



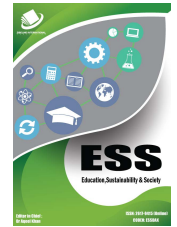
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THE EXISTENCE OF LITERARY WORKS IN LANGUAGE TEACHING MATERIALS TO SUPPORT CHARACTER EDUCATION

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ABSTRACT

This paper presents a review of the existence of literary works in language teaching material in order to support character education. Supporting the implementation of character education in the school is obligatory for all of the school components. The implementation of character has to be done both outside and inside classroom activities. The values have to be integrated by all subjects in the school including language lesson. Considering that, the materials in the language teaching process has to be contained by the values of character. Therefore, this paper tries to explain one of the ways to integrate character in the language teaching material which is literary works. This qualitative inquiry aims to show a review of the advantages of the use of literary works as language teaching material for students' character. It draws arguments based on library documentation. It elaborates the explanation from several theories and result of previous empirical studies which are relevant under the issue of literature in language teaching and character education. This paper explains the urgency of character education, the ways to implement character education and the use of literary works as a way to implement character in the language class. It ends with some suggestion for the teacher and material developer about the way to use literary works as language teaching material and simple design of materials which can be used as an example.

KEYWORDS

literature, language teaching material, character education

1. INTRODUCTION

The increasing number of criminal cases such as corruption, violence, sex crimes, drug abuses, fights mass, and students brawl becomes serious problems to be solved. Issuing character education as part of school curriculum becomes one of the solutions to prevent the young generation from undesirable action. The authors states that character education is the instruction of fundamental ethical values and encouragement of good behavior in the classroom [1].

All of the subjects in the school curriculum have to be involved to build students characters including English. However, integrating character values in the teaching materials is not easy. Character should be emphasized by providing the learning activities and materials which are full of character value [2]. Therefore, the teacher has to be creative and innovative.

In language teaching materials, especially English, there are a lot of materials taught. Text is one of learning materials which is commonly used by the English teacher. The researchers explain that English text has a great potential for character values [3]. The values are included in the structure and content of text. It means that text is one of materials that can support character education. Therefore, using literary works as part of materials is not a bad idea.

Literary text has topics, characters, plots, settings, values, figurative language, and many other things which can make students get lots of knowledge not only about linguistic aspect but also culture and hidden message of values [4,5]. Considering the explanation above, the author wants to explain more about the existence of literary works in language

teaching materials especially English language teaching context. Indeed, some English textbook has been contained texts, but they use of the text to make students aware about character values still questioned. It needs to be improved.

Therefore, this paper aims to show a review of the use of literary works as language teaching material in order to support character education. This paper includes the explanations about (1) the importance of character education, (2) the techniques to implement character education, (3) the use of literary works in language learning materials to support character building, and (4) an example of the implementation.

2. METHOD

This study employed library-based to review the use of literary works as language learning material for students' character building. Therefore, the result and discussion part explored and elaborated several theories in order to show the benefits of using literary works. After elaborating the theories, the author provided an example of the use of literary works in the language teaching materials. The author expected that the example would help the teacher to adapt or adopt literary work for their language teaching materials.

3. RESULTS AND DISCUSSION

3.1 The Importance Of Character Education

The notion of character education has been promoted since character becomes the concern of educational practitioners. Character education is an educational program which tries to integrate it into the school curriculum. In Indonesia, there are 18 character values that should be

taught in the school. Those are religious, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness, love of peace, reading interest, environmental awareness, social awareness, and responsibility.

The purpose of this program is educating the new generation to pose a good character as their future foundation. Character education is educational practices which develop good characters on the students [6]. Similarly, character education is how to make students know what are the right and wrong [7]. Students are able to judge whether the thing is right or wrong, and finally decide to believe the right one even in pressure and temptation. The ability of students in deciding the right choices is important for their upcoming life.

Furthermore, there are several benefits of character education for students [8]. Those are building multicultural nationality, developing students' intelligent, leading them to be cultured citizenship, and developing nation's attitude of independent, creative and love peace and life in harmony within the social relationship. Those benefits might be very meaningful for Indonesian context since Indonesia is a multicultural country. The citizen needs to pose good attitude, high nationalism, and love peace to live harmoniously in all diversity.

