

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of analysis moral values in *Looking for Alaska* novel written by Jhon Green.

A. Moral Values found in Looking for Alaska Novel

1. Bravery

Bravery is willing to things which are difficult. It is the ability to stand up for what is right in difficult situations (Hornby, 2010: 169). This type of moral value is shown by two main characters (Alaska and Miles (Pudge)) in the following passage.

Two rows behind me, I heard a chair move and turned around to see Alaska standing up, slinging her backpack over one arm. “I’m sorry, but that’s bullshit. You can’t just throw him out of class. You drone on and on for an hour every day, and we’re not allowed to glance out the window?” (page, 39)

When Pudge was scolded by Dr. Hyde and were asked to leave the class because Pudge was looking out the window, Alaska was brave to argue that it was reasonable for student to do that because of Dr. Hyde. Hyde always talks during class hours. Dr. Hyde is actually a killer teacher, but she was able to convey what is believed to be right and brave to face risk as a consequence if she did.

Another example of bravery is also shown when Alaska has to confess what she has done.

“It’s not just that. It’s everything. But I told the Colonel in the car.”

She sniffled but seemed done with the sobs.

“It took guts to tell him,” I said. (page, 95)

This incident started when Alaska felt she had to be honest about what she had done to her friend (Marya) where she complained about Marya's misbehavior to the Eagle when Alaska was caught trying to run away from school. He finally told this to the colonel. And when the Colonel found out he was disappointed, but Alaska understood it. Although the Colonel was disappointed with Alaska's actions in the past, Pudge appreciates that Alaska has dared to admit his mistake even though it was a very difficult thing to do.

The attitude of bravery is also demonstrated by Miles Halter or usually their friends called him as Pudge when he ventured to meet Lara after a few days ignoring her, as stated in the following passage.

*After classes, I walked over to Lara’s room and knocked, and then she stood in the doorway, looking like, (What? What now? You’ve done the damage you could, Pudge), and I looked past her, I couldn’t talk to her—and before the silence could get too uncomfortable, I talked. **“I’m sorry,” I said.***

“For what?” she asked.

“For ignoring you. For everything,” I said. (page, 191-192)

This happened when Pudge saw Lara joking with her friends in the cafeteria. Pudge felt sorry to her for ignoring Lara after Alaska died, whom Lara is Pudge's girlfriend even though he didn't really love her. Therefore, Pudge ventured to go to Lara's room and apologize for her behavior so far.

2. Humbleness

Humbleness means that showing something we do not think if we are as important as other people (Hornby, 2010: 734). Moreover, McCloskey (2006: 185) states that humbleness or humility is part of the cardinal virtue of temperance, which in turn is the internal balance essential for a good life. It is as performed by Pudge that he didn't want to be seen as special because he attended a public school as described in the following quote.

“You did go to public school, didn't you?”

“Uh...”. I said. “Yeah, I went to public school. But I wasn't hot shit there, Chip. I was regular shit.” (page, 13)

At the beginning of Pudge and Chip's (Colonel) meeting, Chip talked that students who previously attended public schools are considered cool in their school now. When Chip confirmed that Pudge was a public school graduate he replied that it's true he was there before, but he's not a famous student, he's just an ordinary student. It showed that Pudge didn't want to boast that he was an alumnus of a public school even though it is considered special by his friends.

Still with the character of Pudge, the attitude of humbleness is also

shown when he was willing to buy cigarettes even though he won't smoke as much as his friends so that his friends don't call him as rich kid. It is running as stated in the following passage.

*I fished a five out of my pocket, and Alaska handed me a pack of twenty Marlboro Lights. I knew I'd smoke maybe five of them, **but so long as I subsidized the Colonel smoking, he couldn't really attack me for being another rich kid.*** (page, 55)

When others are proud of his wealth, Pudge is reluctant to be called the son of the rich by his friends. Therefore, he is willing to subsidize his friend's cigarette needs so that he is not accused of being a rich kid who is allergic to cigarette smoke.

Besides Pudge, the moral value of humbleness can also be found in the character of Alaska as in described the following quote.

"You ripped it up, Alaska," Takumi says, laughing.

