

## DEVELOPING CHARACTER VALUES IN THE TEACHING OF NARRATIVE TEXTS USING GENRE BASED APPROACH (A Case Study at a Senior High School in Bandung)

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**Abstract:** The study is aimed to investigate how character values can be developed in the teaching of narrative texts using GBA stages. The study employed a qualitative case study design. The data were gained from classroom observations conducted in 12 meetings by the researcher and her colleague, from students' tests investigating students' moral judgment, moral commitment and self-reported moral behavior proposed by Lickona (1996), from collection of samples of students' texts analyzed in terms of the schematic structures and language features developed by Gerot and Wignell (1995); Derewianka (2004); Christie and Derewianka (2008) and SFL developed by Halliday and Matthiessen (2004) as cited in Eggins (2004), and from the interview conducted with 9 students and 2 teachers after the teaching program. The findings revealed that the teaching of narrative text using GBA stages was successful in developing character values by employing dilemma discussions of narrative texts in BKOF and MOT stages. The selection of texts, taken from JCOT and ICOT stages, containing dilemmas, has succeeded in developing values of taking the risk for better or worse, as seen in students' narrative texts employing the schematic structures and the selection of processes since narrative language features tell about their past experiences.

**Keywords:** *Character Values, GBA stages, Narrative schematic structures and language features.*

### Introduction

Building students' characters seems to be the most tremendous task as the character building is not built instantly. Moreover, *Pedoman Pelaksanaan Pendidikan Karakter, Puskurbuk (2011)* mentions that National Education should lead to character building by employing character values in the lesson plan. Related to the description, the realization of the character values is conducted by teaching reading texts, literature for children and young adult, providing students effective tools to discuss character values (McElmeel, 2002; Bucher and Hinton, 2010; Teja, 2011). One of the text types which is highly valued from its ideological meaning of character values is narrative which may contribute to students' knowledge about moral values and characters which works with their lives as argued by Bouchard (2002). Thus, knowing how students develop their character values which they get from the text in genre-based approach is necessary to be investigated.

### Literature Review

Lickona (1996) emphasizes three reasons why there should be character education in all schools. First, good character should be fully human involving strength of mind, heart and will. Second, schools are better places because they are conducive to teaching and learning. Third, character education is crucial to the duty of building a moral society. From the explanation above, Lickona (1996) states that Character Education promotes core ethical values as the basis of good character.

...Character education asserts that the validity of these values, and their power to hold us accountable, derive from the fact that these values affirm our human dignity; they promote the development and welfare of the individual person; they serve the common good; they meet the classical ethical tests of reversibility ("Would you want to be treated this way?") and universalizability ("Would you want all people to act this way in a similar situation?"); and they define our rights and responsibilities in a democratic society.

Furthermore, Lickona (1991 as cited in Samani and Hariyanto, 2011) explains that psychologically, character education should be based on moral reasoning, moral feeling and moral behaviour. These moral values are also mentioned according to *Pedoman Pelaksanaan Pendidikan Karakter, Puskurbuk (2011)* as *moral knowing, moral feeling, and moral action*. *Pusat Kurikulum Pengembangan dan Pendidikan Budaya & Karakter Bangsa: Pedoman Sekolah (2009:9-10)* as cited in *Pedoman Pelaksanaan Pendidikan Karakter, Puskurbuk, 2011:3* lists 18 character values: (1) Being Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creativity, (7) Independence, (8) Democracy, (9) Curiosity, (10) The Spirit of Nationality, (11) Patriotism, (12) Rewarding Achievement, (13) Being Friendly/Communicative, (14) Love for Peace, (15) Joy of Reading, (16) Care for the Environment, (17) Social Care, and (18) Responsibility.

Moreover, Kohlberg (1987 as cited in Snarey and Samuelson, 2008) proposes three pedagogical methods of moral education, i.e. moral exemplars, dilemma discussions, and Just Community approach. Kohlberg (1984 as also cited in Snarey and Samuelson, 2008) theorizes to help each of the students in moral reasoning as they depend on one another stage of reason and their interaction suggests dilemma for discussion and resolution.