Moreover, character education is needed by the students when they go to work. Based on research, students need more than academic knowledge and skills achievement because character quality is more useful to face their upcoming work [9]. It means that the students should prioritize good character education instead of only emphasizing academic knowledge and skill education.

Issuing character education, the values of character have to be given to the students through all activities in school including teaching process. Character should be emphasized by providing the activity and materials which are full of character value [2]. It relates to the strategy or technique which is applied by the teacher to integrate character values in their teaching. Many sources promote the importance of integrating character education into curriculum, but the source does not give specific practical technique [10]. It is because every school has different situation and students' characteristics.

However, in Indonesia, the Ministry of National Education explains some techniques that can be used in integrating characters [11]. Those are existing the characters in the learning materials, integrating characters as part of the learning materials, using imagery and comparisons of the characters to the similar events in the students' lives, changing negative aspects into positive aspects, expressing characters through discussion and brainstorming activities, using stories to teach the characters, telling stories of the great men, using songs and music, using drama to illustrate the characters, and using various activities to bring characters into humanity.

Those techniques might be used as the teacher's reference to design their materials. The teacher can adapt to one technique or more. He or she needs to consider the appropriate technique with the school context.

3.2 The Use of Literary Works in Language Learning Materials To Support Character Education

1) Literature and ELT: Literature refers to someone work that put in words that can inspire and influence the readers. Literature is a fantasy, feelings, and visions of people which are put into words [4]. The literary works can be in form of novel, poem, short story, and play (drama) [4]. Furthermore, literature presents the message by paying attention to language which is rich and multi-layered [12]. The literature can be a record of experience which is interpreted by a person. It tries to create beauty and express emotion and idea.

Actually, literature and language are related and cannot be separated. The aim of teaching literature is to let the students get the benefits of communicative and other activities for language improvement within the context of literary works [13]. They also explain that literature provides a rich context in which individual lexical or syntactical items become more memorable to the students [13]. Teaching of literature is rich and wide with numerous point of entry [14].

Based on the statements above, it can be inferred that literature and language are closely related. It means that the use of literature is appropriate for language classroom. The rich context of literature can stimulate students' ability in communicative activities. Literature will give memorable materials for the students.

There are some reasons for including literature in the language classroom [4]. First, literature has motivating material. Literary works such as novel and short story usually consist of unpredictable act. If the materials are carefully chosen, students will be very interested and motivated. Second, literature has close relation to cultural background. Literature usually represents emotion, attitude, and some event of group of society. Therefore, the use of literature can encourage students' social and cultural awareness. Third, literature can encourage language acquisition. Literature provides an appropriate way to stimulate students' language acquisition since students have very limited access and chance to practice English in daily life. Literature provides a meaningful and rich context in interpreting language. Fourth, literature will increase students' language awareness. The use of unusual language in literary works can encourage students to be aware of the difference of language use.

Fifth, literature can develop students' interpretative abilities. Literature has rich meaning and usually demands the reader or learner to assume the intended meaning of the works. It is such an opportunity for students to discuss and think about the interpretation of the poem. It is very useful because it encourages students to develop their capacity to infer the ambiguities.

Last, literature educates the whole person. Literature has wider function more than helping students related to their linguistics competence. Literature can help to stimulate students' imagination, to develop critical abilities, and to increase emotional awareness. The students can learn the value of life from the story in literary works. Moreover, as explain previously that one of techniques to implement characters is using stories and drama. As known that stories and drama are parts of literary works. It means that including literary works as a material is a good idea to support character education.

2) Ways To Include Literary Works In Language Learning Materials: Teacher, sometimes, does not consider using literature in their material because of many reasons. Teachers and students see literature as complicated material. It is because the literary language is viewed as incomprehensible [15]. The long texts of literary works vocabulary and grammatical structures of these texts are viewed as the difficulties when it applies as language learning materials [15].

