

## THE IDENTIFICATION OF CHARACTER EDUCATION ON JESSE AARONS' CHARACTERIZATION IN *BRIDGE TO TERABITHIA* BY KATHERINE PATERSON

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### Abstract

Literature has been effectively used to transfer values to children even school existed (Edgington, 2002), yet the task for selecting good literature is not simple. Therefore, this study aims to analyze a children literature, entitled *Bridge to Terabithia* by Katherine Paterson, in order to describe the values of character education proposed by Kemendikbud (2016) on Jesse Aarons' characterization. This study applies the interactive model of qualitative data analysis by Miles et al. (2014). Through Jesse Aarons' characterization, it was discovered that he possessed 29 characters and 25 of them belong to the values proposed by Kemendikbud (2016). Those values are religious, peace-loving, tolerant, wise, nature-loving, nationalist, self-sacrificing, achiever, patriotic, disciplined, independent, hardworking, tough, creative, courageous, mutual-cooperative, democratic, nonviolent, solidarity, voluntary, integrity, honest, loyal, fair, and responsible. In conclusion, Jesse Aarons' characterization possessed the values of character education proposed by Kemendikbud (2016), future researcher interested in this topic is suggested to study on Jesse Aarons' characterization revolution through the story to see the quality of the values through the character growth.

**Keywords:** character education, children literature, characterization

### INTRODUCTION

According to Kemendikbud (2016), character education has been the main concern since it is believed to be the key of the future. It is said so as the purpose of education is to develop students' intellectual potentials and characters (Kemendikbud, 2017). Since 2010, the government has declared and implemented a policy of *Gerakan Nasional Pendidikan Karakter* (the national movement of character education) which was, according to Kemendikbud (2017), continued, optimized, deepened, and expanded with *Gerakan Penguatan Pendidikan Karakter or PPK* (the movement for strengthening of character education). It comes with five core values which are declared

as the priority of this movement including religiosity, nationalism, independence, mutual-cooperation, and integrity along with sub-values that come with each of it.

Considering the importance of character education, teachers or parents should devise effective ways to instill the values within the students or children. Edgington (2002) says that literature has been effectively used to transfer values to children even before the school exist. He continues that besides being vehicles for transferring values, the relevancy to the lives of children provided by literature is the primary reason for him to use it in character education. Furthermore, what is more suitable for children rather than children's literature? Children literature is literature that gains children's interest since the literature itself relates to children's range of life experience and somehow is told in the language they understand (Stoodt et al., 1996).

Considering the effectiveness of literature in fostering good values within the students and the role of characters in the relevance of a story, this study attempts to identify a character named Jesse Oliver Aarons, Jr. (Jesse Aarons) from the book *Bridge to Terabithia* by Katherine Paterson. One consideration of choosing a good story is the wide availability or accessibility of the book (Almerico, 2014). As a popular children's book, *Bridge to Terabithia* is available in print and online. Moreover, a study done by (Rajab & Purbani, 2015) show that this book is suitable for the English proficiency level of students in grade nine (junior high school) to grade twelve (high school) and has varied character education values that can also be utilized by English teacher as a teaching media since it contains monologue and dialogue examples with transactional and interpersonal expressions.

Previously, some researchers had done several analyses on both the book, *Bridge to Terabithia*, and the main character, Jesse Aarons. However, none had focused on further revealing the values of character education on Jesse Aarons' characterization, especially concentrated on the values proposed by (Kemendikbud, 2016). Hence, this study aims to reveal the values of character education within Jesse Aarons' characterizations in *Bridge to Terabithia* by Katherine Paterson focusing on the five core values proposed by Kemendikbud (2016).

## METHOD

The approach used in this study is qualitative that seeks for depth meaning and researcher's subjective experiences and the meaning-making process towards the data (Leavy, 2017). This study relies on the interactive model of qualitative data analysis by Miles et al. (2014). This interactive model consists of three existing flows of activities namely: data condensation, data display, and conclusion drawing/verification. This study includes: the process of transforming the data in the full corpus of the book *Bridge to Terabithia* into coding and generating categories (data condensation); deciding on the rows and columns of a matrix and which data in which form should entered the cells (data display); and drawing conclusion.

The subject of this study was Jesse Aarons, the main character of *Bridge to Terabithia* by Katherine Paterson. This book itself had been considered appropriate as an educational reading for children. O'Sullivan (2004) even put this book on her chapter book list of her study on children literature as the recommended book for teaching character education. On the other hand, the object of this study was the values of character education possessed by Jesse Aarons as the main character in *Bridge to Terabithia*. Meanwhile, in order to process the data collection, there were some

instruments needed: the researcher as the main instrument of this study, book to be analyzed, notes, classification table, and observation sheets.

The procedure of this study was in a cyclic process consist of four steps in line with the qualitative model analysis of Miles et al. (2014). The cyclic process showed that the steps were repeated to find the obtain data. In the data collection, the researcher close reads the *Bridge to Terabithia* by Katherine Paterson in detail to find out the necessary information regarding the purposes of the study. At the same time, it was done with note-taking which was done in purpose to record the sequences of the books to form narrative units. For the data condensation, by using tables, the data was classified and arranged to find the characterization of Jesse Aarons and the values of character education found with it. The data was displayed and analysed along with the sequences of segmentation to identify Jesse Aarons' characterization and classify it to the values of character education. Furthermore, the conclusion was drawn after the compact result from the repeated process.

## FINDING AND DISCUSSION

As mentioned by Garvey (1978), characterization imbues an identified character in a narrative with an attribute or set of attributes which also called trait, qualities, or characteristics. Moreover, Garvey (1978) states that the attribute may arise in a character in two ways, direct and indirect. Direct way is when the attribute is depicted through explicit statements of narrator or other character. Meanwhile, indirect way is when the attribute is showed implicitly through the statements of the character, other character, or the narrator, the character's act, clothing, name, etc. From the acquired data, Jesse Aarons possessed 29 characters which are presented in the table below.

