EMPOWERING LITERATURE FOR EDUCATING CHARACTER BUILDING
(A STUDY CASE ON READERS OF O. HENRY’S AFTER TWENTY YEARS)*

Ririn Kurnia Trisnawati
Jenderal Soedirman University

ABSTRACT

When Martin Luther King, Jr. mentioned that “We must remember that intelligence is not enough. Intelligence plus character that is the goal of true education”, he must have completely understood that education is never enough without educating the students’ characters. Nowadays, character-building-based curriculum has been promoted throughout the country to educate students’ character building. It also soon becomes the government’s concern and urgency to teach character building to students of any level as it is mentioned in the Decree of National Education Ministry number 045/U/2002. However, there are some problematic matters in designing its teaching materials whether it is between didactic and non-didactic or implied and vice versa method of teaching.

To propose a prospective solution of teaching character building to students; therefore, this paper aims to probe and to share a case study from the readers of O. Henry’s After Twenty Years who happen to be the students of Book Report class at English Language and Literature Department of Jenderal Soedirman University in Purwokerto Central Java. The short story is given to the students as the teaching material to seek the most efficient way of teaching them character building as it is reflected within the short story.

Given the short story, read it, responded and finally answered the questionnaire, those students are able to identify the character building embedded in that particular literary work and to learn them from the story. Besides, derived from the students’ questionnaire, it can be concluded that students can educate themselves the character building through the story by

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mentioning those learned characters, and they also can show their self-
reflection after learning it. In conclusion, there is possibility of using
literature as prospective teaching material in educating students' character
building by analyzing the qualities embedded in the literature e.g. novels,
short stories and poems, and doing this is also a way of empowering
literature for a greater life benefit.

Keyword: Character building, Teaching material, and Literature
empowerment.

INTRODUCTION

Realizing and being aware of what is happening around Indonesian society
nowadays will force and make some of us think and try to relate with the education
system that Indonesians have conducted so far. Corruption, collusion,
nepotism and some other white-collar cases are more frequently to appear and to
happen in Indonesia; therefore, it is so understandable when some people start
questioning this as the result of the unprepared education system in Indonesia since
almost the criminals committing those inhumanity cases are those who have
pursued high or higher formal education. Further, even some people are saying that
the education system has really failed to mentally educate them to really teach them
as good human beings and citizens.

These facts are able to lead some of us to look back to what had been argued
by Martin Luther King, Jr. that he required us to always remember that intelligence
is not enough. It is intelligence plus character that is the goal of true education.
This is so meaningful to interpret that solely intelligence is not considered enough
to teach a person to be a completely educated person. Character building must also
be taught and educated to strengthen one's self-value both academically and
behaviorally. Seeing the facts that there are still many white-collar crimes
happening in Indonesian society either in a very small scale or the huge ones,
Indonesian education system is assumed to be incomplete, and it has not yet
accommodated character building education during the formal education levels.
As a result, the output of such education system can only graduate those well-
educated people without having strong and good personalities. It also soon
becomes the government's concern and urgency to teach character building to
students of any level as it is mention in the Decree of National Education Ministry
number 045/U/2002. The government has realized the urgency of teaching

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Illocutionary Forces</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting</td>
<td>C: Good morning, everyone. We are very pleased to invite you to put for the thesis examination.</td>
</tr>
<tr>
<td>2</td>
<td>Thanking</td>
<td>C: Thank you so much for your presentation and I'd also like to congratulate you on accomplishing your thesis draft, this is writing draft.</td>
</tr>
<tr>
<td>3</td>
<td>Apologizing</td>
<td>E-1: I am so sorry, I could not stay here until the end because I have to join the meeting at Rectorate. Sorry for making you inconvenience.</td>
</tr>
<tr>
<td>4</td>
<td>Complimenting</td>
<td>E-1: I am pleased to be your first examiner. First of all, I would like to say congratulation for your success in finalizing your thesis draft. C: You did well enough in your performance even though there are weaknesses in there.</td>
</tr>
<tr>
<td>5</td>
<td>Stating pleasure</td>
<td>C: Board of the examiners, examinee Eko Fabrianto and audience, its pleasure for us this morning to have you to take the examination of his thesis entitled Improving Students Speaking Ability through Contextualised Speaking Tasks.</td>
</tr>
<tr>
<td>6</td>
<td>Stating a doubt</td>
<td>E-1: For me, internal factor is related to the reader. It can be the motivation or the ability of the reader. It is an internal factor. The other factor is the teacher. It can be the external factor. Perhaps, there are other theories.</td>
</tr>
<tr>
<td>7</td>
<td>Stating confusion</td>
<td>E-1: I don't quite understand why some are included in the internal factors and some others are included in the external factors.</td>
</tr>
</tbody>
</table>
**Commissive**

In the thesis defence, the illocutionary act in the form of commissive is often found. The following exemplifies the illocutionary forces of the illocutionary act of commissive. Each illocutionary force has a linguistic feature as presented in the bold forms.