Utilizing literature in the language classroom is not easy but it is not impossible to do. The use of literary works in the language classroom will be very beneficial as explained in the previous parts. However, the teacher needs to understand how to select good and appropriate literary works for the students. There are some criteria in choosing literature for language classroom [13], the literary works should depend on the students' needs, interests, cultural background, and language level; the literary works cannot be too difficult or too easy for the students; the literary works should be meaningful and enjoyable for the students; the literary works should be relevant to the life experiences, emotions, or dreams of the students.

The authors also provides several ways that can be used by teacher in applying literary works as language teaching material [13]. The following ways are (1) maintaining interest and involvement by using a variety of student-centered activities, (2) designing the literary works as interesting as possible by including picture, (3) arranging students to work in group and make them share their knowledge, (4) helping students to acquire the confidence to develop, (5) expressing and valuing their own so it stimulates them to be independent learners, (6) using the target language because it is English class so the use of target language should be more dominant, and (7) creating the activities which stimulate the students language improvement.

The explanation above tries to deal with the problem that literature is not easy but still possible to integrate in the language materials. The teacher might learn and understand those criteria as the foundation in selecting the literary works and tries to follow the ways to include literary works in their materials. Furthermore, the teacher can adopt or adapt the example from the author in the following section.

3.3 An Example of Implementation

The design below is an example of literary works implementation in language material to support character education. It is designed for Junior Secondary School level grade 8. The main material is telling past experience (recount text). It is only an example so the teacher can be more creative and innovative in designing other materials for other students' level.

1) Warming up material: In this part, the teacher can share the wonderful past experience with the students. The teacher can ask where and when it happened, and students feeling about it. This activity can stimulate students' communicative skill and communicative value. It also makes students to be democratic because they have to listen to their friends' story and let them share the experience.

2) Main material: In this part is time to the teacher to go to main material which is recount text. First, the teacher has to introduce the text by explaining the idea of the text which relevant with the student's experiences. The teacher also needs to explain the cultural background of the story because the text does not come from local culture.

In this section, the author took a short story entitled "Bangle-seller" [16]. The story tells about the responsibility of a poor girl to give back a doll of a rich girl which has been stolen by her father. Then, it also tells about how the rich girl forgives the father and helps them to buy a doll.

The short story might teach several values to the students. Those are responsibility, honesty, and social awareness. It shows that short story as one of literary works is presumably effective to build students character. It contains more than one value.

The teacher asks students to read the text to stimulate their reading interest and asks them to consult the dictionary to understand the difficult words. After that, the students and teacher discuss the idea of the story by answering the following questions. The teacher might design the question that can encourage students' character such as "what do you think about the bangle-seller character?", "what do you think about the rich girl?", "what is the message of the text?".

After discussing the text, the teacher cannot forget about the grammar. The teacher should explain the generic structure of recount text and the language feature. Next, the teacher asks students to identify the generic structure of "Bangle-seller" story. The students might be asked to work in group and present the result to encourage their democratic value, responsibility value, and communicative value.

3) Closing: The last is giving students homework. The teacher asks the students to make their own story in the past. The story should be inspiring and motivating, it can be the students' experience in charity activity, social activity, cultural activity, and the like. The homework aims to encourage students' independence and creativity. The inspiring story also can give students awareness of society and the environment.

4. CONCLUSIONS

The importance of character education cannot be ignored. However, it is not a simple thing to practice by all of the school components including the teachers. They need many references about the ways and the example of how character implemented. Therefore, this paper presents a review of the existence of literary works in language teaching material in order to give a reference for the teacher about character implementation in language materials by using literary works. It is expected to help the teacher in finding an idea to design language materials which contained character values. From the whole explanation above, it can be concluded that literary work might become a good idea to support character education. Likewise, literature and language are interrelated. In addition, literary works not only develop students' language skills, but build their character as well through the values and character within.

However, this paper is far from perfect since it is only library-based paper. It has not applied in the empirical research yet. Therefore, the future author might use this paper as a reference to conduct an empirical study about the use of literary works in the language class to support character education. Besides that, for the teachers who really know the situation of the students, they have to read and find more information to get more reference for designing materials and character education. The teacher might make their own experiment to find an appropriate learning material for students which employs the character values.

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