Table 1. Jesse Aarons' Characters

No	Characters	Frequency
1	Religious	21
2	Wise	10
3	Piece-loving	8
4	Tough	8
5	Caring	8
6	Voluntary	7
7	Nonviolent	6
8	Creative	6
9	Responsible	6
10	Tolerant	5
11	Achiever	5
12	Courageous	5
13	Mutual-Cooperative	5
14	Quiet	5
15	Loyal	5
16	Hardworking	4
17	Observant	4
18	Disciplined	4
19	Solidary	4
20	Honest	4

No	Characters	Frequency
21	Self-sacrificing	4
22	Patriotic	4
23	Integrity	3
24	Independent	2
25	Fair	2
26	Stubborn	2
27	Nationalist	2
28	Democratic	2
29	Nature-loving	1

From the table, it is evident that Jess's strongest characters were religious, wise, piece-loving, tough, and caring. Besides the most frequent ones, the other Jess's characters were voluntary, nonviolent, creative, responsible, tolerant, achiever, courageous, mutual-cooperative, quiet, loyal, hardworking, observant, disciplined, solidary, honest, self-sacrificing, patriotic, integrity, independent, fair, stubborn, nationalist, democratic, and nature-loving. Each character was discussed one by one from the most frequently appeared to the most infrequent appeared characters along with the how the characters are depicted in the story.

### Jess as a religious boy

Jess grew up in a Christian family and showed that he had faith in God which made him religious. Religious is defined by Kemendikbud (2017) as the value that reflects the faith in God which is manifested through some behaviours such as: implementing the teachings of one's beliefs and religions; respecting the diversity in religions; maintaining the tolerance towards the practice of different religions and beliefs; and living a harmonious and peaceful life with followers of different religions. According to the definition, Jess was considered as a religious boy. The strongest sequence is 21c which showed Jess as religious boy through his action.

*The king sat down on a log and wiped his face, but the queen did not let him rest long. "Sire, we must go at once to the grove of the pines and give thanks for our victory."*

*Jess followed her into the grove, where they stood silently in the dim light.*

*"Who do we thank?" he whispered.*

*The question flickered across her face. "O God," she began. She was more at home with magic than religion. "O Spirits of the Grove."*

*"Thy right arm has given us the victory." He couldn't remember where he'd heard that one, but it seemed to fit. Leslie gave him a look of approval.*

*She took up the words. "Now grant protection to Terabithia, to all its people, and to us its rulers."*

*"Aroooo."*

*Jess tried hard not to smile. "And to its puppy dog."*

*"And to Prince Terrien, its guardian and jester. Amen." (Paterson, 1977, p. 91)*

The quotation above was the moment after Jess and Leslie successfully defeated their imaginary foes after their long absence from going to Terabithia. Jess followed Leslie went into the grove and solemnly thanked God for their victory. Leslie led the pray by saying “O God, O Spirit of the Grove.” and continued by Jess with “Thy right arm has given us the victory.” They finished their praising with saying “Amen”. Jess was showed to have faith in God by thanking Him for the victory they got. Moreover, it was stated that Leslie was ‘more at home with magic than religion’ which means that she was actually not a religious person. Even so, Jess kept along with the way she prayed to God, even though it did not indicate the practice of his religion, with one purpose that is thanking God. It is in line with Kemendikbud (2017) that describes being religious is the way someone shows their faith in God which is also manifested through maintaining the tolerance towards the practice of different religions and beliefs.

### **Jess as a wise boy**

Jess was depicted to have wise character through the story. Hornby (2005) explains that someone is wise when they are able to make sensible decision and give appropriate advice to others which are based on the experience and knowledge they have. There were ten sequences that exposed the emergence of Jess being wise. The emergence in sequence 9c was when he tried to provoke Gary Fulcher so that he could let Leslie run.

*Gary lowered his head like a bull. “Girls aren’t supposed to play on the lower field. Better get up there before one of the teachers sees you.”*

*“I want to run,” she said quietly.*

*“You already did.”*

*“Whatsa matter, Fulcher?” All Jess’s anger was bubbling out. He couldn’t seem to stop the flow. “Whatsa matter? Scared to race her?”*

*Fulcher’s fist went up. But Jess walked away from it. Fulcher would have to let her run now, he knew. And Fulcher did, angrily and grudgingly. (Paterson, 1977, p. 34)*

Seeing what Fulcher did to Leslie, Jess was angry and said “*Whatsa matter? Scared to race her?*” after seeing Fulcher was provoked by his utterance, he left. Jess knew by doing that Fulcher would let Leslie run and Fulcher really did. It meets the explanation of wise character by Hornby (2005), which states someone is wise when they could sensibly decide something based on their experience and knowledge. Jess decided to confront Fulcher in that particular way since he knew what kind of kid Fulcher was and it was a success.

### **Jess as a peace-loving boy**

Jess was the middle child of five siblings. He had two younger sisters and two older sisters who liked to pick on him. However, he was the contrary of his oldest sisters. He did not like making any trouble which made him a piece-loving boy. Kemendiknas (2010) describes piece-loving character as attitude that could make people around feel secure and comfortable. There were eight sequences that show Jess being a piece-loving boy. Sequence 3b strongly depicted Jess being peace-loving as shown follow.

*Joyce Ann's lip went out. They both watched it tremble. Then her pudgy body shuddered, and she let out a great cry.*

*"Who's teasing the baby?" his mother yelled out the screen door.*

*Jess sighed and poked the last of his sandwich into Joyce Ann's open mouth. Her eyes went wide, and she clamped her jaws down on the unexpected gift. Now maybe he could have some peace. (Paterson, 1977, p. 12)*

Seen by the above quotation, just right in time, Jess feed the last of his sandwich into Joyce Ann's mouth which successfully calmed her down. Jess acted as what stated by Kemendiknas (2010) that peace-loving person could make people around them feel secure and comfortable. Joyce Ann who cried after being teased by May Belle, felt comfortable again since Jess gave her his sandwich that she considered as a gift. Moreover, he also did not try to blame May Belle or force Joyce Ann to stop crying. He was able to circumvent the situation with peace.

### **Jess as a tough boy**

Jess had been through many problems in the story. He was depicted as tough boy in confronting his problems. Tough character means an attitude that shows a person is strong enough to handle difficult condition in life (Hornby, 2005). Related to what tough means, Jess has depicted to have tough character in eight sequences. The strongest sequence was 1c. It was when Jess told what it was like being the middle child among four sisters.

*He tiptoed out of the house. The place was so rattly that it screeched whenever you put your foot down, but Jess had found that if you tiptoed, it gave only a low moan, and he could usually get outdoors without waking Momma or Ellie or Brenda or Joyce Ann. May Belle was another matter. She was going on seven, and she worshiped him, which was OK sometimes. When you were the only boy smashed between four sisters, and the older two had despised you ever since you stopped letting them dress you up and wheel you around in their rusty old doll carriage, and the littlest one cried if you looked at her cross-eyed, it was nice to have somebody who worshiped you. Even if it got unhandy sometimes. (Paterson, 1977, p. 2)*

The passage above showed Jess's thought through the narrator. Just as what Hornby (2005) states about tough character which an attitude that shows a person is strong enough to handle difficult condition in life. Jess was able to stop his older sisters even though they would always despise him after that. It was difficult for him to be played around by his older sisters and being despised after he stopped them. However, having May Belle 'worshipped' he, it cheered Jess a little.

