PROMOTING CHARACTER EDUCATION IN EFL CLASSROOM: USING CHILDREN'S LITERATURE AS A TEACHING MATERIAL

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Abstract

The article entitled Promoting Character Education in EFL Classroom: Using Children's Literature as Teaching Material investigated a teacher's strategies in integrating character education in EFL classroom using children's literature as teaching material along with teacher's ability to identify the ideology embodied in the story. A case study was employed in this study. The basic frameworks of this study are relied on Campoy (1997), Edgington (2002), O'sullivan (2004) and Hollindale (1988) framework. This study revealed that the teacher employed several strategies namely Cause/Effect/Far-Reaching Effect, Perspective Windows, What's Your Perspective?, Comparison of Noble and Ignoble Character, Value Inculcation and Value Analysis. It is further found that teacher was able to identify the ideology presented in the story.

Keywords: integrated character education; children's literature

INTRODUCTION

In Indonesia, education has been a vehicle to promote character education. According to The Ministry of National Education Republic of Indonesia (2003), "The National Education functions to develop the capability, character and civilization of the nation for enhancing its intellectual capacity and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible". In addition, the presence of Kurikulum 2013 covering character education dominantly brings a hope for the betterment of students, particularly their morality. Kurikulum 2013 has made it explicit that every teacher at school is a counselor, rather than just a teacher. In other word, they are not only expected to teach subject matters, but also life and religious value, as in the curriculum document, the four core competences to achieve in all subjects are divided into 4: two competences are concerned

on character building, while the two others are on cognitive aspect.

Hence, School should include character education in order to help students not only to become smart but also to become good, to empowered teachers to not only teach content of the subject, but also life and religious value and that school as the institution must be concerned with their students' morality (Ryan and Bohlin, 1999) as cited in O'Sullivan (2004); (Wynne, 1992) as cited in O'Sullivan (2004).

In promoting character education teacher needs to integrate character education into subject matters. In EFL classroom, one of the approaches to initiate character education is by integrating it with children's literature. Kilpatrick, Wolfe and Wolfe as cited in O'Sullivan (2004) agrees that stories provide good role models for behavior that can be shared with students in the classroom. Wynne (1992) as cited in O'Sullivan (2004) would accept that literature reads will instill character traits in reader unconsciously, even that the stories are never discussed or addressed directly in the classroom. To integrate character

education teacher can use the opportunity to use children's literature when the students are given narrative text materials.

Therefore, this study focused on teacher's strategies in promoting character education by integrating it with children's literature which in this study in the teaching-learning process of narrative text. This study will also take a look on whether the teacher is aware of the ideology of the text and aware of the potential of the text as medium of character education in narrative text which is framed within Hollindale's (1988) notion of reading ideology in narrative text cited in Hunt (1992).

Genre Based Approach

Genre Based Approach is the combination of the communicative approach, contextual teaching and learning, and grammar translation method (Emilia, 2011). According to Hyland (2004) as cited in Emilia (2011), communicative approach emphasizes in two main parts: the knowledge of a language and the knowledge about when it appropriately used. While contextual teaching and learning is an approach that demand the teacher to connect the subject matter with the real world situations and motivate students to make a relation between knowledge and its application in real life (Burns and Eriksen, 2001). The grammar translation method focuses on the learning process in translating students' first language into the target language and vice versa (Brown and Cliff, 1987).

Since GBA is the combination of several approaches, it is effective in making the students become knowledgeable from the text they are learning which may contain culture, moral values, and information as the contextual teaching and learning adopted inquiry learning as its principle. Students will also develop critical thinking through discussion which may also build up students' characters as it improve students' interpersonal skill. Students will be able to easily understand and connected to the text as it applies grammar translation method.

Curriculum for Senior High School divides texts into thirteen genres as follows Gerot and Wignell (1995) who state that there are thirteen genres which have different social functions, generic structures and significant lexico-grammatical features. They are as follows: spoof, recount, report, discussion, explanation, analytical exposition, hortatory exposition, news item, anecdote, narrative, procedure, description, and review. This study will be focused on one text type which is narrative text and how it is integrated to promote character education.