"I do what I can to represent the ladies. Lara had my back." (page, 113)

The incident began when Alaska and her friends hold a freestyle contest. They rap in turn. At that time, Alaska sang with lyrics upholding the position of ladies, as if she did not accept it when a man underestimated a lady. Takumi praises Alaska's greatness, but Alaska is not arrogant. He just felt like expressing a ladies' thoughts, and she said that Lara helped her with that.

3. Honesty

Honesty is the quality of being honest. It always tells the truth and does not hide the rightness (Hornby, 2010: 721). Someone will be trusted by the people in environment if he is telling the truth and in accordance with the facts as perceived by two main characters in this novel.

“I told you he was an asshole”, she said.

*“I still think he’s genius. **He’s right. I wasn’t listening.**”* (page, 40)

It happened when Alaska followed Pudge to left the class of Dr. Hyde because Pudge glancing out the window during class time. Actually, pudge was sad because the class was one of his favorite classes. Alaska tried to persuade him not to get lost in grief, but pudge confirms that he didn't listen to Dr. Hyde at that time. He spoke the truth and didn't try to defend himself by covering up what really happened.

Honesty is also done by Alaska when she confessed the reason why she told on Marya as presented in the following passage.

“I don’t want to upset you, but maybe you just need to tell us all why you told on Marya. Were you scared of going home or something?”

*She pulled away from me and gave me a look of Doom that would have made the Eagle proud, and I felt like she hated me or hated my question or both, **and then she looked away, out the window, toward the soccer field, and said, “There’s no home.”*** (page, 95)

After Alaska told to the Colonel what she has done to Marya, finally she told to Pudge the reason why she did it. Alaska utters a mystery that has not been known by her friends that she has no home. This is in line

with Hornby (2010: 721) that she didn't hide the rightness.

Another attitude of honesty was shown by Pudge when she met Lara after some days ignoring her as stated in the following passage.

I told her as much of the truth as I could, from the firecrackers to the Pehlm Police Department and the white tulips.

"I loved her." I said. (page, 192)

This happened when Pudge and Lara took a walk to the lake and they talked about Alaska. Pudge talked all the things the time before and after Alaska died. And finally, he was being honest about his feeling that he loved Alaska, so that he used to care more about Alaska death than her that actually still has the status as his girlfriend.

Another that, Pudge was also illustrated the attitude of honesty when speaker day came, as stated in the following quote.

The senior-class speaker spoke next. He blew. And as we left the gym, non-juniors crowded around us, asking, "Was it you?" and I just smiled and said no, for it had not been me. (page, 209)

In speaker day. junior class presented interesting speaker but controversial enough for students in their age to watch. The idea was submitted by Pudge but the idea came about because it was inspired by Alaska. He wanted to dedicate the event to Alaska who always had a bright mind. When the senior-class speaker spoke next, he blew and most of them asked about the junior-class idea to Pudge. He was being honest that the idea was not originally came out from his mind, but from Alaska.

4. Steadfastness

According to Nisak (2014: 19) steadfastness is a kind of someone's characteristic needed to reach a dream. It can be concluded that steadfastness is defined as a resoluteness of human attitudes in making decision. In this case, Pudge did so, as stated in the following passage.

"How are you?" she asked, a warm concern in her voice.

"I'm doing okay. I kinda screwed up some of my classes for a while, but I'm back to studying now, so it should be fine," I said.

"I know it's been hard for you, buddy," she said. (page, 197)

After the death of Alaska, Pudge and her close friends were very hit and could not focus on studying. On one Sunday, Pudge called his mom and told that he had doing okay and back to studying. It is in line with the theory above that Pudge needed to reach a dream so he was not too late in sadness and continued to study.

Another steadfastness that is shown by Pudge is when Takumi was gone and he realized something important as said in the following passage.