### **Jess as a caring boy**

Jess was depicted to be caring with people around him. A caring person shows concern for people in pain, tries to imagine what others feel, sacrifices their own comfort to help others, provides comfort to people who need it, and is not cruel or mean (Stevenson, 2006). There were eight sequences that showed the emergences of Jess

being a caring boy. The strongest sequence which was 12d showed that Jess was caring when Jess was worried about Leslie.

*He stationed himself across from the girls' room. Leslie came out in a few minutes. He could tell she had been crying.*

*"Hey, Leslie," he called softly.*

*"Go away!" She turned abruptly and headed the other way in a fast walk. With an eye on the office door, he ran after her. Nobody was supposed to be in the halls during recess. "Leslie. Whatsa matter?" (Paterson, 1977, p. 45)*

It can be seen from above quotation that Jess was worried about Leslie and asked her "Leslie. Whatsa matter?" He tried to comfort Leslie even though she resisted. He risked the chance that he might be caught up since no one was allowed to be in the halls during recess time. His action showed what Stevenson (2006) defines as a caring person who shows concern for people in pain, provides comfort to people who need it, and sacrifices their own comfort in order to help other.

### **Jess as a voluntary boy**

Voluntary is an attitude of willing to do something without being forced or threaten, non-compulsory, not being paid, and only involve psychic benefits such as belongingness, esteem, and self-actualization (Hornby, 2005; Smith, 1975). As a sweet boy he was, Jess tended to give a hand without expecting anything in return. It made him a boy who had voluntary character. There are seven sequences that showed Jess having voluntary character. The first strongest sequence is 12d. The emergence of Jess being voluntary was when Jess helped Leslie from Janice Avery.

*After school Leslie got on the bus before he did and went straight to the corner of the long backseat—right to the seventh graders' seat. He jerked his head at her to warn her to come farther up front, but she wouldn't even look at him. He could see the seventh graders headed for the bus—the huge bossy bosomy girls and the mean, skinny, narrow-eyed boys. They'd kill her for sitting in their territory. He jumped up and ran to the back and grabbed Leslie by the arm. "You gotta come up to your regular seat, Leslie."*

*Even as he spoke, he could feel the bigger kids pushing up behind him down the narrow aisle. Indeed, Janice Avery, who among all the seventh graders was the one person who devoted her entire life to scaring the wits out of anyone smaller than she, was right behind him. "Move, kid," she said. (Paterson, 1977, p. 46)*

The mentioned quotation showed that Jess noticed the seventh graders came and he immediately ran to the back and grabbed Leslie's arm. He wanted to save Leslie from Janice. Jess's act was in line with the definition of voluntary by Hornby (2005) and Smith (1975) who say that it someone's attitude of willing to do something without being forced, non-compulsory, nonbeing paid, and only benefit them psychic benefits.

### Jess as a nonviolent boy

Jess was evidently shown as a nonviolent boy in the story. Mayton et al. (2002) describe nonviolent as an attitude of using peaceful methods in order to solve problems and find solutions. There were six sequences which include the appearance of Jess being nonviolent. In sequence 1b, Jess being nonviolent was showed in how Jess handled his little sister, May Belle.

*“Where you going, Jess?” May Belle lifted herself up sleepily from the double bed where she and Joyce Ann slept.*

*“Sh.” He warned. The walls were thin. Momma would be mad as flies in a fruit jar if they woke her up this time of day.*

*He patted May Belle’s hair and yanked the twisted sheet up to her small chin. “Just over the cow field,” he whispered. May Belle smiled and snuggled down under the sheet. (Paterson, 1977, p. 1)*

The quotation above shows how gentle Jess handled May Belle even though he was afraid his mother would be awake. He managed to pet May Belle’s hair and put her back to sleep. He also gave answer to May Belle so that she was pleased and went back to sleep. Jess’s act was just as how Mayton et al. (2002) describe nonviolent person. It is someone’s attitude of using peaceful methods in order to solve problem and find solutions.

### Jess as a creative boy

Jess was portrayed as a creative kid. Being creative means bringing something like an idea, a painting, a piece of music or an invention into existing as long as it is new and original, willing to try something new, and finding excitement and pleasure in exploring new thing (Stevenson, 2006). There were six sequences that showed the emergence of Jess being creative. In sequence 4b, Jess was shown as a creative boy as he managed to go to his room and draw after fulfilled his chores.

*Jess drew the way some people drink whiskey. The peace would start at the top of his muddled brain and seep down through his tired and tensed-up body. Lord, he loved to draw. Animals, mostly. Not regular animals like Miss Bessie or the chickens, but crazy animals with problems—for some reason he liked to put his beasts into impossible fixes. This one was a hippopotamus just leaving the edge of the cliff, turning over and over—you could tell by the curving lines—in the air toward the sea below where surprised fish were leaping goggle-eyed out of the water. There was a balloon over the hippopotamus—where his head should have been but his bottom actually was—“Oh!” it was saying. “I seem to have forgot my glasses.” (Paterson, 1977, p. 12)*

It showed above that Jess was depicted for being creative, which is in line with Stevenson (2006) who says that being creative means making something exist whether it is an idea, a painting etc. as long as it is new and original. He liked to put the crazy animals in into impossible fixes that and liked to put jokes in it. It means that he drew something originally out from his mind.



### Jess as a responsible boy

Jess was shown to be responsible in the story. Being responsible is defined as a person who acts and does their job and obligation that should be done for their society, environment, country, and the God sincerely (Kemendiknas, 2010). There were six sequences that showed the emergences of Jess being responsible. In sequence 3b, the emergence of Jess being responsible was when Jess finished his task and prepared supper for his little sisters.

*Ellie and Brenda weren't back by seven. Jess had finished all the picking and helped his mother can the beans. She never canned except when it was scalding hot anyhow, and all the boiling turned the kitchen into some kind of hellhole. Of course, her temper had been terrible, and she had screamed at Jess all afternoon and was now too tired to fix any supper.*

*Jess made peanut-butter sandwiches for the little girls and himself, and because the kitchen was still hot and almost nauseatingly full of bean smell, the three of them went outside to eat. (Paterson, 1977, p. 11)*

The above passage shows that Jess was showed for being responsible, as what Kemendiknas (2010) describes as a person who acts and does their job and obligation that should be done for their society, environment, country, and the God sincerely. He finished his task helping his mother and took care of his little sisters as his obligation for being a son for his mother and a big brother for his sisters.

