, Lickona (2016) states that the negative contents which are provided on the media, such as television, internet on the gadget, and some printed media, especially pornography, can bring negative impacts on human life, such as deviant sexual behavior, broken home, and psychological problems. Therefore, along with the enhancement of access to information and knowledge, it has also made the quality of moral decreased.

To decrease the number of misbehavior due to the excessive use of media, the government tries to lead students to form good behavior through the education they get in school. Lickona (1991) states that school must be able to form a good and knowledgeable student. According to Lickona (2016), since media contributes to affecting children's character development, both teachers and parents can conduct media literacy to teach them to use media wisely. Conducting media literacy leads children to know about character education since they need to know what content is right and what content is terrible for them (Lickona, 2016). Therefore, students must know the values of character education in order to be able to prevent misbehavior due to the harmful effects of the excessive use of the internet happening in society.

The movement of teaching character education is also conducted in Indonesia. Ash-shidiqqi (2018) states that character education has become the main program of national education since the last decade. Keumala et al. (2018) also acknowledge that character education has been inserted in the curriculum and required to be taught in school. The values of character education in the curriculum are the good behaviors that should be applied in society. According to the Ministry of National Education (2010), there are 18 values of character education that should be delivered to students through formal, informal, and non-formal education. However, along with the happening of global changes in every sector of life in 2015, Indonesia also conducted many changes for the country's advancement, including in the education sector (Ministry of Education and Culture, 2017). Ministry of Education and Culture (2017) states that Indonesia's

education system was being reconstructed to follow global advancement. Character education becomes an essential aspect that underlies the reconstruction of the education system (Ministry of Education and Culture, 2017). Therefore, the Ministry of Education and Culture (2017) believes that it is necessary to make a new movement to strengthen character education. As a result, the Ministry of Education and Culture (2017) has updated the values of character education becomes five main points, including religious, nationalist, independent, cooperative, and integrity. Ministry of Education and Culture (2017) states that these five main points of character education are the continuity and the embodiment of the previous values of character education stated by the Ministry of National Education (2010). It is the result of strengthening the character education movement which is considered appropriate to the global advancement. However, the Ministry of Education and Culture (2017) argues that although these five main points are the main values of character education that must be taught and inserted in the national curriculum, it is still necessary for people to implement the other values. To sum up, since educating students' character is considered very important, the government takes a serious effort to develop students' good characters, primarily through the education that students get from school.

Suwastini, Swandana, and Payani (2017) argue that teaching character education values must not only be conducted by teachers during the learning process in the school, but also parents and people around students. There are several ways that teachers and parents can do to assist students in developing good values in their character. According to Pala (2011), several activities can help students develop their good characters. For instance, by asking students to describe a person in their life whose great characters or by asking students to find a picture of a great figure whose influential and beneficial characters for the society and then discussing the virtue values that every great character has to be learned by all students in the classroom (Pala, 2011). Pala (2011) also adds that parents can take part in developing students' good characters by conducting an activity, such as working together with the teacher by making a particular schedule for students to read books, journals, or the other reading materials which can help students to know about the good values that they need to have throughout their lives.

Therefore, it can be concluded that there are many activities that can be conducted to teach students about the values of character education and help their character development in which those activities must be supported by all of the people around students. It is in line with Utami, Suwastini, Artini, and Kultsum (2020), who explain that both in the formal and informal setting, students must be taught to develop their good characters in the formal and informal setting.

The values of character education can be found in a novel as one of the reading materials that can also increase students' reading interest. According to Puspitawati et al. (2017), the examples of the good and educated behavior presented in the novel can reflect the good behavior that students need to implement in their daily lives. The novel as one of the reading materials for students can also be beneficial during the pandemic of COVID-19, which currently happens worldwide, to teach students about character education. Hignasari and Wijaya (2020) state that the government also required teachers to teach students about character education regardless of the current situation which forces students to conduct remote learning. Moreover, Hignasari and Wijaya (2020) argue that parents play an essential part in building students' character development since they spend most of their time at home. Therefore, teachers and parents need to work cooperatively to help students to form students' good character. Rahmi (2018) states that as the persons who can take part in increasing children's reading interest and support the development of their character, parents can be involved in children's reading activity. Thus, a novel can be chosen as one of the reading materials for students since it shares many values that students can learn and apply in society.