He was gone, and I did not have time to tell him what I had realized: that I forgave him, and that she forgave us, and that we had to forgive to survive in the labyrinth. There were so many of us who would have to live with things done and things left undone and things left undone that day. Things that did not go right, things that seemed okay at the time because we could not see the future. (page, 218)

It was happened when Pudge opened the door to his room and

noticed a folded slip of paper on the linoleum floor. It was a letter from Takumi that stating that he was not staying for graduation. He left for Japan for a long time. And in that letter, he said that he actually knew the tragedy of Alaska's death but he kept what he knew to himself because the way their close friends cut him out of everything hurt him. Then, Pudge ran out of the room wanted to tell him what had just realized that they had to forgive each other to survive in the labyrinth.

5. Sympathetic to Others

Sympathetic is feeling of being sorry for other people. It shows that we understand and care about the problem of people around us (Hornby, 2010: 1514). It means that sympathetic is a feeling that appear in person over a situation or event that occurs to other people. It also feels about what other people have suffered and even want to help without any reasons as just like Alaska did when Pudge was kicked out of the class by the teacher as stated in the following passage.

I stuffed my notebook into my backpack and walked out, humiliated. As the door shut behind me, I felt a tap on my left shoulder. I turned, but there was no one there, then I turned the other way, and Alaska was smiling at me. (page, 40)

As a close friend, Alaska followed pudge out of class. In this situation, the moral value of sympathetic to others is described by Pudge as the first-person point of view. When he was embarrassed to be kicked out of class, Alaska followed him then patted him on the shoulder and

smiled at Pudge while comforting his heart that he is not out alone. Alaska's action showed that she cared about Pudge.

Another that, sympathetic to others was shown directly by Alaska herself in the following quote.

“Anyway,” Alaska said to me. “I thought the way he treated you was just awful. I wanted to cry. I just wanted to kiss you and make it better.” (page, 43)

When Alaska and friends gathered talking about what just happened, suddenly Alaska said that actually she wanted to cry when Dr. Hyde treated him so bad. It means that Alaska wanted to help Pudge when he got problem without any reason as Hornby said about sympathetic.

In another situation, Alaska illustrated the attitude of sympathetic when Pudge couldn't gather with his family when thanksgiving came because his parents had plan to spend thanksgiving in a castle on their second honeymoon. It is illustrated in the following passage.

I didn't quite expect her to excitedly tell me that she and Dad had bought plane tickets to England immediately after I called and were planning to spend thanksgiving in a castle on their second honeymoon. Still, I felt unmistakably homesick.

Alaska walked over. “I was looking for you” she said, joining me on the rock. “I'm really sorry, Pudge,” she said, and put her arms around me, resting her head against my shoulder. (page, 79)

It started with Pudge telling his parents to let him stay in the dorm

for thanksgiving, besides wanting to finish his assignments, Pudge wanted to accompany Alaska who wasn't home at that time, but he felt alienated from his parents and decided to call them. When Pudge was in the form of a thought, his parents turned out to have their own plans for a honeymoon. After called them, Pudge felt sad because he missed his family. At that time, Alaska showed her sympathy that she was being sorry to pudge.

Sympathetic to others is also can be find in the character of Pudge when his roommate got ill as stated in the following quote.

I'm trying to stay awake when the door opened and the Colonel walked in. his pale hands shook, and the almanac he held looked like a puppet dancing without strings.

“Are you cold? I asked. He nodded, slipped off his sneakers, and climbed into my bed on the bottom bunk. Pulling up the covers.

“Jesus. Are you alright?” (page, 148)

It is happened when the Colonel after walked to Montevallo. It was eighty-four miles in forty-five hours. He could not sleep because the dreams were terrible. He dreamed about Alaska who had died, so he walked until he got too cold, and then turned around. Looking to the Colonel condition, Pudge was feeling concerned and made sure that the Colonel was all right.

6. Cooperativeness

Cooperativeness involves the fact of doing something together or working together toward a shared aim (Hornby, 2010: 323). The person

who shows this moral value gives positive impact when working together as Alaska did in the following passage.

As we walked down single file, Alaska, the Colonel, and Takumi each held back a thick maple branch for one another, passing it along until I, last in line, let it snap back into place behind me. (page, 42)

After the incident Pudge was expelled from the Dr. Hyde class, Alaska decided to go somewhere with Takumi and also the Colonel. The action of them to held back a thick maple branch for one another, passing it along until the last line, and let it snap back into place behind Pudge was illustrated cooperative value because if she didn't do it, they will find it difficult to walk down. And the more difficult the journey they will be slower to reach their destination.