### Jess as a tolerant boy

Jess lived in the environment which showed diversity and he was aware of that. He often encountered the diversity around him and put respect on them which made him a tolerant boy. Tolerant means attitude and behaviour of respecting and serving others even those with disabilities equally regardless of the differences among society such as religion, culture, tribe, ethnicity, opinion, attitude and behaviour (Kemendiknas, 2010). Referring to the explanation, there were five sequences that include the emergences of Jess being tolerant. The first portrayal of Jess being tolerant was in sequence 5c.

*But Jess knew what fakes they were. Sniffing "hippie" and "peacenik," even though the Vietnam War was over and it was supposed to be OK again to like peace, the kids would make fun of Miss Edmunds' lack of lipstick or the cut of her jeans. She was, of course, the only female teacher anyone had ever seen in Lark Creek Elementary wearing pants. In Washington and its fancy suburbs, even in Millsburg, that was OK, but Lark Creek was the backwash of fashion. It took them a long time to accept there what everyone could see by their TV's was OK anywhere else. (Paterson, 1977, p. 16)*

When everyone could not respect Miss Edmund as she was and saw her as a freak, Jess did not mind with that. The narrative above shows that Jess was not at the same page as those who mocked Miss Edmund just because she had odd style. He was even aware that in Lark Creek, people judged others who they thought indecent. Jess reflected the definition brought by (Kemendiknas, 2010) about being tolerant which means someone respects others regardless the differences among society including

opinion and behaviour. He respected Miss Edmund's 'indecent' behaviour as he opposed others' attitude towards her.

### **Jess being an achiever**

Achiever means a person who desired to achieve a particular level of success, prestige, and/or recognition that will focus on the planning and cost in pursuing the goal (Hornby, 2005; Swansbrough, 1994). There were five sequences that contain the occurrence of Jess being an achiever boy. In sequence 1a, the emergence of Jess being an achiever was when Jess immediately prepared himself to run after realising his father had gone.

*Of course he was going to run. He had gotten up early every day all summer to run. He figured if he worked at it—and Lord, had he worked—he could be the fastest runner in the fifth grade when school opened up. He had to be the fastest—not one of the fastest or next to the fastest, but the fastest. The very best. (Paterson, 1977, p. 1)*

The narrator's statement in above quotation shows that Jess worked hard to be the fastest runner in the fifth grade when school opened up. It is in line with the definition of achiever by (Hornby, 2005; Swansbrough, 1994) that an achiever focuses on the planning and cost in pursuing their desired particular level of success, prestige, and/or recognition. In order to aim his goal which was to be the fastest runner, Jess practiced every morning all summer.

### **Jess as a courageous boy**

Being courageous means a person shows that they are able to do difficult, dangerous, or painful things without feeling scared, or attempt to overcome and take control of the fear, in order to help others (Hornby, 2005; Stevenson, 2006). According to the definition, Jess possessed courageous character which was shown in five sequences which will be represented through sequence 9b.

*"Oh, let 'em both run in the finals. What's it gonna hurt?" Jess said loudly.*

*Gary stopped walking and wheeled to face him. Fulcher glared first at Jess and then at Leslie Burke. "Next thing," he said, his voice dripping with sarcasm, "next thing you're gonna want to let some girl run."*

*Jess's face went hot. "Sure," he said recklessly. "Why not?" He turned deliberately toward Leslie. "Wanna run?" he asked.*

*"Sure." She was grinning. "Why not?"*

*"You ain't scared to let a girl race are you, Fulcher?" For a minute he thought Gary was going to sock him, and he stiffened. He mustn't let Fulcher suspect that he was scared of a little belt in the mouth. But instead Gary broke into a trot and started bossing the threes into line for their heat. (Paterson, 1977, p. 33)*

The quotation showed that Jess was against Gary's unfair decision and demanded to let the tie winners went to finals. It is in line with what (Hornby, 2005) and Stevenson (2006) state about courageous person who shows that they are able to do

difficult, dangerous, or painful things without feeling scared, or attempt to overcome and take control of their fear, in order to help others. Besides standing up for the tie winners, Jess also upheld Leslie to run after being insulted by Gary. By daringly saying "You ain't scared to let a girl race are you, Fulcher?" he tried to provoke Gary. Even though he was a bit scared but he managed to control it so that Gary would not look him down. Because of Jess's act, Leslie got the chance to run in the match that was supposed to be for only boys.

### **Jess as a mutual-cooperative boy**

Jess was portrayed to be a part of mutual cooperation in his daily life. Mutual-cooperative character is defined as the attitude of respect the spirit of mutual cooperation in solving problems, building communication and relationship, and offering help for those in needs (Kemendikbud, 2017). From the story, there were five sequences that depicted the emergence of Jess being mutual-cooperative in his life. In sequence 13c, Jess was depicted possessing mutual-cooperative spirit when he built a castle stronghold together with Leslie.

*But he could make stuff. They dragged boards and other materials down from the scrap heap by Miss Bessie's pasture and built their castle stronghold in the place they had found in the woods. Leslie filled a three-pound coffee can with crackers and dried fruit and a one-pound can with strings and nails. They found five old Pepsi bottles which they washed and filled with water, in case, as Leslie said, "of siege." (Paterson, 1977, p. 31)*

After learning how a magic kingdom worked from Leslie, Jess was confident about his skill in building stuff. In the previous quotation, Jess built a castle with Leslie utilizing the materials they found from Miss Bessie's pasture. It made an accordance with (Kemendikbud, 2017)'s definition of mutual-cooperative character which is the attitude due regard to the spirit of mutual cooperation in solving things. Eventually, Jess and Leslie succeeded in building the castle stronghold for the new kingdom and were pleased of what they had created together.

### **Jess as quiet boy**

Being quiet means having many thoughts and feelings, yet is not spoken or verbalized (Mission, 2014). Jess was depicted as a boy who tends not to speak his mind which made him a quiet person. There were five sequences that showed the emergences of Jess being quiet. In sequence 5a, Jess was being quiet in the way he adored Miss Edmunds so much in silent.