**Table 3. The examples of illocutionary forces of commissive**

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Illocutionary Forces</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Promising</td>
<td>C: In the first part of examination you have done 15 minutes to present the summary of your research and then we will ask you questions and will give you necessary advice for the revision of your report.</td>
</tr>
<tr>
<td>2</td>
<td>Offering</td>
<td>E-1: Do you want to drink first before I continue my next questions? It seems to me that you are nervous. Just relax. Don't be afraid of me.</td>
</tr>
<tr>
<td>3</td>
<td>Threatening</td>
<td>E-1: You have to carefully revise all mistakes that I found on your thesis. Otherwise, I do not want to ratify your thesis.</td>
</tr>
</tbody>
</table>

**Expressive**

In the thesis defence, the illocutionary act in the form of expressive is often found. The following exemplifies the illocutionary forces of the illocutionary act of expressive. Each illocutionary force has a linguistic feature as presented in the bold forms.

character building to students in all levels of education since, in fact, it is character building that could strengthen the personality and the characters of students who will be the grown-up citizens in this country.

As a higher educational institution, university has been demanded to be one of educational institution that could bridge the conduct of character building education being inserted within its curriculum. Thus far, university or the higher educational institution seems to be not yet providing and accommodating the atmosphere of character building education that must be very useful for its graduates in the future to defend themselves from any misconducts and well-educated crimes committed when they are surviving their lives in the society. It is because clearly one who is living his life with good and strong character and personality will be doing more wise and thoughtful conducts in his life, too. It is just so in line with what Thomas Lickona & Matthew Davidson (2005) mentioned that character building education is placed as a deliberate effort to cultivate good character. It means that character building education is assumed to be one fruitful and thoughtful way of cultivating and making good and strong character more down-to-earth. To assume that character building education does not really work in higher educational level is a very big flaw. According to Narvaez & Kapsley (n.d.), they emphasized that character education does not end with high school. Further, it could be understood that universities have also the responsibilities to teach students character building to create and to graduate good graduates possessing good and strong personalities and characters. As one example that has been conducted by Narvaez and Kapsley is to conduct the character building education among 134 colleges and universities to emphasize the students' abilities in terms of moral reasoning skills, community-building experiences, spiritual growth and a drug-free environment. This example could prove that such character building process is still needed and demanded in the higher educational level.

However, the process of conducting character building education for university students might need some innovation in its teaching method and its teaching material. Character building education for university students who are considered mature might need to have a teaching method and teaching material that are not didactic and preaching style. This is in line with what Dewey in Lapsley and Narvaez (n.d.) have emphasized that traditional pedagogy of exhortation, didactic instruction and drill fails to cultivate a social spirit. They are not working to establish the spirit of being socialized people in the society. On the other hand,
what might be needed is teaching method or teaching approach which is more progressive and indirect method that can stimulate the skills of active social construction of moral meaning by participating the democracy, having collaboration and cooperation in work groups and also in discussions.

Furthermore, university students majoring on English Literature study program at FISIP University of Jenderal Soedirman are likely to be much exposed to read various literary works with various topics that some of them are very universal topics reflecting the actual and real life in the society. Literature/ literary works offer its readers with values, humanity, and other issues that sometimes they do reflect things happening in the real life. Therefore, Laurenson & Swingewood (1971) called literature as a mirror to the age. By reading literature, students are exposed to many life stories presented within the literature. Therefore, when literature is used as teaching material for character building education, it can predicted that literature could teach students more humanistic life experience, and not teaching them in didactic manner nor in preaching way. In this study, one example of literary works utilized as the teaching material is a short story by O’Henry entitled After Twenty Years. In relation to the aim of this paper, the writer wants to explore the quality that literature has that can be very useful and possible to be taken into account as teaching material for character building education. Besides, the writer is going also to illustrate the result of previous study setting an example of utilizing one of literary works to teach character building and the students’ opinion after they use a piece of work literature in their character building education process.