Alaska was also illustrated the attitude of cooperativeness by teaching her close friends to face their examination as described in the following sentences.

We sat in a circle around the trays of fries, and Alaska taught class, smoking while she ate. Like any good teacher, she tolerated little dissension. She smoked and talked and ate for an hour without stopping, and I scribbled in my notebook as the muddy waters of tangents and cosines began to clarify. I was awash with admiration for Alaska, since her tutoring had paved my way to a B-plus. (page, 52)

Before facing examination, Alaska and friends decided to go to

McDonald's. They got the way to pass it by studying out of school. There, Alaska acted as a teacher that taught what their friends didn't understand. And what Alaska did was successful because she could make Pudge understand about tangents and cosines, and finally he got B-plus even though his target is only in B-minus.

The attitude of cooperativeness was also described by Pudge when he did a mission with their friends as stated in the following passage.

Too close to the classrooms to run anywhere but along the lakefront, I looked over at Takumi, who was running with me stride for, and he just said, "Drop one now". So I dropped down, lit the fuse, and we ran. (106)

This action occurred while planning their revenge mission against the Weekday Warriors because they had flooded Alaska's room which made some of her book collections damaged by wet. They plan to hack into the school's computer network and use their grades database to send letters to Kevin's and friends' parents, informing them that they are failing in some subjects. So, Pudge and Takumi said to trick the Eagle so that when the colonel and Alaska did this they wouldn't be caught. In the middle of the action, Pudge and Takumi make a small mistake in navigation. To cover the mistake, Takumi asked Pudge to drop down a firecracker so that the Eagle is fooled and doesn't see their existence. And Pudge did it well.

The value of cooperativeness is also carried out by Pudge in another

incident as described in the following quote.

He turned and walked outside, leaving the door open, and the bitter remnants of the cold snap quickly overwhelmed the radiator, so I paused the game and stood up to close the door, and when I peeked around the corner to see if the Colonel had entered her room, he was standing there, smiled, and said, "I knew you wouldn't make me do that alone. I knew it." I shook my head and rolled my eyes but followed him down the side walk, past the pay phone, and into her room. (page, 153)

When Alaska has died, the Eagle informed the Colonel that her aunt would pack and take Alaska's stuff out from her room. So, the Colonel asked Pudge to take some things that her aunt doesn't want to take. At that time, Pudge felt lazy to do it and kept on playing his game. The Colonel decided to do that alone, but then Pudge didn't have the heart to let the Colonel do it himself. It was described a cooperativeness because if the Colonel did it by himself, he may get difficulties.

It is not just that, Pudge also illustrated the attitude of cooperativeness when he and the Colonel wanted to borrow secretly Eagle's Breathalyzer to investigate the case of Alaska's death as stated in the following passage.

"Right, well, he's up all night every night thinking about Alaska," I said, standing up straight and tall, trying to block the Eagle's view of the living room with my none-too-wide shoulders. "They were

very close, you know.”

*“I know that—” he said, and in the living room, the Colonel’s sneakers squeaked against the hardwood floor. The Eagle looked at me quizzically and sidestepped me. **I quickly said, “Is that burner on?” and pointed toward the frying pan.*** (page, 178)

Here, there are two cooperativeness showed by Pudge in one segment but in two cases. The first was happened when Pudge blocked the Eagle’s view in order that the Colonel could come in his house without being noticed. He did it while talked that the Colonel was every night thinking about Alaska. The second case was done by saying that the stove is burner on to distract him because the Colonel’s sneakers squeaked against the hardwood floor. If he didn’t do that, maybe the Colonel will be caught red-handed and punished. So, he gave good impact in doing this.

The last cooperativeness value was described when they started to investigate Alaska’s death as stated in the following sentences.