*Jess just kept his mouth shut. It wouldn't help to try to defend Miss Edmunds against their unjust and hypocritical attacks. Besides, she was beyond such stupid behavior. It couldn't touch her. But whenever possible, he stole a few minutes on Friday just to stand close to her and hear her voice, soft and smooth as suede, assuring him that he was a "neat kid." (Paterson, 1977, p. 17)*

The passage above showed that Jess remained silent rather than trying to defend Miss Edmund. It was in line in the idea of quiet person by Mission (2014) that they have many thoughts and feeling yet is not spoken or verbalized. He knew how great

Miss Edmund was and was able to prove the ridiculous prejudices just based on their lack of understanding. However, he did not verbalize it realizing that Miss Edmund would not be affected by such behaviour.

### **Jess as a loyal friend**

Being loyal means having an attitude that remains faithful and gives support to somebody or something even in rough times or under disagreement and do not allow money or other offers of reward to change our loyalty (Hornby, 2005; Stevenson, 2006). Jess had been depicted of being loyal within the story which was depicted in five sequences in the story. In sequence 17a, the emergence of Jess being loyal was when Jess thought that Brenda did not deserve to mock Leslie.

*Well, you're right for once. Nobody with any sense would call that stick a girl." Brenda pushed her face right into his and grinned the word "girl" through her big painted lips. Something huge and hot swelled right up inside of him, and if he hadn't jumped out of the chair and walked away, he would have smacked her. (Paterson, 1977, p. 73)*

The quotation presented showed that Jess could not accept Leslie being ridiculed by Brenda. Being loyal means having an attitude that remains faithful to somebody even in rough times or under disagreement (Hornby, 2005; Stevenson, 2006). Leslie was his friend and he knew what kind of girl she was. Jess thought that Brenda was nothing compared to Leslie for having the right to say bad thing about her. Hearing Brenda's insulting Leslie, he could not help but being angry which showed his loyalty as Leslie's friends even though it was his sister who did that.

### **Jess as a hardworking boy**

In the way Jess finished his task or problem, he could be assumed as a hardworking boy. Being hardworking means that a person having an attitude that shows total effort in solving their problem and task and also finishing every job properly (Kemendiknas, 2010). There were four sequences that showed the emergences of Jess being hardworking boy. In sequence 3b, the emergence of Jess being hardworking was when he helped his mother after he finished the previous task.

*Ellie and Brenda weren't back by seven. Jess had finished all the picking and helped his mother can the beans. She never canned except when it was scalding hot anyhow, and all the boiling turned the kitchen into some kind of hellhole. Of course, her temper had been terrible, and she had screamed at Jess all afternoon and was now too tired to fix any supper. (Paterson, 1977, p. 11)*

The passage showed that after Jess finished picking up the beans, he continued helping his mother can the beans. Although his mother screamed at him all afternoon, he managed to finish the job. Just as what Kemendiknas (2010) states, hardworking means a person's attitude shows total effort in solving problem and task, and also finishes every job properly. Even though his mother was in a bad mood and screamed to Jess all afternoon, it shows that he was able to finish all the chores his mother left for him.

### **Jess being observant**

Despite being quiet, Jess tended to observe things around him which made him an observant boy. An observant person tends to see and pay attention to things around them which make them notice things more than others (Mission, 2014). There were four sequences that showed the emergences of Jess being an observant. In sequence 1c, the emergence of Jess being observant was when he tiptoed out of the house.

*He tiptoed out of the house. The place was so rattly that it screeched whenever you put your foot down, but Jess had found that if you tiptoed, it gave only a low moan, and he could usually get outdoors without waking Momma or Ellie or Brenda or Joyce Ann. (Paterson, 1977, p. 2)*

The passage showed that Jess already found out that if he tiptoed, he could reduce the noise that would not wake up his mother and his sisters. The narration showed that Jess 'usually' got outdoors successfully, it meant that he did that a lot and he observed certain way to get out without a noise. It was in line with Mission (2014)'s idea of observant people that they tend to see and pay attention to things around them which result by them noticing things more.

### **Jess as a disciplined boy**

Disciplined character is a value that shows an attitude of orderliness act and obeying law or rules (Kemendiknas, 2010). As a kid from a big number family, Jess was a disciplined boy regarding to his role as a child at home and a student at school. In sequence 8e, the emergence of Jess being disciplined was when he obeyed his school's rule.

*The children ate lunch at their desks. The county had been promising Lark Creek a lunchroom for twenty years, but there never seemed to be enough money. Jess had been so careful not to lose his recess time that even now he chewed his bologna sandwich with his lips tight shut and his eyes on the initialed heart. Around him conversations buzzed. They were not supposed to talk during lunch, but it was the first day and even Monster-Mouth Myers shot fewer flames on the first day. (Paterson, 1977, p. 29)*

The presented quotation shows that Jess was being disciplined as he had his lunch quietly. Disciplined person shows an attitude of orderliness act and obeying law or rules (Kemendiknas, 2010). Besides he did not want to lose recess time, he knew that students were not supposed to talk during lunch. He obeyed the law even though kids around him not doing so.

### **Jess as a solidary boy**

A solidary person supports by sharing the same emotion, identity, and goal with an individual, a group of people, or the disadvantaged ones in purpose to improve their condition (Stavrova & Schlösser, 2015). Jess had been depicted to be solidary with people around him in several sequences. In sequence 15d, Jess was being solidary was when Jess joined Leslie to make promise with May Belle, as stated in the quotation below.

*Leslie solemnly crossed her heart. May Belle turned expectantly to Jess, so he crossed his, too, trying hard not to feel like a fool, crossing his heart to a first grader in the middle of the playground. (Paterson, 1977, p. 63-64)*

May Belle was furious and demanded Jess to beat Janice for her behalf. However, since Jess and Leslie knew so well that a fight would do no good for them. Leslie then promised May Belle that they would find a way to pay Janice back and solemnly crossed her heart to convince May Belle. Jess then crossed his heart to show that he also promised so that May Belle did not feel sad any longer. Jess's action reflected the quality of a solidary person as he supported May Belle emotionally and shared the same goal to make her feel better (Stavrova & Schlösser, 2015).

### **Jess as an honest boy**

Jess rarely spoke his mind but when he did, he tended to be honest. Honest means the attitude of a person who is trying to be reliable on his/her words, action, and works (Kemendiknas, 2010). The examples of being honest are telling the truth, not cheating, not stealing, not promising to do things we do not intend to do, and not tricking people (Stevenson, 2006). Based on the explanation, Jess possessed honest character which was depicted in four sequences. The depiction of Jess being honest in sequence 14e was when Jess was able to confess to Leslie that he used to be afraid of the forest where Terabithia was.