Regarding the purpose of narrative text and its highly valued genre, Bucher and Hinton (2010:11) propose a number of purposes of literature for young adult. It:

teaches adolescents about diverse peoples and the world beyond their community, provides pleasure reading, demonstrates the range of human emotions and allows adolescents to experience them as a result of reading quality literature, reveals the realities of life, provides vicarious experiences, focuses on “essentials” that make order out of chaos, depicts the functions of institutions of society, allows readers to escape into realms of fantasy, introduces readers to excellent writers and writing, and increases literacy and the ability to analyze literature.

Related to the description above, each of the purposes has the potential to develop character values. The aim of narrative texts teaching suggested by Christie (2005:203 further explained in Bucher and Hinton, 2010:11) has its connection with narrative schematic structures (orientation, complication, evaluation and resolution) stated by Rothery and Stenglin (1997). Moreover, knowing the students' text comprehension from the schematic structure is then considered crucial as students are able to manage their mental representations which affect their character (Grensbacher, Robertson, Palladino and Werner, 2004 see also in Zhang & Hoosain, 2005).

First, in the orientation, readers create a context to understand what is to follow in the following stages of the story because the orientation is also very crucial for the complication events as students identify characters as models of how one can live and set goals (Appleyard, 1991 as cited in Bohlin, 2005). Second, in the complication, readers learn how to face problems as they reveal the reality of lives (Bucher and Hinton, 2010). Third, the evaluation allows readers to get reflection on experience as well as opportunity to challenge experience (Christie, 2005). Next, in the resolution, participant(s) in the story conduct some efforts to realize what they have reflected during the evaluation to resolve the problems.

Consequently, according to Emilia (2011) the implementation of GBA is considered highly valued to develop students' characters. In BKOF, teachers use brainstorming, dialog and group discussions in both large and small about questions asked in the reading comprehension text. Next, in MOT, teacher uses group discussions, both large and small, to analyze the schematic structure and linguistic features of narrative text. Then, in JCOT, teacher applies group discussions, both large and small, and writing a personal experience. Finally, in ICOT, teacher uses the writing personal experience.

## **Method**

This study took place in a senior high school in Bandung. The participants of this study are forty senior high school students from year ten, and two English teachers who teach in the year ten. This study employed a qualitative case study design as proposed by Merriam (1988). This study used several data collection techniques, namely classroom observation, students' test, text analysis and interview.

## **Data Analysis**

### ***Classroom Observation and Students' Test***

To create validity for the observation, the researcher invited a colleague to record all activities during the process (Van Lier, 1996). The researcher conducted 12 meetings which were divided into three sub cycles, which are reading, spoken and writing cycles. These three sub cycles are in line with Lickona (1996) see also in Kohlberg (1984 as cited in Snarey and Samuelson, 2008) in that characters are applied in the learning process as moral judgment, moral commitment and self-reported moral behavior.

In reading cycles (BKOF and MOT), the questions were open-ended so that the students could use their own words to answer the questions (Dawson, 2009: 89). The test' questions for the students were related to reading comprehension, moral values, and characters from three narrative short stories, Mrs. Moffat's Bag, The Necklace and The Gift. Next, in spoken cycles (BKOF and MOT), students discussed the texts' questions. The texts' questions asked about students' moral judgment (e.g. What do you think Mathilda is?, moral commitment (e.g. Would you borrow someone's jewels if you were sure you couldn't keep it safe?, and self-reported moral behavior (e.g. Have you been accused of taking someone's valuable thing, and you let yourself get blamed in the past year? How?) toward the narrative story. In writing cycles (JCOT and ICOT), students wrote their past experience relating to the values discussed in the three texts, i.e. honesty, sacrifice, and responsibility.