*The Eagle walked up toward the couch, and I felt the Colonel start to rise, **but I held his shoulders down firmly, because if the Eagle smelled the Colonel’s breath we were done for sure.*** (page, 180)

In doing the investigation, the Colonel had to drink alcohol until he was drunk because Alaska was driving when she was drunk. They want to know if Alaska died in an accident or accidentally crashed herself. When he was drunk, the Eagle walked up toward the couch, and Pudge felt the Colonel start to rise. When he realized it, he held the Colonel shoulders

down firmly in order that the Eagle doesn't smell the Colonel breath. This action means that he can working together toward a shared aim as stated by Hornby (2010: 323).

7. Thankfulness

According to Nisak (2014: 20) thankfulness moral value is a feeling that shows someone's gratitude for something that happened around or towards other. It is kind of big appreciation for what God has given to someone's life like Pudge's feeling when he woke up in one morning as described in the following quote.

So this is how Noah felt. You wake up one morning and God has forgiven you and you walk around squinting all day because you've forgotten how sunlight feels warm and rough against your skin like a kiss on the cheek from your dad, and the whole world is brighter and cleaner than ever before, like central Alabama has been put in the washing machine for two weeks and cleaned with extra-super strength detergent with colour brightener, and now the grass is greener and the bufriedos are crunchier. (page, 71)

In the illustration above, Pudge felt grateful because he could enjoy the beautiful morning like Noah felt. He felt that the environment was cleaner, the grass was greener and the *bufriedos* (burrito) were crunchier. And he realized that all the things were in the power of God.

Another that, being grateful was shown by Pudge when he came to the Colonel's home as stated in the following passage.

Best Thanksgiving food I'd ever had. No crappy cranberry sauce. Just huge slabs of moist white meat, corn, green beans cooked in enough bacon fat to make them taste like they weren't good for you, biscuits with gravy, pumpkin pie for dessert, and a glass of red wine for each of us.

We laughed and drank our wine, and then after the meal, we each listened our gratitudes. So, the four of us sat around the table and shared our blessings. I was thankful for the fine food and the fine company, for having a home on Thanksgiving. (page, 92-93)

Because Pudge didn't go home for Thanksgiving, the Colonel's mother invited him and Alaska to celebrate Thanksgiving together. The Colonel's mother cooked some delicious foods, and Pudge truly liked it. He was being grateful he could enjoy the foods cooked by the Colonel's mother. He also confessed that he was thankful to have best friends for having a home on Thanksgiving.

In the same situation, Alaska also showed thankfulness moral values as stated in the following quote.

“Okay, my turn,” Alaska said. **“I'm grateful for having just had my best Thanksgiving in a decade.”** (page, 93)

After Pudge delivered his gratitude, Alaska also confessed that the Thanksgiving was the best Thanksgiving in a decade which she could gather with a family and helping cooked for the members.

Feeling gratitude was also shown by Pudge when his parents felt

guilty for him as described in the following passage.

*Even though I pretty much stayed at the Creek over Thanksgiving because I wanted to, my parents still felt guilty. **It's nice to have people who will feel guilty for you, although I could have lived without my mom could have lived without my mom crying during every single-family dinner.** (page, 96)*

It happened when Christmas came and all students went home. His parents didn't say much about his vacation to London because they felt guilty for him. Pudge was grateful to have people who felt guilty for him when it was his willing to stay at Culver Creek for Thanksgiving. By his parents feeling guilty for him, he also felt very loved by both parents. He was very thankful for that.

With poetic words, Pudge also showed an attitude of thankfulness by talking the best day of his life as stated in the following quote.

"Best day of my life was today," I said. "I don't know. Like the way the sun is right now, with the long shadows and that kind bright, soft light you get when the sun isn't quite setting? That's the light that makes everything better, everything prettier, and today, everything just seemed to be in that light. (page, 115)

This moment was described after Alaska and friends hold freestyle contest, they continued by stating best day/ worst day. In Pudge statement, his best day was that day. He was very grateful to be able to enjoy the warmth and brightness of the sun at that time. It means that he was grateful

for what God given.

Another that, Pudge was also showed thankfulness when she could take lessons from everything happened in hid life as stated in the following quote.