*Leslie's favorite place besides the castle stronghold was the pine forest. There the trees grew so thick at the top that the sunshine was veiled. No low bush or grass could grow in that dim light, so the ground was carpeted with golden needles*

*"I used to think this place was haunted," Jess had confessed to Leslie the first afternoon he had revved up his courage to bring her there. (Paterson, 1977, p. 60)*

From the presented quotation, it showed that Jess committed about his true feeling about the spot by saying "*I used to think this place was haunted,*" Jess reflected the quality of being honest described by (Kemendiknas, 2010) which is a person who is trying to be reliable on his/her words, action, and works. Moreover, (Stevenson, 2006) also states that one example of being honest is telling the truth. Jess did not mind if Leslie thought he was scary-cat, he just said what he really thought.

### **Jess being self-sacrificing**

Jess had shown that he has self-sacrificing character in the story. Self-sacrificing means that people do not allow themselves to have or do something for the sake of helping other people (Hornby, 2005). There were four sequences that showed the emergence of Jess being self-sacrificing. In sequence 18b, Jess was being self-sacrificing when he tried to make his father feel good about the gift he received.

*He had received a racing-car set, which he tried to run to please his father. It wasn't one of these big sets that they advertised on TV, but it was electric, and he knew his dad had put more money into it than he should have. But the silly cars kept falling off at the curves until his father was*

*cursing at them with impatience. Jess wanted it to be OK. He wanted so much for his dad to be proud of his present, the way he, Jess, had been proud of the puppy. (Paterson, 1977, p. 80)*

Through the passage, it showed that a racing-car set was not something Jess desired that he only tried it to please his father. He wanted to make his father proud of his gift. Jess reflected the quality of being self-sacrificing described by (Hornby, 2005) that not allowing himself to have or do something for the sake of other people. Jess did not allow himself to look displeased for the present his father gave.

### **Jess as a patriotic boy**

Being patriotic means a person has or expresses a great love towards their country and the fundamental of it lays on the attachment towards the group and country they live in (Bar-Tal, 1993; Hornby, 2005). Jess was shown to have patriotic character in four sequences. The first was the emergence in sequence 13c.

*He believed her because there in the shadowy light of the stronghold everything seemed possible. Between the two of them they owned the world and no enemy, Gary Fulcher, Wanda Kay Moore, Janice Avery, Jess's own fears and insufficiencies, nor any of the foes whom Leslie imagined attacking Terabithia, could ever really defeat them. (Paterson, 1977, p. 52)*

As shown in the presented quotation, Jess believed in Leslie and thought that everything seemed possible in Terabithia. Together with Leslie, he felt that they own the world and no enemy, his own fears, insufficiencies, nor any of the foes whom Leslie imagined attacking Terabithia could defeat them. It showed that Jess reflected the definition of patriotic person who expresses a great love towards their country which shown through the attachment towards the group and the country they live in (Bar-Tal, 1993; Hornby, 2005). Here, Jess was being patriotic toward Terabithia that he and Leslie claimed to be their secret country.

### **Jess having integrity**

Having integrity means a person's behaviour makes them reliable in their words, action, and work by showing loyalty towards human values and moral as a citizen, consistent action and words which are based on the truth (Kemendikbud, 2017). In line with that, Jess was depicted to have integrity. In sequence 9d, Jess was depicted to have integrity as Leslie praised Jess after what he had done.

*"Thanks," she said.*

*"Yeah?" For what? he was thinking.*

*"You're the only kid in this whole durned school who's worth shooting."*

*He wasn't sure, he thought her voice was quivering, but he wasn't going to start feeling sorry for her again. (Paterson, 1977, p. 36)*

Leslie praised him by saying "You're the only kid in this whole durned school who's worth shooting" To Leslie; he was reliable as he stood for truth and even fought for her right joining the heat and the final. It reflected what having integrity means by (Kemendikbud, 2017), a person's behaviour makes them reliable in their words, action, and work by showing loyalty towards human values and moral as a citizen, consistent action and words which are based on the truth

### Jess as an independent boy

Possessing independent character means that a person does not rely on someone else in their behaviour and action (Kemendikbud, 2017). There were two sequences that depicted Jess being independent. In sequence 13d, Jess walked home alone after being tricked by Janice Avery.

*A few days after they finished the castle, Janice Avery fell down in the school bus and yelled that Jess had tripped her as she went past. She made such a fuss that Mrs. Prentice, the driver, ordered Jess off the bus, and he had to walk the three miles home. (Paterson, 1977, p. 52)*

Shown in the quotation, Mrs Prentice, the driver, ordered Jess off the bus and made him walked three miles home. As stated by Kemendikbud (2017), being independent means that a person does not rely on someone else in their behaviour and action. Jess did not make May Belle or Leslie came with him, instead he walked alone and did not make a fuss about it.

### Jess as a fair boy

Jess had shown that he was a fair boy. Stevenson (2006) mentions that being fair is deciding the right action after listening to the facts, being impartial, putting aside one's own feeling and prejudice, and trying to understand what others think or believe. In sequence 9b, showed Jess being fair as he gave his opinion towards the winner of the second set.

*"It was Deal." Gary ignored the protests. "We're wasting time. All threes line up. Right now."  
Jimmy's fists went up. "Ain't fair, Fulcher."  
Gary turned his back and headed for the starting line. "Oh, let 'em both run in the finals. What's it gonna hurt?" Jess said loudly. (Paterson, 1977, p. 32-33)*

Stevenson (2006) states that being fair is deciding the right action after listening to the facts, being impartial, putting aside one's own feeling and prejudice, and trying to understand what others think or believe. From the presented quotation, Jess confronted Gary's unfair attitude by saying "Oh, let 'em both run in the finals. What's gonna hurt?" He knew that it was a tie for the winner in the second set and both winners had right to go to finals. He tried not to side anyone and just stick to the rule.

### Jess as a stubborn boy

Jess was sometimes a stubborn boy in the way he hardly stuck to his stance. Being stubborn means inflexible or refusing to change opinion or chosen action (Mission, 2014). In sequence 8d, Jess being stubborn when he forbade Gary Fulcher for seeing what he drew.