Narrative Text

Narrative text is a text type that covers problematic events which would reach a crisis or turning point and at last arrive at a resolution in which the character of the story overcome their problems (Gerot and Wignell, 1995; Joyce & Feez, 2000). (Gerot and Wignel, 1995; Emilia, 2011; Knapp & Watkins, 2005) add that a text may have different purposes, they usually have an overall purpose or genre which may be to describe, to explain, or to narrate. However, they also may have other purposes such as "to gain and hold the reader's interest in a story . . . to teach or inform, to embody the writer's reflections on experience, and—perhaps most important—to nourish, and to extend the reader's imagination" (Derewianka, 2004, p. 40). Knapp and Watkins (2005) also argue that narrative text carry a social role in which it can be a powerful medium to change social opinion and attitudes.

Ideology in Narrative Text

Stephen (1992) believes that narrative without an ideology is unthinkable: ideology is formulated in and by language, meanings within language are socially determined, and narratives are constructed out of language. He further argues that the use of narrative as an agent of socialization is a conscious and deliberate process, in practice it ranges from the didactic books which intends to help readers confront and deal with specific problems in their lives, to books with no obvious intent to be exemplary. He also add that every book has an implicit ideology, usually in the form of assumed social structures and habits of thought.

According to Hollindale (1988) as cited in Hunt (1992) Ideology is present in a children's book in three main levels. The first level is the author's profound message in a text which made up of the explicit social, political or moral

beliefs of the individual writer, and his wish to recommend them to children through the story. This is the most visible element in the ideology of children's books, and the easiest to detect. The second level of ideology according to Hollindale (1988) as cited in Hunt (1992) is individual writer's unexamined assumptions. In Stephen (1992) it is categorized as 'passive ideology', that is, the implicit presence in the text of the writer's unexamined assumption. The third level of ideology is the ideologies of the author's world. As Hollindale (1988) cited in Hunt (1992) stated that a large part of any book is written not by its author but by the world its author lives in. Hollindale suggests that if children can be made aware of how such ideologies operate in fictional representations they may be more empowered to identify equivalent ideological systems in their experiences in the actual world.

Integrating Character Education through Children's Literature

Kilpatrick, Wolfe, and Wolfe (1994) as cited in O'Sullivan (2004) state that the use of children's literature as a prime place for character education is because of the fact that stories provide good role models for behavior as well as rules to live by.

Campoy (1997) proposes strategy in teaching character education through children's literature. It has come up with four Metacognitive-moral strategies to use. These strategies can be used at any grade level and if used enough, they will become internalized. The first strategy is Cause/Effect/Far-Reaching Effect. After reading a story, or part of a story, the teacher provides a cause and the student's come up with the effects and far-reaching effects. This promotes responsibility because students look at the immediate consequences of actions and also future consequences of their actions.

The next strategy Campoy (1997) suggests is Perspective Windows, which shows students how some events could be viewed from different perspectives. The students will have an understanding of how different people see things differently and will become more aware when making decisions. Campoy added that anticipating other's perspectives is one of the

most important interpersonal skills to teach children. A child needs to be able to determine the underlying motivation driving another person

The Moral Dilemma Chart is the third strategy which consists of a four columns chart consisting of identifying the moral dilemma, describing what the character did, what the students would have done, and reflecting on their decision.

The last strategy is called What's Your Perspective? In this strategy student must identify the issue, talk about the perspective of characters to the situation, and the values that produce certain perspectives. When teaching these four strategies it is important to accept all the students' views and to be patient when talking about values (Campoy 1997).

Edgington (2002) also proposes four approaches used to teach character education. The first is values inculcation, which is simply transmitting values from a specific set of traits and telling students their important set of values. This can be used with children's literature where they read about events and then have a discussion to identify, understand, and apply, important character traits to their own lives as a reflection. This is relevant with the statement by Edgington (2002) who states that classroom curriculum should include Value Inculcation beside the material itself because stories with great moral values gave a great impact on the minds of students.

The next approach is values clarification, which involves students coming up with a list of important character traits based on their personal preferences. After reading books, teachers give students opportunities to state their preferences, reflect on them, and students can add to their list and help define their own values or change their values according to society's core values.

