

## **CHAPTER I**

### **INTRODUCTION**

In this part, the researcher present about: (1) background of study, (2) identification of study, (3) limitation of study, (4) formulation of problem, (5) objective of development, (6) benefit of development, (7) specification of product, and (8) assumption and limitation of development.

#### **1.1 Background of Study**

In a broad sense, education is the process through which knowledge, skills, and customs of a particular group of people are transmitted from one generation to another, either through formal instruction, training, research, or self-learning (source: Wikipedia). Education plays a role in the development of students' moral values, providing them with a sense of right and wrong.

Moral values serve as guiding principles that help individuals make ethical decisions. Compared to other values, morals have a stronger societal aspect and enjoy widespread acceptance. They primarily revolve around distinguishing between good and bad. Consequently, we tend to judge others more harshly based on their moral behavior rather than their adherence to values (source: Dictionary.com). Human behavior is fundamentally shaped by values, which serve as guiding principles. By adopting core life principles, individuals become less susceptible to external influences and exhibit a higher tendency to adhere to their own

values. Values represent the criteria we use to determine right and wrong, what we should or should not do, and what is considered good or bad. They also help us prioritize different values when faced with conflicting choices (source: Dictionary.com).

The cultivation of moral values is an essential process that should commence during childhood. Instilling moral values in children is crucial as it lays the groundwork for the development of a positive personality and a strong character. In addition to the role played by the family, schools play a critical part in guiding, supporting, and nurturing children as they navigate the realm of moral values.

Moral values serve as the bedrock for our children or students. They empower individuals to excel in their intentions, motives, actions, and relationships with others. Furthermore, moral values form the core principles underlying religious practices. As a result, according to Jacobs (2002), moral theories revolve around practical concerns and what individuals ought to do. They often make specific assertions regarding the hierarchy of duties in cases of conflict, indicating what is morally required and prohibited.

According to Nurgiyantoro (2015), moral is something that is passed down by the director to the audience through his works. The term "moral" refers to the commonly accepted notion (teaching) of what is good and wrong in terms of behaviors, attitudes, commitments, etc.; profound qualities, character, and ethical qualities. Education and the imparting of

moral values are crucial in shaping individuals with such qualities. The responsibility of teaching moral values does not solely rest on the government but is a collective concern involving various elements within society, including families, schools, and the environment.

In recent years, there has been a discernible erosion of moral values. Afuye (2015) conducted a study which identified multiple instances of moral decline, including cultism, rape, examination malpractice, teenage pregnancy, student prostitution, sexual harassment, the sale of grades, drug abuse, and indecent dressing. Similarly, Idensi (2010) stated that societies and cultures worldwide have witnessed a decay in moral standards, encompassing both industrialized and non-industrialized nations. Reports from different regions have documented immoral acts such as rape, sexual abuse, drug abuse, school violence, and even acts of violence leading to fatalities involving young individuals. Consequently, it becomes crucial to employ suitable educational approaches to instill these values in students, transforming them into positive life principles that they can carry forward into their futures.

This research is also prompted by the author's observations of student behavior during classroom learning. These observations reveal the presence of moral decadence among some students, particularly in the form of disrespect towards classmates and engaging in nonverbal bullying towards their peers. Nonverbal bullying includes behaviors like ignoring, spreading rumors, or displaying facial expressions that demean

others. The consequences of such behaviors can be highly damaging, creating an unsafe learning environment and negatively impacting students' psychosocial development.

If we as a teacher or parents ask directly to our students to be a good person in their life by having positive values, some students ignore it. So, the teacher must have a strategy to get their student's attention with a fun way. One of the fun activities for the students is reading story book that include moral values.

During language learning activities, students are required to possess four fundamental skills: listening, speaking, reading, and writing. The skill of reading holds great significance as it involves the process of acquiring messages and information. Apart from obtaining information, reading aids in comprehending the entirety of a text, while also stimulating the mind, reducing stress levels, enhancing vocabulary, and expanding cognitive abilities. Thus, reading encompasses both physical and psychological aspects, wherein the visual perception of written content and cognitive processes intermingle to process information within the text (Patiung, 2021).