*"Whatcha drawing?" Gary Fulcher was leaning way over his desk.  
Jess covered the page with his arm. "Nothing."  
"Ah, c'mon. Lemme see."  
Jess shook his head.*



*Gary reached down and tried to pull Jess's hand away from the paper. "The Case of the Crooked—c'mon, Jess," he whispered hoarsely. "I ain't gonna hurt nothing." He yanked at Jess's thumb.*

*Jess put both arms over the paper and brought his sneaker heel crashing down on Gary Fulcher's toe. (Paterson, 1977, p. 28)*

The quotation above showed that Jess balked Gary from taking a look of his drawing. Jess even crashed down Gary's toe as he tried to claim back his paper. Jess's action was in line with Mission (2014)'s idea that being stubborn means refusing to change opinion or chosen action.

### **Jess as a nationalist king**

Being nationalist means that a person shows loyalty, concern, and appreciation towards their national language, physical environment, social, culture, economy, and political in thinking, behaving, and acting (Kemendikbud, 2017). Jess might not show to be nationalist towards his real-life country since he was still a kid. However, he created his own kingdom with Leslie and although it was a short time, he had shown his nationality towards his made-up kingdom. There were two sequences that depicted the emergences of Jess being nationalist. In sequence 17c, the emergence of Jess being nationalist was when Jess did not want to cross the bridge through the gully.

*He tucked it tightly under his arm and swung across the creek as gently as he could. He could have walked through the gully. It would have been easier, but he couldn't escape the feeling that one must enter Terabithia only by the prescribed entrance. He couldn't let the puppy break the rules. It might mean bad luck for both of them. (Paterson, 1977, p. 75)*

Being nationalist means that a person shows loyalty, concern, and appreciation towards their national language, physical environment, social, culture, economy, and political in thinking, behaving, and acting (Kemendikbud, 2017). Jess was being nationalist as he appreciated to the kingdom's culture that the rope was the only prescribed entrance to Terabithia even though it was easier for him to walk through the gully.

### **Jess being democratic**

Being democratic means reflecting attitude, thought, and action that place the same right and obligation for everybody including one's self (Kemendiknas, 2010). There was a sequence that showed Jess had democratic character within him. The emergence in sequence 9b was when Jess being democratic as he courageously stood for Leslie's right to run in the race.

*Gary stopped walking and wheeled to face him. Fulcher glared first at Jess and then at Leslie Burke. "Next thing," he said, his voice dripping with sarcasm, "next thing you're gonna want to let some girl run."*

*Jess's face went hot. "Sure," he said recklessly. "Why not?" He turned deliberately toward Leslie. "Wanna run?" he asked. (Paterson, 1977, p. 33)*

From the presented quotation, after Jess confronted Gary Falcher for his unfair deed, he mockingly told Jess “*next thing you’re gonna want to let some girl run*” since Leslie was next to him. Indeed, it was only the boys who participated in the race every recess. But after hearing Gary, Jess then invited Leslie to run and she agreed. Jess was being democratic as his action places the same right and obligation for everybody including himself (Kemendiknas, 2010). Here, he tried to place the same right for Leslie to join the match.

### **Jess as a nature-loving king**

Jess did not have special bond with nature, however there was time when Jess could be considered as nature-loving. According to Kemendiknas (2010), nature-loving means an attitude of putting effort in preventing damage to nature or the environment and sustainably taking care of it. Even though, Jess was adoring nature so much, especially in the forest where Terabithia was located, only one sequence where the emergence of Jess being nature-loving. The emergence of Jess being nature loving was in the sequence 13c.

*Leslie named their secret land "Terabithia," and she loaned Jess all of her books about Narnia, so he would know how things went in a magic kingdom—how the animals and the trees must be protected and how a ruler must behave. That was the hard part. When Leslie spoke, the words rolling out so regally, you knew she was a proper queen. He could hardly manage English, much less the poetic language of a king. (Paterson, 1977, p. 51)*

The quotation showed that Jess was willing to learn about magic kingdom just like Leslie suggested. One of them was requiring him to take care of the animal and tree. He was already determined to be a good ruler of Terabithia, and since he was not opposing the idea it means that he was also determined to take care of the nature of Terabithia. It was in line with Kemendiknas (2010)’s idea that nature-loving person shows an attitude of putting effort in preventing damage to nature or the environment and sustainably taking care of it.

### **The Values of Character Education Reflected in the Characterization of Jesse**

This study revealed that the main character of Bridge to Terabithia, Jess Aarons, possessed the updated values of character education proposed by (Kemendikbud, 2016), including the core values and each sub-value. The distribution of Jess possessing those values of characters education is presented in the following table.

Table 2. Data Tabulation of Values Reflected on Jesse Aarons

No	Values	Sub-Values	Frequency	Sequence
1	Religious		21	2b, 5a, 9d, 11a, 12a, 12b, 15c, 16b, 17, 17d, 19b, 19d, 20a, 21c, 22a, 23b, 24c, 25c, 25d, 27c, 29a
		peace-loving	8	1d, 3b, 15b, 18a, 20c, 24c, 25c, 32e
		tolerant	5	5c, 8e, 14c, 20b, 25e
		wise	10	1b, 9c, 11b, 13a, 14a, 15d, 19c, 29e, 32e, 33a
		nature-loving	1	13c
2	Nationalist		2	17c, 21a
		self-sacrificing	4	6a, 18b, 27a, 27b
		achiever	5	1a, 1b, 1e, 1g, 7a
		patriotic	4	13c, 14d, 14e, 29c
		disciplined	4	6b, 8e, 22b, 29b
3	Independent		2	13d, 17b
		hardworking	4	3a, 3b, 7c, 16b
		tough	8	1c, 4c, 4d, 6a, 17b, 24e, 32b, 33b
		creative	6	1e, 4b, 8d, 13c, 32d, 33c
		courageous	5	9b, 13b, 14e, 26b, 32e
4	Mutual-cooperative		5	13c, 16a, 16b, 17b, 20b
		democratic	2	9b, 9c
		nonviolent	6	1b, 2b, 2g, 5c, 15c, 17a
		solidarity	4	5c, 15d, 22c, 24e
		voluntary	7	12c, 12d, 18a, 20b, 26b, 32b, 33a
5	Integrity		3	9d, 22d, 29a
		honest	4	14e, 20a, 29b, 29c
		loyal	5	17a, 19b, 23b, 27b, 32d
		fair	2	9b, 17b
		responsible	6	3b, 21a, 26b, 28a, 30f, 32c

As could be seen from the table above, Jess Aarons possessed the core values along with each sub-value proposed by (Kemendikbud, 2016). Every value appeared with different frequencies.