Reading material as one of the media that can be used to teach students about the values of character education has some features that need to be considered to make sure that it is appropriate for students. According to Arias (2007), especially for EFL students, selecting and choosing a reading material must be thought carefully. There are several considerations which must be thought, such as students' level or students' ability in understanding the language, students' interest which will ease students to follow the reading activity, students' needs which include the material or the knowledge that students need to learn, and students'

background knowledge which will help students in understanding the meaning of the text easier (Arias, 2007). Besides, it is also important to consider the features of the reading material, such as the relevance between the reading material to students' needs, the content of the reading material, which must be helpful for students in fulfilling their needs, and the authenticity of the reading material which will ease students to apply it in real life (Arias, 2007). Khoirina et al. (2017) and Simanjuntak et al. (2017) who conducted research related to the reflection of the values of character education in the novel show that the well-selected novel could be an appropriate reading material for students since it shared many important values which would be beneficial for them. In conclusion, a novel can be one of the appropriate reading materials for students, which must be chosen by considering several aspects to ease teachers and parents in teaching character education.

One of the most popular novels today is the *Harry Potter* novels series by J.K Rowling. The first series of the seven *Harry Potter* novels is *Harry Potter and the Philosopher's Stone*. This novel contains the values of character education reflected by the characters in the story. Khairunnisa et al. (2019) conducted research related to the values shared by the major characters in the story, including Harry Potter, Hermione Granger, Ronald Weasley, Rubeus Hagrid, and Albus Dumbledore. They found that their characterizations reflected several good traits, including courage, cleverness, kindness, self-discipline, wisdom, friendly, responsibility, trustworthiness, patient, and politeness, which could be identified through the speech and actions of the major characters. Puspitawati et al. (2017) also researched the values in *Harry Potter and the Philosopher's Stone* through the mindset, behavior, attitude, creativity, and interest of the main character, Harry Potter. Alkestrand (2014) states that the *Harry Potter* novel series demands readers to compare the situation in the magical world to the situation in real life. Therefore, it allows students to think critically about the good action they need to take to solve a particular problem in real life by looking at the situation and the action in *Harry Potter* novels. Therefore, *Harry Potter and the Philosopher's Stone* is one of the novels that can be an appropriate reading material for students since many values can be learned through reading the novel.

This research chose J.K Rowling's *Harry Potter and the Philosopher's Stone* because this novel is a fantasy type of novel which is suitable for students since there are many values reflected by the characters in the story and the issues presented in it, such as bullying, friendship, and teacher-student relationship are considered relatable to their lives. Because the prevention of the negative effects of the excessive use of media to the moral values still finds difficulties even when students have been taught the values of character education in school, the delivery of the knowledge about the values of character education can be conducted through reading a novel. With interesting reading material, the delivery of the values of character education can be conducted in school and at home. This research revealed the reflection of values of character education presented in *Harry Potter and the Philosopher's Stone* through the characterization of Severus Snape by using the theory of 18 values of character education stated by the Ministry of National Education (2010). Although the values of character education have been updated by the Ministry of Education and Culture (2017) to become five core values, the government argued that students still need to know about the other values. Therefore, since students need to know about the other values besides the five main points, the theory of 18 values of character education was chosen because it has involved the five main points of values and the other important values that students need to know. This research focused on describing the characterizations of Severus Snape and the reflection of the values of character education reflected in the characterizations of Severus Snape, who was considered as an antagonist throughout the story before it was revealed at the end of the plot that Severus Snape was not as evil as what readers thought about him since the beginning of the story.

1.2 Problem Identification

The background of this research presented several problems which can be revealed through a short explanation. Technology development has brought the advancement in the access of information and communication which lead students to the excessive use of media which allows them to access various kinds of information. Due to the unwise and excessive use of it, the exposure of the negative

contents cannot be avoided. This situation has raised a sign of moral degradation. This moral degradation has led to students' aberrant behaviors, including drinking alcohol, using narcotics, being dropped out, prostitutes, having deviant sexual behavior. These misbehaviors have received special attention from the government. Therefore, 18 values of character education are inserted in the curriculum and must be taught in the learning process in school. Besides the formal education that students get in the school, the values of character education also must be taught at home as the place where students spend most of their time. The delivery of the values of character education can be conducted through reading novels together in their spare time. One of the appropriate novels for students is J.K Rowling's *Harry Potter and the Philosopher's Stone* since there are many values reflected by the characters in the story and the issues presented in it, such as bullying, friendship, and teacher-student relationship are relatable to students' life. This novel is an interesting reading material that can show the values of character education through the characterizations of the major characters, including Severus Snape.