LITERATURE REVIEW
Character Building Education

Nowadays, character building education is booming and is to be socialized by the government. However, it is necessary to understand the concept of character building education before discussing further to take literature into account as one teaching material in character building education classes. Lickona and Davidson (2005) also ensured that teachers play important roles to teach the good characters that have become the spirit of character building education. Furthermore, to understand the definition of character education, one must be able to define what character means. Lickona and Davidson (2005) defined good character as it

Directives

In the thesis defence, the illocutionary act in the form of directive is often found. The following exemplifies the illocutionary forces of the illocutionary act of directive. Each illocutionary force has a linguistic feature as presented in the bold forms.

Table 2. The examples of the illocutionary forces of directive

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Illocutionary Forces</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Commanding</td>
<td>E-1: now open to page 54. you can display table 14. please tell me the meaning of the information of each column.</td>
</tr>
<tr>
<td>2</td>
<td>Requesting</td>
<td>C: would you please show us the identification of the problem in your slide? yar, this one.</td>
</tr>
<tr>
<td>3</td>
<td>Suggesting</td>
<td>E-1: i think its better for you to give an emphasis that students still found difficulties in comprehending text for the first cycle.</td>
</tr>
<tr>
<td>4</td>
<td>Inviting</td>
<td>C: now, i invite you to present your thesis draft in 15 minutes. the floor is yours.</td>
</tr>
<tr>
<td>5</td>
<td>Questioning</td>
<td>E-1: how did the teacher learn english based on your interview? did they have or attend special english training from school or from the government?</td>
</tr>
<tr>
<td>6</td>
<td>Warning</td>
<td>C: please highlight that vocabulary should be embedded in the macro-language skills. it is not explicitly taught for the students of secondary school levels. dont teach vocabulary separated from the macro language skills. do you understand this point?</td>
</tr>
</tbody>
</table>

Consists of knowing the good, desiring the good, and doing the good. By this definition, students who are being educated or taught their character building must possess the ability of identifying the good and the bad things including their action, willing, and concept of good life. In fact, it sounds so perfect; however, students nowadays really need this so that they could have brighter life in the future based on their best characters. Furthermore, Lickona and Davidson (2005) mentioned some indicators of having good characters such as trustworthy, responsible, respectful, fair and just, caring, empathic, self-controlled, and above all, as a good citizen who obeys laws and plays by the rules. It is based on these characters, students are trained to bear them in mind; they understand these characters as their life guidance.

In relation to the aim of this paper that is to study the quality of literature that can be possibly utilized as the character building education teaching media, it could be suggested that in literature there must be issues related to the character indicators mentioned above. It means that within the story or the messages delivered and depicted in the literary works must pop-up those particular issues. Therefore, by reading them, students can easily take a role model to understand the good characters illustrated. These qualities are actually found and depicted in the short story under the study e.g. O’Henry’s After Twenty Years in which the story brings the issues related to responsibility and honesty between two best friends who vowed to meet again after twenty years later in the same place and in the same date. The conflict provided within the short story is worth reading since such kind of situation is possible to happen in this life. As a result, this novel is chosen as the media for the character building education in this particular time; therefore, it also aims at seeing the effectiveness of utilizing this short story that will be explored by the students.

Furthermore, to examine the effectiveness of the process of character building education, students needs to be assessed. The assessment is of course not to judge their score or grade, but it is more to investigate their understanding of good characters that they have studied or learned during the process. Lickona and Davidson (2005) divided the concept of character into 2 types of character i.e. moral and performance characters. Moral character is the character emerging from interpersonal and ethical relationship among people whereas performance character is the performed characters which are good in the real life. Both of them are supporting one another. The following quotation may explain their position:
First, it is possible to have performance character without moral character, and vice versa. Second, a person of character embodies both performance character and moral character. Both carry obligation. Third, whereas moral virtues are intrinsically good, performance virtues can be used for bad ends. Fourth, both performance character and moral character have three psychological components: awareness, attitude, and action. Fifth, a person of character, performance character and moral character support each other in an integrated, interdependent way. The last, performance character and moral character can be operationally defined in terms of eight strengths of character. (Thomas Lickona & Matthew Davidson, 2005)