Jess showed his religious character in certain ways which depicted in twenty-one sequences which meant it was most frequently appeared. Jess showed his faith in God by remembering God whenever he felt astonished, expressing happiness or dejection, prayed for things beyond his control, praised God for things he received, and implementing his religion's teachings. Next, Jess was depicted as a piece-loving boy since in eight sequences which categorized as frequently appeared character. He was a boy who was non-confrontational who tended to deal with situation calmly. Jess was a boy who preferred peaceful environment and tended to make people around him felt comfortable around him.

Jess encountered diversity around him and showed respect towards it which depicted him as a tolerant boy. Jess was depicted to have tolerant value which appeared in 5 sequences. Jess showed his tolerant in the way he respected others' opinions and behaviours even though he did not agree on them or found them odd. On the other hand, Jess's wise character was depicted in ten sequences which mean it was frequently appeared. Based on his experiences and knowledge, he gave appropriate advices to others for their sake. He also could make sensible decision for himself considering what best for him to do.

Even though Jess was not depicted as a boy who had special bond with nature in the story, there was one sequence that showed Jess being nature-loving. As he was determined to be a good King for Terabithia, he showed his effort to preventing damage to nature and taking care of it by willing to learn about magic kingdom from Leslie. One of the things he learnt was that he must take care of the animal and three in Terabithia. Meanwhile, Jess was depicted for being nationalist towards the secret country he created with Leslie named Terabithia showed in two sequences. Jess showed his loyalty towards the kingdom's culture to pass the creek only with the rope and showed his concern towards Terabithia.

Jess was depicted was a boy who was willing to sacrifice for other people meaning that he possessed self-sacrificing character. He showed the action of not allowing himself to do or have something for the sake of other his family and Leslie. His actions were also based on his choice and contrary of his interest. Next, Jess was an achiever as he was really desired to win the race and have the recognition as the fastest boy. In order to aim his goal, he planned the training and the cost he took was his tired body.

In the story Jess was being patriotic as he was depicted to have attachment towards his secret country Terabithia and Leslie the one whom he ruled Terabithia with, also towards his real country. On the other hand, Jess was being disciplined whether we were at home or school which were emerged in four sequences. He obeyed the school's rules and rules at his house. He also showed orderliness act as he finished his task before going out.

Jess was a hardworking boy which could be seen from how he put total effort in finishing his task. Jess's hardworking character was depicted in the three sequences. Even though the emergences were rarely depicted but Jess had been portrayed as independent boy. Even though the emergences were rarely depicted but Jess had been portrayed as independent boy. Furthermore, Jess was frequently depicted to possess tough character as he encountered many difficult conditions in the story. Jess had faced difficult times about his family, about his passion, his friendship, even his friend's death but he could be strong enough to handle those.

It could be said that Jess possessed creative character in the story. He liked to pour his idea into drawings even though there were people who were against it. He also could build or invent something out of the things he found. Next, Jess was portrayed as being courageous for himself, his friend and his little sister in the story. He was able to take control of his fear and do difficult, dangerous, and painful things for the sake of other people.

Jess was depicted to be cooperative with others which made him having mutual-cooperative character. Together with others, he built something, and solved problems which in order to help other. On the other hand, Jess might not frequently depict being democratic; however, he could be said as he was. His actions were in purpose of placing

the same right for Leslie to join the race even though it was only boys who join it before. His actions successfully made Leslie able to join the race and even win it.

Jess was depicted to possess nonviolent character in the story, emerged in six sequences. He did not involve violence in facing problems caused by his sisters and his mother at home and others at school. He also refused to use violence method to get back Janice Avery on behalf of May Bell. Furthermore, Jess was depicted to possess the examples of solidary character which emerged in four sequences. Jess shared the same identity with Miss Edmunds, emotion with May Belle, and goal with Leslie to be kind of supports from him towards them.

Jess was depicted to possess the examples of having voluntary character in the story emerged frequently in seven sequences. He was showed being voluntary towards Leslie as his dear friend, her family, and his little sister, May Belle. Next, Jess was portrayed to possess integrity in the story even though it was depicted less frequent. Through Leslie's acts which believed in Jess as he did something that stand for moral things and Miss Edmund who thought that Jess reliable by asking him to accompany her to Washington.

Jess was depicted to possess the examples of being honest even it was less frequently appeared. Jess managed to say the truth to Leslie and Miss Edmund, even if he would embarrass himself. He also said the truth to his mother even though it will be easier for him to lie. Next, Jess was depicted to possess the examples of having loyal character towards Leslie. He did not like people talk bad about her, thought her presence important, and gave her support. He also remained faithful even when Leslie dead. Jess was portrayed to possess the examples of responsible character which emerged in 6 sequences. He was responsible towards his sisters, his job milking Miss Bessie, his friend, and as a king in his secret kingdom Terabithia.

## CONCLUSION AND SUGGESTION

Through Jess' characterization it is found out that he possessed 29 characters which were presented through indirect way such as his action, his thought, his speech, the narrator's statement and other characters' action and speech. Jess' strongest characters are religious, wise, piece-loving, tough, and caring, it is considered since those characters appear more frequent. Besides the most frequent ones, the other Jess' characters are voluntary, nonviolent, creative, responsible, tolerant, achiever, courageous, mutual-cooperative, quiet, loyal, hardworking, observant, disciplined, solidary, honest, self-sacrificing, patriotic, integrity, independent, fair, stubborn, nationalist, democratic, and nature-loving. Meanwhile, from the characters Jess possessed, 25 of them belong to the core values along with each sub-value proposed by Kemendikbud (2016). Those are religious, peace-loving, tolerant, wise, nature-loving, nationalist, self-sacrificing, achiever, patriotic, disciplined, independent, hardworking, tough, creative, courageous, mutual-cooperative, democratic, nonviolent, solidary, voluntary, integrity, honest, loyal, fair, and responsible.

Based on the result of the study, there are some suggestions for students, teachers, parents, other researchers or other readers. For students, since the environment plays important roles in character development, it will be better to access media that can enrich knowledge and give examples of good characters especially characters those are put as concern by the Indonesia's government. For teachers, *Bridge to Terabithia* by Katherine Paterson can be adapted into the classroom as a media for developing students' character along with teaching them about material in the curriculum since this

book is proven to be relevant with the objective of English course (Rajab & Purbani, 2015). For parents, it is important to facilitate children with a good literature. It is not only aiming to entertainment or improves literacy but also exposing them with the examples of character education especially those which are put as concern by Indonesia's government. For other researchers, to conduct a study with similar topic, a repetitive process is a must to gain the conclusion.

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