But we knew what could be found out, and in finding it out, she had made us closer—the Colonel and Takumi and me, anyway. And she that was it. She didn't leave me enough to discover her, but she left me enough to rediscover the Great Perhaps. (page, 212)

After tired of his curiosity about the cause of Alaska's death, Pudge could finally learn from it all. In his investigation, he felt closer to the colonel as well as Takumi. He also felt that Alaska left behind some lessons that he could use to find his true self. From this, we know that we can be grateful if we can take something useful from what happened.

Another moment that illustrated thankfulness is shown by Pudge as the first-person point of view when he and his friends wanted to feel how Alaska felt before the accident happened as illustrated in the following quote.

*I realized it in waves and we held on to each other crying and I thought, **God we must look so lame, but it doesn't much matter when you have just now realized, that you are still alive.*** (page, 214)

For the last curiosity, Pudge and friends wanted to feel how Alaska felt before the accident happened. They drove a mile down Highway 119 and then merged onto I-65 northbound, heading toward the accident scene

and Vine Station. And they were through the moment of her death. They were driving through the place that Alaska could not drive through, passing onto asphalt she never saw, but they were not dead. They were breathing and they were crying, and he realized that death was fate. And at that time, he was grateful that he was still alive while his friend who was passed on that road could not get to the intended place.

8. Kind-hearted

This moral value concerns with attitude of people who shows the feeling of sympathy, wise and generous to others. It is conscious that of friendly and attention laudable instead of rough attitude and tough attitude (Linda & Eyre, 1997: 156). Someone with this attitude will show a good and charitable behavior to others like Pudge shown in the following passage.

Chip grabbed some sheets and tossed them onto the top bunk.

“I’m a top bunk man. Hope that doesn’t bother you”.

“Uh, no. Whatever is fine.” (page, 10)

That conversation happened in their first meeting. The genuine name of the Colonel is Chip. At that time, Chip that had occupied the room for a long time chose to take over the top bunk and automatically Pudge had to sleep on the bottom bunk. but Pudge didn't mind it. He received what the chip wanted.

Another attitude of Kind-hearted is shown by Pudge when he was a few days at Culver Creek as stated in the following quote.

“Did you do something to them?” I asked.

“No, but I’m sure as shit gonna do something to ‘em now. We’ll get them.”

“It wasn’t a big deal. I got out fine.” (page 28)

It occurred after Pudge was thrown into the river by some members of the Weekday Warriors wearing nothing just shorts. At first, he was angry and complained to his friends who were quite close to him at the time. Then after hearing Pudge's story, the Colonel wanted to take revenge for him but Pudge refused. He was reluctant to take revenge because he felt fine even though he could have died had he not been able to swim. This illustration proves that Pudge was generous to others as stated in the theory above.

The attitude of kind-hearted is also demonstrated by Alaska when she discussed about her dream in the future as stated in the following quote.

*“Like after college, know what I want to do? **Teach disabled kids.** I’m a good teacher, right? **Shit, if I can teach you precalc, I can teach anybody. Like maybe kids with autism.**”* (page, 53)

Although Alaska often commit juvenile delinquency, she was actually a good girl. This can be seen from her very noble ideals, that is wanting to become a teacher for disabled kids. She thought that she was able to understand her friends in learning, so, it is possible that she is able to teach kids with autism.

Another occurrence that shows attitude of kind-hearted is also

described by Pudge when he and his friends were confronted by the trial of a delinquency case at school as stated in the following passage.

*Why have Alaska confess when she'd already in trouble so many times? Why the Colonel, who literally couldn't afford to get in serious trouble? **Why not me?** I'd never been busted for anything. I had the least to lose. (page 58)*

The quote above describes the goodness of Pudge when Alaska and the Colonel were caught smoking by the Eagle. and during the trial, Takumi stated that he and Pudge only accompanied them without smoking cigarettes, and Alaska confessed. After the trial was held, Pudge refuted Takumi's statement because he felt that he had never been involved in a case while Alaska and the colonel had had case records more than five times. He did not want his two close friends to be expelled from the school so he had good intentions to replace the position of his friends.

The same behavior was illustrated by Pudge when he noticed Alaska had skipped Dr. Hyde class as in the following passage.