To understand the effectiveness of the character building education, the writer has also employed the following pointers to carefully check the students' understanding and reaction about the characters that they have learned and found in the literary works. (Thomas Lickona & Matthew Davidson, 2005):

Table 1. Performance and Moral Character Indicators

<table>
<thead>
<tr>
<th>Performance Character</th>
<th>Action/behavior/habits</th>
<th>Attitude/emootional/valuing</th>
<th>Awareness/cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates the skills and habits required for excellence.</td>
<td>✔ Is strongly motivated to give best effort.</td>
<td>✔ Can identify excellence in many areas of endeavor.</td>
<td></td>
</tr>
<tr>
<td>2. Practices in order to improve in the skills and habits required for excellence.</td>
<td>✔ Is committed to high-quality work.</td>
<td>✔ Understands the performance virtues required to pursue excellence.</td>
<td></td>
</tr>
</tbody>
</table>

This illocutionary act comprises some illocutionary forces which include (1) excommunicating, (2) declaring war, (3) christening, (4) marrying, (5) firing from employment, and others Finch (2000:182). This type of the illocutionary act is rarely used in communication practices including in the thesis defence because it is limited to ceremonial events.

Of the five types of illocutionary acts, four types of illocutionary acts are commonly used in communication practices including the communication performed by board of examiners in the thesis defence. They include (1) representative, (2) directive, (3) commissive, and (4) expressive. The following provides examples of the four illocutionary acts and forces used in the thesis defence.

Illocutionary Acts and Illocutionary Forces Used in the Thesis Examination

In the thesis defence, there are four types of illocutionary acts which are commonly used by the board of examiners. Each illocutionary act is discussed below.

Representative

The following presents some examples of illocutionary forces of representative as commonly performed by the board of examiners. Each illocutionary force has a linguistic feature as presented in the bold forms.

<table>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Stating an opinion</td>
<td>E-1: <strong>In my opinion</strong>, at least there are two factors to successfully comprehend the English text. They are schematic knowledge and systemic knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>Informing</td>
<td>C: <strong>Dear examinee, let me inform</strong> you that in the first part of the examination, you are given time fifteen minutes to present the summary of your thesis and then in the second part, the examiners will ask you the details of your research.</td>
</tr>
</tbody>
</table>
compliment, invitation, promise or request, and the like. According to her, the speech act may embody locutionary, illocutionary, and perlocutionary acts. The locutionary act refers to an utterance that is tied in terms of sense and reference. The illocutionary act is defined as the making of a statement, for example, offering, promising, etc in expressing an utterance, by virtue of the conventional force associated with it. The per-locutionary act means the bringing about of effects on the audience by means of the utterance.

In lieu with the illocutionary act, Searle in Finch (2000:182) classifies the illocutionary acts into five types, namely (1) representative, (2) directive, (3) commissive, (4) expressive, and (5) declarative. The term representative is defined as one of the illocutionary acts which commits the speaker to the truth of the uttered proposition. It is commonly used to represent a state of affairs (Finegan et al., 1997:L344). Such a type of the illocutionary act is divided into some illocutionary forces which include stating, suggesting, boasting, complaining, claiming, and announcing (Leech, 1983:105). Further, Cutting (2008:14) adds some illocutionary forces of the representative, namely describing, hypothesizing, insisting, and predicting.

The second type of the illocutionary act is directive which is defined as asking the hearer to do something. With the use of directive, the addresser attempts to get the addressee to do some actions as he/she wants. This illocutionary act is subdivided into some types which include (1) commanding, (2) requesting, (3) suggesting, (4) inviting, (5) questioning, and (6) warning. The term commissive refers to committing the addresser to some future course of actions. In other words, it deals with an action which will be or will not be done in the future course. This illocutionary act is categorised into some illocutionary forces which include (1) promising, (2) vowing, (3) offering, (4) threatening, and (5) refusing.

The fourth illocutionary act is expressive. It is defined as a speech act, which expresses a psychological state. This can be in the form of stating pleasure, pain, likes, dislikes, anger, joy, sorrow, and the like. The illocutionary act of expressive has some illocutionary forces such as (1) greeting, (2) thanking, (3) apologizing, (4) complimenting, (4) stating pleasure, (5) stating pain, (6) stating doubt, (7) stating confusion, (8) stating surprise, (9) stating panic, (10) stating anger, and (11) stating dislike. Another type of the illocutionary act is declarative. It refers to a speech act of which effects immediately change an institutional state of affairs. Added to this, it tends to rely on elaborated extra-linguistic institutions.