According to Anderson et al. (1985), reading is a fundamental skill that is essential both in schools and throughout one's lifetime. They emphasized that reading serves as a crucial foundation for academic achievement and future success. Without proficient reading skills, individuals are likely to face limitations in personal and professional

endeavors. Despite its significance, reading is recognized as one of the most challenging aspects within the education system.

Furthermore, reading plays a vital role in second language acquisition, positively influencing students' educational accomplishments. This implies that students who possess strong reading abilities find it easier to comprehend texts, effectively share information, and retell stories during classroom activities.

Townsend (2007) identified three distinct reading levels for individuals. Firstly, the independent level refers to a student's ability to read books with minimal difficulty, as they contain very few words that pose challenges. Students at this level can read books autonomously. Secondly, the instructional level indicates that students can read most of the words in a text, but may encounter some challenging words on each page. Lastly, the frustration level is characterized by the need to frequently pause and decode words. Attempting to read a book at this level can lead to frustration.

In fact, there are a lot of students in Indonesia especially the writer's sixth grade students of SD 1 Koba are in the third level who cannot understand what they have read. They just read without knowing the meaning of words or passage. At 2012, UNESCO stated that Indonesia is in 64<sup>th</sup> level from 120 countries based on Education Development Index (EDI) score. The weakness of elementary school student's reading ability was also proven by PIRLS (Progress in International Reading Literacy

Study) research which a literacy study of reading that arranged to know the student's elementary school reading ability in understanding the variety of reading book. Even for some students, they think that reading is boring. Reading is the most time consuming activity in their daily life.

Besides that, the students do not have good motivation because the teacher only asks them to read by themselves and answer the question correctly. Furthermore, it should be noted that individuals displayed a disinterest in lengthy texts and expressed a clear dislike for the specific text type provided. As a consequence, their comprehension of the text's content was compromised, making it challenging for them to readily access the information contained within.

The role of literature in our lives has been of significant importance. Fairy tales, as a genre of children's literature, proved to be a valuable resource in the instruction of English as a foreign language and the inculcation of moral values in young learners. According to Lazar (1993), literature serves as an excellent tool to evoke strong emotional responses from students, engaging them as whole individuals in the classroom. Fairy tales, characterized by elements like fairies, goblins, princes, and princesses, belong to the broader category of folk tales. These tales were initially passed down orally before being recorded in writing. Fairy tales offer several benefits to young readers, including the transmission of moral values and the reinforcement of universal linguistic norms and standards.

Moreover, they are adaptable to suit children's age levels, featuring simple and comprehensible sentence structures and plots.

In the context of reading classes, teachers should focus on enhancing students' motivation to read in a foreign language by making the reading material interesting. Cameron (2001) proposed that the reading materials given to students should fulfill certain criteria, including being captivating, appropriately leveled, and authentic. According to Verhoeven and Snow (2008), young learners perceive reading as a source of amusement and are particularly drawn to narratives featuring animals, legends, folk tales, and fairy tales. Fairy tales not only captivate children's imagination but also provide an enjoyable experience, enabling them to fully engage with the stories and even act out scenes with the characters (Tiberghien, 2007). Consequently, fairy tales possess the potential to positively impact children's interest in literature and their motivation to engage in reading activities (Bagg, 1991).

*“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”* — Albert Einstein. These are the examples of popular fairy tales in the world, such as Snow White and The Seven Dwarves, The Red Riding Hood, Hansel and Gretel, The Ugly Duckling and many more. In Indonesia, fairy tales means *dongeng*, or a traditional story which is not really happened in the past. The traditional story of Indonesia are *Bawang Merah, Bawang Putih, Malin Kundang, Timun Emas, Si Kancil dan Buaya, Takatuliang, Putri*

*Mandalika*, etc. These stories have a lot of moral values that can be as good role models for students.