### ***Text analysis***

The nine texts were analyzed in depth using first, the employment of narrative structures, i.e. orientation, complication, evaluation and resolution. Second, the texts were also analyzed from the employment of narrative language features, i.e. the processes in narrative text which are material processes (action verbs), verbal and mental processes (verbs which refer to what the human participant say, feel, or think), behavioral processes (verbs which relate to physiological behavior), and relational processes (verbs which relate a participant with its identity or description) as proposed by Gerot and Wignell (1994) and Derewianka (2004) and the analysis of processes as proposed by Halliday and Matthiessen (2004) as cited in Egings (2004).

### ***Interview***

The researcher applied the semi-structured individual interview to gain certain information from respondents. This type of interview allows the researcher to respond to the situation about to happen, to the interviewee worldwide response and to new ideas on the issue (Merriam, 1988: 74). Regarding this, the researcher interviewed nine respondents of year ten and two English teachers of year ten.

### **Findings and Discussion**

In the teaching program and students' test it was found that the questions of the reading comprehension can develop the students' characters as the questions are about them who reflect, evaluate, and challenge the experience. Thus, it can be investigated BKOF and MOT, as the teaching stage, are related to problem solving approaches as students discussed the questions by evaluating their knowledge, feeling and action.

Next, the students' schematic structures result in making meaning of narrative text structures. This proves the researcher guided the students how to make meaning by scribing the text's structures to them (Emilia, 2011). Regarding the character values during the activity, the students developed *honesty; discipline; hard work; creativity; independence; tolerance; curiosity; rewarding achievement; being communicative; joy of reading; and responsibility* (Pedoman Pelaksanaan Pendidikan Karakter, Pusurbuk, 2011).

From the writing products, it can be assumed that the text allowed students to reflect on their experience as well as opportunity to challenge their experience and values (Christie, 2005:203) which meant revealing the reality of life (Bucher and Hinton, 2010:11). Moreover, the reconstruction text showed that students took their chance of being brave of taking the risk to define themselves (Bohlin, 2005; Macken-Horarik, 2002 as cited in Emilia, 2011). The character values which were developed during students' discussion resulted in better sentences as proposed by Lickona (1996) that developing character is an obligation which needs a conscience of individual and community.

Students' and teachers' interwies result the following perceptions:

- Teacher's communicative language teaching is valuable to guide the students to reach an effective and systematic language use in text and context as proposed by Hyland (2004:9) as cited in Emilia (2011) such as the value of teacher interactions in the classroom and teachers' intervention during the discussion.
- The selection of texts should contain dilemma which can reveal students' emotional feeling as also proposed by Skeel (1995); Kohlberg (1987 as cited in Snarey and Samuelson, 2008). Thus, selecting text is crucial because it is to encourage the students into reading text.
- The teaching of narrative stages builds students' consciousness of narrative teaching because the narrative structures consciously realized that narrative text is to entertain readers with vicarious actions (Gerot and Wignell, 1995). This also proves students' successful writing is influenced by their reflection of experience (Grensbacher, Robertson, Palladino and Werner, 2004; Zhang & Hoosain, 2005; Macken-Horarik, 2002 as cited in Emilia, 2011; Teja, 2011) because the students relate what happened in the text with their experience (Macken-Horarik, 2002 as cited in Emilia, 2011).
- The produced text also indicate that "the role of narrative is important in constructing the individual values" (Rothery and Stenglin, 1997: 240) as "the text is deeply appealing and richly satisfying the human soul" (Rossiter, 2002) proven by students' bravery of taking their moral judgment, moral commitment, and their self-reported moral behavior. What students thought, felt and acted is not related to reading particular books and changes in character but it referred to his bravery of taking the values of moral choices as suggested by Bohlin (2005: 26).

All the findings suggest that the students' moral commitment, moral judgment and self-reported moral behavior questions were incorporated in the students' test and students' narrative writing. The findings are in line with Teja (2011) that the approaches to moral decision-making such as universal truths and principles derived from literature. In general, the study indicated that the teaching of narrative text using GBA stages could develop hitherto character values. Finally, these findings need additional studies on the impact of the teaching program on developing students' characters using GBA stages.

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