### Moral Character:
- Acts upon ethical convictions.
- Takes a stand for what is right; assumes leadership for influencing others to do what is right.
- Has the courage of conscience in the face of social pressure.
- Recognizes the ethical dimensions of situations.
- Grapples with important moral questions (e.g., how will this decision affect others? How would I like to be treated if I were in this situation?)

The indicators above are to be used as the assessment indicators to check whether those indicators above are shown or performed or not by the students after they read and discuss the short story containing the values of good characters that become the objective of the study.

### Literature Empowerment and Character Building Education

Employing literature as the teaching material for character building education is indeed a way of empowering literature exactly like this paper is aiming to purpose. Empowering literature during the process of character building education is supported by some qualities that literature can provide when it is read and enjoyed by its readers. At least, there are some viewpoints of examining the reasons for using and empowering literature in character building education e.g. it is seen as motivating material depicting real sense of life achievement; it is placed as an access to cultural background showing the cultural comparison and eventually leading to social respect, and it is considered to educate the whole person relating the value inside and outside the society.

Literature is seen as motivating material because it depicts the real sense of life achievement. The story has some particular issues of human life that its readers can learn not only about the valuegood or bad characters, but also the cultural
background that can show them or lead them to see more examples of good and bad characters from other cultures. Besides, there are more positive points that literature can offer and can be empowered for the character building education. Collie and Slater (1987) defined that it is from literature that people can treat it as valuable authentic material, cultural enrichment, language enrichment, and personal involvement. In relation to the empowerment of literature for character building teaching material, literature is placed as the valuable authentic material because it can provide the real character building education inside its stories. The authentic material reflects the real examples of character building indicators exactly like what is presented by the short story used in this study. O’Henry’s *After Twenty Years* presents the story of responsibilities and honesty between two best friends meeting after twenty years whom one of them was apparently the country’s most wanted robber that the other best friend had the obligatory duty to arrest him. When such story is read, the readers see the authentic example of character building that they must be able to identify which one is good and another one is the bad. Furthermore, the empowerment of literature for character building can be taken into account just like what Collie & Slater (1987) explained that literature offers a bountiful and extremely varied body of written material which is ‘important’ in the sense that it says something about fundamental human issues. Of course, the fundamental human issues cover the qualities of good characters presented above. Thus far, the empowerment of literature to be used for the teaching material of character building education is so possible by considering the qualities that literature has e.g. valuable authentic material and fundamental human issues.

Another quality that literature could offer is that literature can educate the whole people, (Lazar, 1993). Generally, it is clearly seen that indeed literature and its literary works can teach its readers. It can be taught with many teaching objective such as the language use, the content and the messages, and also some other ideas that might not be found in other teaching materials. Secondly, Lazar also claimed that literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of the students, to develop their critical abilities and to increase their emotional awareness. Thus, it could add more qualities that literature could offer for the character building education and finally literature could empower the character building education for its readers.
RAISING KNOWLEDGE OF ILLOCUTIONARY ACTS AND IMPLICATURES USED IN A THESIS EXAMINATION CONTEXT FOR STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

Margana
State University of Yogyakarta

ABSTRACT
This paper deals with raising knowledge of the illocutionary acts and implied meanings for students of English education study program. It aims to describe the types of illocutionary acts, illocutionary forces, and conversational implicatures used in the thesis examination. Such types of knowledge should be well understood as the knowledge confers a clear description of the use of speech acts in the thesis examination.

More specifically, students of English education study programs should be aware of the types of illocutionary acts, namely representatives, directives, commissive, expressive, and declarative which are further classified according to the illocutionary forces of each illocutionary act. Added to this, the knowledge of conversational implicatures: generalised conversational implicatures and particularised conversational implicature are also of great importance to minimise mis-conception and mis-interpretation of speech acts which possible occur in the thesis examination practices.

Key words: illocutionary acts  illocutionary forces  implicatures

INTRODUCTION
A language, for example, English is defined as a system of sounds, symbols, or signs that convey meanings. It is commonly used by human beings to express their ideas, feelings, emotions, and the like in different settings of communications which include natural and formal settings. In natural settings,

METHOD OF STUDY
This study is written based on the research conducted by involving the students of English Language and Literature Study Program who were taking the Book Report subject in 2011. The short story employed i.e. O. Henry's *After Twenty Years* was one of the reading texts in that particular class. Therefore, the students were to read and to write their response, opinion and answer based on the questionnaire distributed. The research is a qualitative descriptive analytic in which the data are gained by distributing the questionnaire to the students in order to answer the study objectives namely students can mention the learned characters, show their self-reflection after learning it and finally to prove that literature can be employed for teaching material for educating the students' character building.