Relating to some facts above, the writer tries to develop a simple reading book, i.e., reading for pleasure, to empower the elementary student's moral value. The writer hopes that from this research and the product, can inspire or motivate the students to develop their good characters based on the moral values that they read before from the reading book.

The choice to develop the story *Putri Sinar Bulan* stems from the aim to provide students with a culturally rich and engaging narrative that imparts valuable moral values. This particular story holds significance as a traditional Indonesian folktale, brimming with profound moral lessons. By incorporating this tale into the curriculum, students can connect with their cultural heritage while absorbing essential life lessons. *Putri Sinar Bulan* portrays characters that exemplify virtues such as kindness, honesty, and bravery, allowing students to identify and internalize these desired qualities. Through the challenges and conflicts faced by the characters, students can learn problem-solving skills, resilience, and the ability to make ethical decisions. By immersing themselves in the story, students develop empathy and gain a deeper understanding of the consequences of their actions. Thus, *Putri Sinar Bulan* holds immense potential in nurturing students' moral compass and shaping their character.



Introducing the story *Putri Sinar Bulan* in the teaching of moral values contributes significantly to the holistic development of students. The captivating nature of fairy tales inherently draws students' attention and engages them in a meaningful learning experience. *Putri Sinar Bulan* offers a platform to explore diverse moral themes, encouraging students to reflect upon the differences between right and wrong. Through the story's relatable characters and their journeys, students can internalize the importance of integrity, sacrifice, and other moral values highlighted in the narrative. The use of culturally relevant stories enhances students' appreciation for their heritage and fosters a sense of identity. Additionally, integrating moral lessons into language learning through storytelling enhances students' language skills, comprehension, and vocabulary expansion. By infusing moral values into the teaching of *Putri Sinar Bulan*, students not only develop a deeper understanding of moral principles but also strengthen their language proficiency, making the process both enriching and enjoyable.

## **1.2 Identification of Study**

Identification of the problem this study, the writer got two major problems of this research, as follows:

- 1) The students' moral decadence, particularly in the form of disrespect towards classmates and engaging in nonverbal bullying towards their peers.

- 2) The students of elementary school 1 Koba in Bangka Tengah regency think that reading is boring. It causes their reading interest is low and also lack in understanding of literacy.

### **1.3 Limitation of Study**

In this research, the writer limited and focused on the empowering or developing students of elementary school 1 Koba in Bangka Tengah regency moral value through the development of *Putri Sinar Bulan* reading book.

### **1.4 Formulation of Problem**

- 1) How to develop students' reading book that empower students' moral value?
- 2) What are the results of experts validation?

### **1.5 Objective of Development**

- 1) To determine what is the form of developing student's moral value of *Putri Sinar Bulan* reading book based on user needs.
- 2) To determine how is the validation by student's questionnaire as a result of what they need in reading book.

## **1.6 Benefit of Development**

### **1) Theoretical benefit**

The results of this study are expected to be used as a reference to develop knowledge about moral value so can increase the moral value of the students.

### **2) Practical benefit**

#### **a. For researcher:**

This research is used as a very valuable experience in an effort to improve the ability of researcher in empowering student's moral value that can be used to increase knowledge and insight about moral value.

#### **b. For practitioner:**

The results of this research can be used as a more interesting learning media so that it can add knowledge and provide inspiration.

#### **c. For students:**

The results of this research can be used as learning media that can help students increase their knowledge about moral value and motivate them to learn English by reading book.

## **1.7 Specification of Product**

The product that will be produced in this research is a reading book title *Putri Sinar Bulan*. This book contains a story which refers to the

vocabularies, there are exercises, pictures and of course the moral lesson based on the story.

### **1.8 Assumption and Limitation of Development**

The assumption in this development is that the empowering student's moral value through the development of *Putri Sinar Bulan* reading book.

The limitation of this development is that there is only one title of story in this reading book entitle *Putri Sinar Bulan* based on the created by the writer, so this reading book cannot contains others story.