Value analysis is the third approach which evaluates the rational and logical processes behind making value decisions. Students can use literature to give the catalyst for value analysis and the teacher guides the discussion by asking students to formulate alternatives, consequences, solution to the problem.

The last approach is moral reasoning, which is where the students receive situations

from the teacher, and the students then have to make a decision and explain their decision and articulate the reasoning behind it. This approach's emphasis lies in the reasoning process, not the decision itself. Teachers can use examples from literature as the situation to give to the students.

O'Sullivan (2004) writes about strategies to use with picture books and chapter books. The first strategy is after the students read the books or story, and then the teacher asks the student to discuss the importance of setting goals and consider what a person should try to give back to the world by reflecting to the plot of the story. Then the teacher asks the students to write what their three goals would be and lead them to write story about how they would achieve their goal in the future.

The second strategy proposes by O'Sullivan (2004) is character comparison in which the students comparing character traits of the character in the story. In this approach Venn Diagrams can also be used to compare good and bad character traits of the character in the story.

After making the short comparison, teacher can lead the students to a discussion which is focusing on why the students chose to include the traits they did, what evidence of the story that these traits existed, and what distinguish good from bad in the characters.

The third strategy is favorite quotes which the teacher asks the students to find one from the book or story and then write it on. The quotes should be telling something about the virtues or the values of the characters. Then the teacher can use the quote to lead a discussion.

In the next strategy, teacher can stop in the middle of the story and ask the students to create their own possible ending. Then the teacher lead the students to discuss the alternatives ways surround the different choices.

The next strategy is that teacher ask the students to write good and bad traits of each character on a piece of paper and then put a page number, line, or paragraph in which the character trait shown in the story. Teacher then uses this as to begin a discussion.

The last strategy is that the teacher ask the students to make a double entry journal in which the students write quotes from the book or story on the left side and the interpretation of the quote on the right side. Teacher then use this journal as a starter for discussion of the students' thought about certain character traits from the quotes and from the book or the story.

This research attempts to see the teacher's strategies in integrating character education, by looking at how the teacher utilize children's literature in the classroom. The analysis of the research juxtaposed related theories in ideology and EFL teaching literature in classroom.

METHOD
Considering the issues which were investigated in this study and also considering that this study was focused on the process of classroom teaching and learning activity in a natural setting, a qualitative study embracing the characteristics of case study is considered appropriate to be applied in this study. Classroom observation, interview and document analysis were applied as the method in collecting the data needed. The analysis of the data collected are framed within teacher's strategy in integrating character education through children's literature frameworks propose by Campoy (1997), O'suliivan (2004), Edgington (2002) and Hollindale's (1988) notion of reading ideology in narrative text cited in Hunt (1992).

FINDINGS AND DISCUSSION
With regard to the research question there are three main categories of teacher's strategies in integrating character education with narrative text teaching. The strategies used by the teacher were categorized within four metacognitive moral strategies proposed by Campoy (1997), the theory of character education through children literature proposed by O'sullivan (2004), and approaches to teach character education proposed by Edgington (2002).

Four Metacognitive Moral Strategies (Campoy 1997)
In four metacognitive moral strategies, the teacher applied three out of four strategies

which were Cause/Effect/Far-Reaching Effect Strategy, Perspective Windows Strategy, and What's Your Perspective? Strategies. The teacher believed that the application of Cause/Effect/Far-Reaching Effect Strategies would instill a sense of responsibility since the students were shown to an immediate effect of an action. Meanwhile the perspective windows strategy and what's your perspective strategy was applied to make the students have an open minded and to be more considerate of others. These strategies were performed orally in the form of discussion, however it is not possible to perform these strategies in the form of written task before the discussion to make the students become more confident in classroom discussion.

Character Education through Children's Literature (O'sullivan, 2004)

In character education through children's literature proposed by O'sullivan (2004), the teacher applied one out of eight strategies which was Comparison of Noble and Ignoble Characters. In the application of this strategy the teacher intended to make the students become more aware of moral values presented in the story. This strategy was also applied to make the students be able to distinguish between good and bad character traits. This strategy also applied in the form of oral discussion however the teacher could ask the students to make a Venn diagram when they do a comparison between character's good and bad traits which they can use later for classroom discussion.