After the data were gained, they are classified, analyzed and reduced based on the study objectives.

FINDING AND DISCUSSION
Empowering Literature for Character Building Education
*Reading O’Henry’s After Twenty Years: the Case Study*

Recently, a previous study on using short story as the teaching material has been conducted by two lecturers of English Literature Department Universitas Jenderal Soedirman. The study shows that literature, in this case is short story entitled *After Twenty Years* by O’Henry, is very possible to be utilized as one of potential teaching material for character building education, (Murniati & Trisnawati, 2011). The short story is given to the students as the teaching material to seek the most efficient way of teaching them character building as it is reflected within the short story. Given the short story, read it, responded and finally answered the questionnaire, students have joined the so-called the character building education within the Book Report Class. Therefore, the study result of this previous study is going to be described and illustrated here to support the explanation that indeed literature can empower the character building education for the students at the university.

The first thing to underline from the result of the study is to prove that the students acknowledge that this particular short story can teach the character building. According to Murniati & Trisnawati (2011), the respondents clearly stated their idea that this short story can be used for teaching their character
building as they learned the good characters were presented in the story although it was not delivered directly. Based on their questionnaire, respondents for 95% supported and agreed that *After Twenty Years* can be used for teaching their character building; therefore, it can be used for the character building education teaching material. The following is some data describing the positive statement from the respondents.

<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menurut Anda apakah cerpen <em>After Twenty Years</em> karya O. Henry dapat dimanfaatkan sebagai media pembelajaran karakter (character building education)?</td>
<td>Bisa, karena cerita ini memuat kejadian-kejadian yang berbeda, seperti halnya kejujuran, kesetiaan dan tanggung jawab. Walaupun diuraikan secara tersirat, kita dapat memahaminya. Pendidikan karakter tersebut dapat diterapkan dalam kehidupan sehari-hari tetapi dalam kejadian berbeda.</td>
</tr>
<tr>
<td></td>
<td>Ya bisa, karena disini dalam cerpen <em>After Twenty Years</em> mengajarkan kita untuk bertanggung jawab atas apa yang kita ucapkan selain itu disini juga mengajarkan kita untuk jujur apapun resikonya nanti.</td>
</tr>
<tr>
<td></td>
<td>Ya, karena dalam cerpen tersebut mendeskripsikan karakter-karakter tokoh yang bisa memberikan kita sebuah pesan atau pembelajaran dari bacaan tersebut bisa kita contoh dalam kehidupan kita terutama karakter yang baik.</td>
</tr>
<tr>
<td></td>
<td>Ya, karena dalam cerpen ini saya menemukan nilai-nilai seperti pentingnya kejujuran dan tanggung jawab yang dapat dimanfaatkan sebagai media pembelajaran karakter.</td>
</tr>
</tbody>
</table>

Table2. Questionnaire answer sheet

In order to acquire critical thinking, the syllabus should be designed to support learners to discover knowledge. The materials that are going to be discussed should
noveles into classrooms and conducting a comparison study of the movie version of the same title would be challenging and probably astonishing. Drawing red lines between the canon and the technologically adapted stories would be another great experience. LoMonico proposes an idea of “singing out Whitman's “Song of Myself” and then write and recite our own version.” Rather than reading Shakespeare’s plays, acting like Shakespeare himself, making a newspaper board of the news collection during the Elizabethan period from the internet, and replicating or redesigning clothes that they wore would be of exciting projects to have (n.d). Shifting methods and strategies would not undermine the literary works only when it is well-planned and designed. Variation would enhance the study of literature and cherish the learning environment.

The new shift in the language study, from single to multiple viewpoints, has been regarded as the most effective and appropriate method to be implemented. Likewise, the study of literature also offers more freedom of interpretation and appreciation. Learners are not the passive agents anymore; rather they are encouraged to initiate research on literature based on their own interest. Therefore, they are expected to empower themselves with the values they get from literature which are relevant with their lives.