1.3 Research Limitation

The limitation of this research was on the values of character education reflected in the characterizations of Severus Snape as the character who is considered evil throughout the story in J.K Rowling's novel entitled *Harry Potter and the Philosopher's Stone*. The narrative elements of the novel were used to identify the characterizations of Severus Snape in *Harry Potter and the Philosopher's Stone* and the representations of values of character education in his characterizations.

1.4 Research Questions

The problem statement of this research was the need for describing the values of character education reflected in the characterization of Severus Snape. Therefore, the questions of this research are:

1) What are the characterizations of Severus Snape in J.K Rowling's *Harry Potter and the Philosopher's Stone*?

2) What are the values of character education reflected in the characterizations of Severus Snape in J.K Rowling's *Harry Potter and the Philosopher's Stone*?

1.5 Research Objectives

Based on the research questions, the objectives of this research are:

1) To describe the characterizations of Severus Snape in J.K Rowling's *Harry Potter and the Philosopher's Stone*.

2) To describe the values of character education reflected in the characterizations of Severus Snape in J.K Rowling's *Harry Potter and the Philosopher's Stone*.

1.6 Research Significance

The research significance can be divided into theoretical significance and practical significance.

1.6.1 Theoretical Significance

The theoretical significance which is expected from this research are:

a) Literature Learning

This research is expected to contribute to literature learning, especially in identifying the elements of the story to reveal the character education values reflected in the story. Khoirina et al. (2017) state that in learning literature, students will inevitably analyze the words or the sentences used in the story in order to be able to understand the whole text. In addition, Stan (2015) argues that literature implies many moral values that can educate students when they learn literature since many human life aspects are reflected in the elements of literature. Specifically, this research will reveal the character education values reflected in the novel by identifying the characterizations of the character in the story. Moreover, Bohlin (2005) states that narrative literature can assist students in directing their lives to know the good and the bad, in which it can be done by analyzing the characters and how their decision can impact their lives in the story.

b) Language Learning

This research is expected to contribute to language learning both for general language learning and English language learning since there are many values and language features that people can learn by reading literature, especially novels, as one of the most popular literary works today. Generally, using literature as media to teach a language allows students to be more encouraged in acquiring the language since literature can create students' personal involvement in the text that they read, and thus students can learn the language in a more convenient way (Siaj and Farrah, 2018). An interesting work will give students both knowledge and enjoyment during the learning process. Moreover, Siaj and Farrah (2018) also argue that literature can enrich students' knowledge about the culture developed in a certain place where the language is used because the material presented in the literary works tends to use the habit and the issue developed in a certain place. In addition, literature is an authentic material for students since the content in literary works like novels tends to reflect a real-life situation (Siaj and Farrah, 2018). Therefore, students who want to learn a language through literature will get those benefits.

Specifically, Bland (2013) states that literature gives a vital contribution to the development of linguistic creativity. Students can learn the knowledge of the language, including grammatical and lexical features of the text, in which those aspects should be understood by language learners, especially in the EFL classroom. Moreover, Bland (2012) argues that novels, such as the *Harry Potter* novel series, can be beneficial for students to train their reading skills as one of the skills in language learning that students need to train continuously in both extensive and intensive reading as well as making them inevitably think critically about the aspects in the story. The research conducted by Bland (2012) shows that the exciting fantasy story presented in the *Harry Potter* novel series can increase children's reading interest in which it also needs the participation of teachers at school and parents at home in helping them to understand the language, as well as the moral values shared in the story. Bohlin (2005) states that reading a novel as one of literary works allows students to learn about moral values that can be identified how the characters handle the problem and choose the right path in life.

It means that literature guides students to think before making the best decision for their lives.

c) Society

This research is expected to give a contribution to the implementation of the values of character education in society due to the large numbers of misbehavior happening continually. The contribution was conducted by exemplifying values of character education reflected in the novel that can be applied in society to decrease the number of misbehavior that may happen. Hismanoglu (2005) states that a novel provides a life-like situation. Dubey (2013) also argues that literary works usually reflect the real situation happening in society. Therefore, people can learn from a novel about how the situation is and how they need to solve the problem they face without forgetting their responsibility to choose the right path in every situation. Simanjuntak et al. (2017) acknowledge that the implementation of the values of character education that people can learn through novels can be very beneficial for individuals, families, society, nation, and country since it leads people to act appropriately in their environment. In addition, Pala (2017) states that young people always need to bring the educated behavior and the educated mind since they are the next generation of the nation's advancement.