Approaches to Teach Character Education Proposed by Edgington (2002)

In approaches to teach character education proposed by Edgington (2002), the teacher applied two out of four strategies to integrate character education, Value Inculcation and Value Analysis. In Value Inculcation the teacher mentioned each moral value embodied in the story at the end of the lesson to confirm whether the students comprehend what the story tried to deliver. Value Inculcation was included in classroom curriculum in order to give influence to students' attitude through the story. Meanwhile the application of Value Analysis strategy was combined with another

strategy which is Perspective Windows to make the students have an open minded before exploring some possible ending of the story since this strategy was applied to find possible alternative solution to the problem.

Ideology of the Text

The research also concerns on the potential of narrative text as medium to expose character education. Thus, the analysis of the ideology of the story and teacher's ability to examine it is employed. It is found that the ideology in the story is presented in three levels.

First level is author's profound message of the story. In the story of Malin Kundang this first level presented in moral belief which is a sense of respect, hard-work, and responsibility. This ideology is explicit ideology thus it is easy for reader to be aware of this ideology.

The second level of ideology is individual writer's unexamined assumption which presented in the story in the form of social belief and moral belief. The story deliver a social belief of father's role in a family and it also deliver a moral belief related to parents' superiority. However, the values embodied within the ideology might have been missed by the students since it is implicitly delivered through the texture of the text. Thus, teacher needs to help students to examine this hidden ideology.

The third level of ideology is the ideology of the author's world. As in the story of Malin Kundang the ideology embodied in the text was affected by the author's culture and religious background and it also shaped the author's way of creating the story.

Teacher's Ability to Identify the Ideology of the Story

From the way the teacher applied the strategies mention above, it can be seen that the teacher was aware of the potential of the text and the ideology presented in the narrative text as medium to expose character education. It was found that the teacher was able to examine the ideology of the text in three levels of ideology which are the author's profound message, individual writer's unexamined assumptions, and the ideologies of the author's world.

For the first level it can be said that the teacher was aware of the explicit moral beliefs of the text as it can be seen from the way in which the teacher used multiple strategies mentioned above to pass on the ideology of the story to the students. For the second level the teacher was able to examine what moral belief and social belief that the students were not able to identify then made an effort to help them examine this moral belief. Lastly, the teacher decision to choose the story of Malin Kundang also represented teacher's awareness of the third level of ideology within the text.

Therefore, the teacher chose a story with the same background of nationality as the students' to make the student bond with similarities and to make them feel more empowered to examine equivalent values of the story with their actual world.

CONCLUSION

It was found that the teacher applied eight strategies to integrate character education in teaching narrative text. In this study the teacher carried out the moral belief of the text by applying strategies to integrate character education in teaching narrative text which were classified and categorized based on Campoy (1997), O'sullivan (2004), and Edgington (2002) frameworks. Therefore, the types of teacher's strategies applied to integrate character education in teaching narrative text included three strategies out of Four Metacognitive-Moral Strategies propose by Campoy in 1997 which are Cause/Effect/Far-Reaching Effect, Perspective Windows, and What's Your Perspective?, one strategy out of eight strategies of Character Education Through Children's Literature Propose by O'sullivan in 2004 which is Comparison of Character's Noble and Ignoble Traits, and two strategies out of Four Approaches to Character Education through Literature propose by Edgington in 2002 which are Value Inclination and Value Analysis.

From the way in which the teacher applied those strategies, it can be seen that the teacher was aware of the potential and the ideology of the narrative text as medium to expose character education. It was found that the teacher was aware of the ideology presented in the text in three main levels of ideology within Hollindale's (1988) framework which are the author's profound message, individual writer's unexamined assumptions, and the ideologies of the author's world.

Teachers may perform these strategies within various type of activities. Additionally, teachers should be more aware of the ideology presented in fiction, particularly children's literature since it can help the teacher to be more aware of the potential of using fiction, particularly children's literature, to utilize this children's literature as a medium to explore character education.

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