CONCLUSION

In fact, the presence of the why-what-how balance is required in learning any subject. While the “know-why” aspect gives the ideas of the importance of and background of such a learning, the “know-what” aspect limits the scope of the object of learning. Further, the “know-how” aspect explains the way in which a learning process could be conducted.

There could be at least three reasons that there should be balance between the ‘know-why’, ‘know-what’ and ‘know how’. Firstly, Learning English Literature is a construct in the whole body of learning. Since it is a construct, it should have a system. The system, in this case, serves as the correlation and interrelationship between each part. Thus, the “know why-what-how” are elaborated in order to build a scientific reasoning through observation, discussion and practices. Learners are best given more chances to explore and express their understanding of a literary work through short papers or essays. Secondly, since the study of English Literature is also meant to develop positive values embedded in a literary work in

Based on the table above, students mostly claimed that the short story is possible to be used for teaching the character building because the story describes the life experiences related to honesty, responsibility, and moral messages that can teach the students to behave in this life. The spirit of honesty and responsibility is so obvious and therefore students can learn the good characters from this story as it becomes the grand design of character building education i.e. teaching the people the good and the bad characters in life.

Furthermore, the next point is that the character building education inserted in this Book Report class could meet its effectiveness because the involved students are able to identify the good and the bad character based on the story. The questionnaire provided has led the respondents to confirm and to add the learned characters from the short story. Based on the previous study, there are 38.8% of respondents confirmed that they could find the ideas of good characters such as honesty and responsibility from the story. Besides, there are some other 69.2% respondents could show and mention some other good characters from the short story such as professionalism, loyalty, solidarity, law-obedient citizenship and integrity. They could figure them out since they are presented in the story indirectly and the respondents can conclude them. Some of their opinions are presented in the following table:

<table>
<thead>
<tr>
<th>Question 2: Dapatkah Anda mengidentifikasikan criteria pendidikan karakter dalam cerpen tersebut seperti kejujuran, tanggung jawab, dan lain-lain? Sebutkan!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kejujuran, tanggung jawab, kesetiaan, pengorbanan, kepercayaan, profesional.</td>
</tr>
<tr>
<td>Kesetiakawanan, kecerdasan, rasa empati, keprofesionalan, kesetiaan dan tidak berkianat</td>
</tr>
</tbody>
</table>

Table 3. Questionnaire answer sheet
Finally, the last part is that students show that they are learning something related to good characters from that story as they are able to mention the moral messages that they have learned. The data presented below are to support the fact that this process of teaching character building is able to meet the effectiveness because the students not only can identify the good characters inside but also can mention some other moral messages and even some other good character within their opinions.

Table 4. Questionnaire answer sheet

<table>
<thead>
<tr>
<th>Pertanyaan 3: Dapatkah anda menemukan pesan moral dalam cerpen tersebut, terutama dalam hal tanggung jawab dan setia kawan yang dilakukan oleh Jimmy Wales dan dalam hal setia kawan serta menempati janji yang dilakukan oleh Silky Bob?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uraian Jawaban</td>
</tr>
<tr>
<td>Yes, I learned about what friendship is all about, the loyalty and the professionalism. I learned about Silky Bob who still remembered his promises with Jimmy Wells after twenty years. Even though he is a bank robbery but still has a royalty with the promises that he made with his friends.</td>
</tr>
<tr>
<td>Pesan moral dalam cerpen tersebut adalah kesetiaan dan kejuran sangat penting bagi suatu hubungan persahabatan agar tetap jaga sampai kapanpun, namun tanggung jawab akan pekejaan atau profesi harus diprioritaskan walau harus berhadapan dengan teman sendiri.</td>
</tr>
<tr>
<td>Ya, saya dapat menemukan. Menunjukan rasa sayang kita kepada sahabat itu tidak cukup hanya dengan kesetiaan/ kesetiakawanan saja, tapi juga dengan tetap mengakui kesalahan yang diperbuat sahabatnya dan tidak membenarkannya.</td>
</tr>
</tbody>
</table>

Therefore, this study based on O’Henry’s *After Twenty Years* really contribute to support the fact that literature can be utilized and can empower the teaching and learning process of character building education.

**CONCLUSION AND SUGGESTION**

In conclusion, there is possibility of using literature as prospective teaching material for educating the students’ character building seen from the qualities embedded in the literature e.g. novels, short stories and poems, and doing this is also a way of empowering literature for a greater life benefit. This (Brumfit, 2001). Whether or not a literary can be used in a wider perspective and thus it is worthy, determines its category.

