CHAPTER 1

INTRODUCTION

This chapter discusses the introduction of study. It consist of six parts namely background of study, the problem of the study, objectives of study, significance of study, scope and limitation, and definition of key terms.

A. Background of the Study

Education is the most important thing in our life. It means that everyone has the education right to be always growth in education. Education commonly means a process to improve self-ability to survive in our life. Basically, education gives us knowledge in how to have a certain attitude, to talk, and to learn science which is finally can be taught to others. Education is influenced by many factors such as teachers, students, learning method, and others.

According to Langgulung (1973), education is not only get in formal education which is full of laws and norms, curriculum as regard objectives, content and methodology, but it can get in everywhere such as in the home, coffee shop, garden, and soon, because in every place we can get many values that can be implied to our life.

In building a good character, everyone should know any values to the children especially educational values. Educational values are developing and cultivating the values in a people. Education values are the power of education, so wherever, the teacher is taught the value about education will present itself. A teacher of a modern school has to play a very important role in value abouteducation (Joshi, 2014).

Children‟s literature is a good instrument to know and learn moral and educational values. Children‟s literature is a kind of literature (Tarigan, 1995).Even though most of literature teaches any values for the reader, children must be chosen the literature genres which are appropriate for their age. The reason for choosing genre of literature for the children because there are many possibilities to believe that different genre needs emphases in the different element.

According to Lukens (2003) there are genres of children literature: classic, epic, fairy tale, fable, fantasy, folktale, fractured fairy tale, legend, mystery, myth, poetry, short story. One of the genres of children‟s literature is fable. Fable is a simple story that includes kinds of characters, especially animals whose actions to teach a lessons or universal truth. Fable usually include of moral and character educations.

The researcher‟s opinion, fable is interesting to be a reference contributes to build children‟s character because the stories of fable are fictional stories which the animal as adds to get conflict and adventure of the stories. It becomes favorites for children, as they often interested with the fairy tales and other story. Most animal characters in fables are widely used as a symbol the life of human. Then, the researcher discussed about a fable is chosen as the object of this study. Aesop‟s fable is chosen as the object of this study. The researcher has many considerations in choosing Aesop‟s fable. The researcher did not use the all stories of Aesop‟s fable. The researcher just analyzed some

tittles of Aesop"s fable which are suitable with any criterions specified by the researcher.

Aesop"s fable is a fable to be used to increase problem solving, children"s moral, and life of human. Aesop"s fable is a compilation fable which is created by Aesop, a Greek whom cares about children"s moral development in that time. Aesop"s lived in Greece in the sixth century. A slave of kingdom, Aesop achieved a reputation as a great story teller and his fable. Firstly, he used his fables to make good points to solve the problem, and life of human. Gradually, his fables used for education to build children"s character, material for children"s discussion about values and behavior (Detlor, 2001). Besides that, the language which is used in Aesop"s fable is simple and easy to understand by the reader especially children.

Before conducting this research, the researcher learned some previous studies in order to get some ideas and also to ensure in doing this research. One of them is Irvani (2015), his research is about Character Educational Values In *"The Ron Clark Story"* Movie. This study is based on the 18 character educational values stated by Educational Minister of Indonesia *(KEMENDIKNAS)*, that are: religious, honesty, tolerance, discipline, hardworking, creativity, independent, democracy, curiosity, national spirit, patriotism, appreciating achievement, hospitality, love peace, fondness of reading, environmental care, sociality, and responsible. The result of the study found that in *"The Ron Clark Story"* movie there are 13 character educational values above, except: religious, independent, national spirit, patriotism, and

environmental care. Based Ki Hajar Dewantoro, education is the guidance in the development of the children the aim of education is to create a people as a member of society is able to reach the safety and happiness as high as possible.

Besides that, there was also research from Setyoasih (2014). Her research is about Analysis of Moral Values In "Aesop's Fable" Towards Children's Character Building. Her research results that this research found that (1) Moral values implied in Aesop's Fable are care of soul, kindhearted, respect, tolerance, justness, fairness, responsibility, and belief. (2) Character building is presented in Aesop's Fable through reflection of actors' moral value.

That is why the researcher takes the educational values in Aesop's fables. The writer hope that this research can help to the reader in solving their problem and the writer would like to emphasize the importance of education. So for such purpose the researcher is interested in conducting a research by the title: **The Analysis of Educational Values in Aesop's Fables towards Children's Character Building.**

B. The Problem of the Study

Based on the background of the study above, the writer formulates a problem as follow :

1. What are the educational values found in Aesop's fables?
2. How are the educational values in Aesop's fables presented as children's character building?

C. Objectives of the Study

Based on the background of the study above, the writer formulates objectives as follow:

1. To find out the educational values in Aesop"s fables.
2. To find out the educational values in Aesop"s fables presented as children"s character building.

D. Significance of the study

The researcher hopes that the result of this research will be beneficial both theoretical and practical.

1. Theoretical

Theoretically, the research is used to strengthen the assumption that fable contains educational values are used to build student"s character because literature is kept up with life of human. The research has some advantages for some circles.

a. Readers

As the researcher discussed above, literature give something good to attract the readers. Hence, the researcher expects this research can be useful for readers especially parents and teachers. Through understanding children"s literature, they are influenced to use fable as reference to build children"s character.

b. Other Researcher

For other researcher, this research can be used as consideration for observing the elements of literature. It can be used as the previous study or reference to study about literature especially fable.

2. Practical

The researcher expects that the study can contribute to the development of literature studies, especially among students of IAIN Kediri who are interested in learning about literature.

E. The Scope and Limitation of the Study

The object of this research is limited toward the characters of animals as actors in the story to find educational values in Aesop"s fable. The scope describes the areas covered in a research. In this research is only analyzing seven of Aesop"s fables those are; *The Hare and The Tortoise, The Crow and The Pitcher, The Laborer and The Nightingale,The Two Fellows and The Bear, The fox and The Cat, The Ant and The Grasshopper, The Lion and The Mouse.* The researcher analyzing those Aesop"s fables according to the 18 character educational values which are stated by Educational Minister of Indonesia (KEMENDIKNAS). To know about how the educational values in Aesop"s fables presented as character building, the writer used theory from Lewis (2004) that there are some types of positive or good characters building such as *compassionated, tolerance, honesty, responsible, establishing justness and fair.*

F. Definition of Key Terms

   1. Education:

       Education is process to improve self-ability to survive in our life, education gives us knowledge in how to have a certain attitude, to talk, and to learn science which is finally can be taught to others.

   2. Educational Value:

       Educational value is developing and cultivating the values in a person, educational value is education that considers an object from the personal desire, point of view, and ethics that truly appreciates in a personal relationship.

   3. Character:

       Character has meaning as way of thinking and behaving that is typical each individual to live and work. Character also can be defined as the particular combination of qualities in a person or place that makes them different from others.

   4. Fable:

       Fable is a short and simple story that contains character, typically animals whose actions teach a moral lessons, universal truth, and life of human.