

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Talk about folklore, will not be separated from the myths or legends of a place's existence. Folklore is one of the riches of cultural diversity and stories from Indonesia. Each region has a folk tale whose story is quite interesting and provides full moral values and meaning. North Sumatra as one of the provinces on the island of Sumatra, Indonesia also has various interesting folk stories that come from the Toba, Pakpak, Karo, Simalungun, Mandailing and various other ethnic groups who live in the province of North Sumatra.

Folklore (regional literature) is a form of oral folklore. As part of oral folklore, the delivery of the story is done orally. Spread orally is usually through word of mouth from one generation to the next. Folk stories that develop in a society are generally known without knowing who the author or creator is. Because it is anonymous or without knowing who the author or creator is, the ownership of this folktale is global in the sense that it is owned by all the supporting communities. A person or individual is not entitled to monopolize ownership.

According to Alan Dundes (1975) folklore is crucial to a knowledge of human experience, he observed, because as autobiographical ethnography, and what they say or sing in folklore expresses. According to Sisyo (2008) the definition of folklore is a story that belongs to the community's literary works by being transmitted orally in a certain period of time. That means, the story can be called a folklore if it has been around for a long time and useful for the value of life.

According to Danadjaja (1997) folklore is partly a collective culture, that is well known and passed down from generation to generation, among collectives any kind traditionally in a different version, both in verbal form and examples in motion.

From the opinion of several experts regarding the understanding of folklore above, we can also mean that our daily life is not far from the folklore in circulation, which we run as

guidelines and teachings for us to act and behave.

Folklore does have its own benefits for those who read it. Because folklore has positive moral meanings and messages to apply. Folklore can be used as a good reference for teaching staff in teaching moral messages and character education contained in folklore for future generations for a better life.

Efforts to preserve and preserve stories passed down from generation to generation must be strained. One way to do this is by documenting the oral folklore that is present in a particular area. From the documentation of myths, legends and tales that are told in the documentation, it can be retold by adding moral values to realize children's character education, this study purpose to describe the moral values and character building contained in the folklore that used as subject material in English from senior high school.

Every one must have moral values are the worthy principles that a person follows to distinguish the right from the wrong, these values are considered appropriated in building up the character of an individual as moral value refers to the good virtues such as honesty, integrity truthfulness, helpfulness, love respectfulness, and hard work.

Moral value concerns with the view of goodness or badness human action and characters with what is good or right in peoples relationship with each other.

According to Kohlberg (1981) in general there are two characteristics of moral values, namely good moral values and bad moral values. Good moral values is a value associated with the suitability of the expectations and goals of human life in carrying out it can be viewed from the social rules of society. The definition of moral value is a form of an objective picture of the side of truth carried out by some one in a community environment.

According to Bertends (1997:142-143) moral value is not separated from the other values. Each value can get a quality if it is included in moral behavior. Honesty, for example, is a moral value but honesty it self is empty when it does not applied to other values, such as the economic value.

Character building is an effort to build a formidable personal protegee either the inner or outer. Character building is higher than on moral education, which always run good habits in all the activities of life.

In the large Indonesian dictionary (2008: 623), character is defined as a psychological, moral or character trait that distinguishes a person from others. According to Thomas Lickona

(1991) he said that he believe Character building is the deliberate effort to cultivate virtue that is, objectively good human qualities. Character Building also the concept of the development of the moral consciousness of students, emerging from psychology, social learning and cognitive development framework. This is a literature review found the most efficacious approach to developing the character of students.

According to David Elkind and Freddy Sweet(2012), character building is a deliberate attempt to help society understands, cares, and acts on the basis of ethical values, which means education character is a conscious and deliberate effort, aimed at to help humans to understand, care and implement core ethical values.

From the opinion of several experts regarding the understanding of Moral value and Character building which is where this character building really needs to be taken care of in order to create the next generation who have moral and character. Moral value and character building is a process of forming the character it self is always a positive impact on the development of the students on the emotional, spritual and personality of a person, the character building is a key part of building a strong personal dedicated.

Analyzing moral values and character building from a folklore is also one way to support and preserve local culture. By analyzing this story, this story can be used as teaching material to develop moral values and character education for senior high school children. Which is very important for someone to have moral values and good character in behavior. Teaching moral values and character education from the folklore of the Tugu Silalahi will be applied through English lessons in narrative text material and it can also be descriptive text.

1.2 Problem of the Study

1. What kinds of moral value and character building is used to develop Tugu Silalahi Batak Toba Floklre into teaching materials in English subject for Senior High School ?
2. How to apply so that the moral values and character building from Tugu Silalahi Batak Toba Floklre can be used into teaching materials in English subject for Senior High School?

3. Why moral value and character building from Tugu Silalahi Batak Toba Folklore needs to be used as teaching materials in English subject for Senior High School?

1.3 Objective of the Study

1. To development Moral Value and Character Building of Tugu Silalahi Batak Toba Folklore into teaching materials in English subject for Senior High School
2. To transcribe Moral Value and Character Building of Tugu Silalahi Batak Toba Folklore into teaching materials in English subject for Senior High School
3. To refresh Moral Value and Character Building of Tugu Silalahi Batak Toba Folklore into teaching material in English subject for Senior High School

1.4 The Scope of the Study

This research only discusses about moral value and character building of the Tugu Silalahi Batak Toba Folklore. This research will be researched in Silalahi, Dairi-district, North Sumatera.

1.5 The Significance of the Study

Theoretically, the results of this study provide moral value and character building messages to be instilled in the younger generation of the Tugu Silalahi Batak Toba folklore developed as English learning material for high school students. This makes students interested in learning in class with this folklore.

Practically, this research helps English teachers and students to preserve the folklore culture that we have. In addition, students also feel more interested because they can enjoy learning folklore material. For teachers, they can create many ways to teach these folk tales to students. For example, with narrative text and descriptive text.