Methods, strategies and techniques used in the study of English literature need to adjust to individual purposes of studies. A close reading of a literary work through language analysis might be a good start. Yet, in order to know how to relate and investigate a literary work, learners need to understand the background of the writer, the society in which the work is made, and the author's personal experience with the work. They also need what kinds of approaches that need to be applied to analyze a literary work.

In addition, the procedure of learning English literature includes time allocation and equipment availability such as media or multi-media laboratory. It will be much more interesting to learn poems through poems reading and learn a film in a laboratory. The next step to analyze a poem is knowing how to understand each word both lexically and connotatively. Diction, word arrangement, rhymes, grammatical and syntactical analyses are of necessary information to be discussed. Indeed, language becomes the only means to examine poems.

Now that we are living in the Post Modern era, methods, strategies and techniques used in learning English Literature are also influenced by it. The awakening of Post Modernism, Feminism and Post Colonialism have given rise to the more universal and flexible approaches to studying English Literature. The “grand narratives” is no longer considered as possessing the highest truth or the absolute truth. The Post Modern Era gives more freedom and self-values of literary works (Widdowson, 1999, p. 87). In short, approaches to understand literature has given great chance to reveal various values and truth embedded in literary works.

In a learning process as well as teaching process, skills, methods and strategies are used as ways to acquire knowledge. Without them, the learning-teaching process will be unorganized and incoherent. In English Literature, for example, the knowledge of genre appears to be significant starting points before analyzing poetry, prose or plays. Before reading Nathaniel Hawthorne's *Scarlet Letter*, for instance, the knowledge of genre will significantly help the reader in understanding the novel. The reader will be given clues on the expected conflicts that might happen in the story, the complexity of plots and characterization.

Jumping ahead to more recent use and advancement of technology in classrooms across the globe, teachers and lecturers are deemed responsible for adjustment and empowerment. Bringing have-just-read old yellow classical
However, we cannot learn the lessons and capture the messages from an English literary work unless we know what it is all about. It is about nearly all facets of society lives from which the English literary works spring up. That is, English-speaking people of certain country, academic, working, religious, and cultural backgrounds and political leanings and of certain times express various aspects of their lives in written English. Brumfit (2001) argues “a successful reading of a work of literature is an act of interpretation, in a context where taste and style is often highly valued and where inexperienced learners face an enormous temptation to rely on secondary understanding…” (p. 94). Literature needs to be analyzed through the interrelationship between text and context in order to establish and synthesize meanings and appreciation to the work. The inherent relationships between the text and context, consequently, provide more values to the work. Furthermore, extensive ways to interpret a literary work have resulted in a rich critical analysis combining interdisciplinary knowledge such as sociology, psychology and history. Indeed, it is enrichment beyond literature as a text.

Further, the study of English Literature takes literature as its object of study. Brumfit (2001) affirms that literature itself contains many aspects that are supposed to be learnt, such as knowledge, attitudes, skills and responses. The knowledge of English Literature may include the English literary tradition, genre, western culture, local context, and analysis of literary texts in detail. Additionally, the attitudes towards English literature should cover the tolerance, respect and understanding on cultural, imaginative and intellectual differences. In addition, literary criticism, as the result of critical thinking and creative interpretation, is among the skills needed in learning English Literature. On the one hand, literary criticism seems to be a ‘correction’ or ‘positive-negative appreciation’. On the other hand, literary criticism is, in fact, a contribution and an enhancement to the world of literature. It shows how a literary work is gaining much deeper and extended meaning in and through other people's viewpoint and reaction and thus leads us to find wisdom in our lives.

To understand all these requires “know-how” or methods. According to Richards and Rogers (2001) methods include approach, design and procedure. Although Richards and Rogers' theory concerns with language teaching, it also seems to apply in learning English Literature. In approach, for example, a theory of the nature of literature and the nature of literature learning, without which it may be impossible to get the ideas of literature learning, should be well discerned. The nature of literature, particularly, lays in the literary work's embedded values

empowerment of literature is supported not only based on the theoretical overview based on the qualities attached to literature, but also based on the study conducted previously.

Based on the result of this study, it can be suggested that character building education can employ any other short story and novels. It also suggests that other forms of literary genres such as poems or drama as long as they have the criteria of the characters that students can learn from.

REFERENCES