1.6.2 Practical Significance

The practical significance which is expected from this research are:

a) Teacher

The significance of this research for teachers is that teachers can use novels that are considered appropriate for students as reading material to teach the values of character education that should be applied in their lives and educate them to show the virtuous behavior in living this life. Driscoll (2013) states that novel, one of the reading materials that can be used to decrease students' pressure in reading, can help teachers achieve the government's target, which requires all teachers to teach character education in the classroom. Besides, Bohlin (2005) argues that teaching character education can be done by analyzing the values delivered in a novel since a novel has many good values to be taught in the classroom. In

addition, literature is considered as one of the learning tools that can be used to teach moral values that can affect students' character development (Stan, 2015).

Besides, the significance of this research for teachers is that teachers can use a novel as learning media to teach reading by using a story mapping strategy. Amer (2012) states that story mapping is one of the strategies to teach reading by using narrative text in which readers need to consider the story grammar to find the important information in the story. Moreover, Amer (2012) defines story grammar as the components which build a narrative text, including the elements of the story. In addition, Millah (2018) defines story mapping as a strategy to increase students' reading comprehension. Amer (2012) argues that story mapping assigns students to find the important parts in the story, including setting, character, characterization, plot, conflict, reaction, action, result, and theme, in order to find some specific information. In addition, Millah (2018) found that by using story mapping, students' ability to understand the text improved. She also found that reading activity by using story mapping can encourage students during the learning process.

Teaching values of character education through novels can also be conducted through reading aloud. According to Senawati et al. (2021), reading aloud can be very beneficial, especially for young learners in learning English, because it helps students develop motivation and improve their language skills in an exciting way. Therefore, the teacher must choose and present the story in a way where students are attracted to follow and understand it (Senawati et al., 2021). To attract students' attention and encourage them to follow the story, the teacher can ask several questions related to the story, which must be suitable with the goals which have been set (Senawati et al., 2021). For instance, if one of the lesson's goals is teaching values of character education, the teacher can ask students about what they can learn from a particular circumstance in the story during the reading aloud activity. Senawati et al. (2021) also argue that the purpose of reading aloud is not simply to avoid boredom but also to make students interested and love words, books, and new knowledge.

b) Parents

The significance of this research for parents is that parents can engage children to read a novel which is suitable for their age in their spare time at home to increase children's reading interest and guide them in understanding the values of character education presented in the novel. Surveys have shown that Indonesian people have a meager interest in reading (Kurniasih, 2017). Rahmi (2018) states that as the persons who essentially take part in increasing children's reading interest and support the development of their character, parents need to be involved in children's reading activity. Therefore, besides teachers, parents also need to help students increase their reading interest and form their good characters. Character education values are usually reflected in the characterizations of the characters in the novel, which can be seen through the actions, speech, and thoughts of the characters. Moreover, Setiawan et al. (2020) argue that parents have a significant role in educating children's character since they are the first people that children meet in their life, and thus they must help children form the good qualities that children will bring wherever they go.

c) Students

The significance of this research for students is that students are expected to know about the values of character education and be able to implement those values in society and avoid misbehavior due to the inevitable exposure of the negative contents from media. Besides, from the story of *Harry Potter and the Philosopher's Stone*, through the characterizations of Severus Snape, who was considered evil throughout the story, students can learn that they should not only judge people by their appearances before they know about them. In addition, even from the characterizations of the character who was considered an antagonist, students can learn many values from *Harry Potter and the Philosopher's Stone*. Lennard (2007) argues that stories can be considered an effective learning tool to teach students the moral values they need to keep in their lives since it is more interesting than giving them written strict rules they need to apply in society. Besides, Bohlin (2005) acknowledges that literary works, as a novel, can assist students in determining the good ways they need to conduct to achieve the goals of

their lives because there are enormous values that students can learn to be brave leaders for their own lives.

Besides, this research is also expected to make students both in general and those who focus on learning English as a foreign language become more familiar with English enjoyably. Bland (2013) states that literature can also provide a more comfortable atmosphere for them in learning language besides enriching students' linguistic creativity. In Indonesia, English has been taught since elementary school as a foreign language. Many teachers ask students to translate literary works, such as novels, poetry, or short story into their first language to make them understand the story better and make them aware of the language functions used in the story (Hismanoglu, 2005). Moreover, Hismanoglu (2005) states that reading material must be appropriate for students in which it must be engaging, developing students' imagination, having memorable characters, and suitable for their level. *Harry Potter and the Philosopher's Stone* which has been well-known worldwide and proved that it could increase students' reading interest, can be appropriate reading material for learning English.