*It wasn't until I stood up to leave that noticed Alaska had skipped class—how could she skip the only class worth attending? **I grabbed a copy of the final for her.** (page 70)*

During class Dr. Hyde took place, he announced that all students would get a paper topic for this semester even though the grace period was still two months away. After explaining about the Gospel of Mark, Dr. Hyde requested that students pick a copy of the final exam before leaving

class. And that's when Pudge realized that Alaska was truant. Therefore, Pudge was kind to grab a copy of the exam for her.

Having a kind-hearted attitude is depicted again by Pudge when his friends took revenge for what Kevin and his friends did as in the following passage.

But even though Kevin had sort of tried to kill me and all, he really didn't seem worth heating. Heating the cool kids takes an awful lot of energy, and I'd given up on it a long time ago. (page, 111)

Alaska, the Colonel, and Takumi really wanted revenge on Kevin and his friends for what they did to Pudge and Alaska's room. At that time, Takumi stated that Kevin was an asshole who had tried to kill Pudge. But Pudge felt that even though he had done that to him, he wasn't someone worth hating because he thought hating people would only waste energy, and he hadn't done that in a long time.

Another attitude of kind-hearted is shown by Pudge to the Colonel as stated in the following passage.

His teeth chattered like Morse code.

"Jesus. Are you all right?"

"Better now. Warmer," he said. A small, ghost white hand appeared from beneath the comforter. "Hold my hand, will ya?" He was asleep, his hand limp in mine. I placed it back under the quilt and climbed up into his bed, a top-bunk man for this night at least. (page, 148-150)

In addition to showing being sympathy when the colonel was cold, Pudge also performed the action of being sympathy by holding the Colonel's hand to feel warmer. Not only that, Pudge also let him sleep in his bed and he was willing to go to the top bunk to occupy the Colonel's bed because he had fallen asleep in his bed when they were talking about the population of each country.

The same attitude was illustrated by Pudge when he and his friends would go the Alaska's funeral as stated in the following quote.

The Colonel did not own a suit, and by virtue of his stature could not borrow one from anyone at the Creek, so he wore black slacks and a grey button down.

"I don't suppose I can wear the flamingo tie," he said as he pulled on black socks.

*"Can't wear it to a funeral. Can't use it to hang myself. It's a bit useless, as ties go." **I gave him a tie.** (page, 150)*

Six days after Alaska's death, Pudge and friends decided to head to Vine Station for Alaska's funeral. At that time, the colonel did not have clothes suitable for attending the funeral. So, he decided to wear black slacks and a gray button-down. Another problem occurred when he only had a flamingo tie which of course was not suitable to be worn at a funeral. Having a fairly wide variety of ties, Pudge was be kind to lend the colonel a suitable tie.

Another attitude of kind-hearted is described by the character Pudge

when Brooke Blackly told to Pudge and the Colonel that she Loved Alaska as stated in the following quote.

“That’s such bullshit,” the Colonel said as we walked to lunch. “As if Brooke Blackly gives two shits about Alaska.”

“If Brooke Blackly died, wouldn’t you be sad?” I asked.

“I guess, but I wouldn’t bemoan the fact I never told her I loved her. I don’t love her. She’s an idiot.”

I thought everyone else had a better excuse to grieve. (page, 159)

After Alaska died, many people who didn't know Alaska praised her kindness and confessed how much they missed her. At first, Pudge was annoyed by it, but he realized that feeling lost is a natural thing to feel when others are gone. Unlike the colonel who was utterly disgusted when Weekday Warriors Brooke Blackly stated that he was saddened that he never said he loved him. But Pudge argues that if Brooke Blackly died the colonel would be sad because he thought that everyone had a reason to grieve.

The same character that is Pudge again and again describes this kind of attitude when he managed to temper his anger when the colonel called a woman a bitch. It is described in the following passage.

“It’s not just stupid, Pudge. I mean, as if Alaska would talk to Holly Moser. God! I can’t stand these fake grieverers. Stupid bitch.”

*I almost told him that Alaska wouldn’t want him to call any woman a bitch, **but there was no use fighting with the Colonel.*** (page, 169)

The colonel's disgust with the people who pretentiously mourned Alaska's death happened again when Holly Moser who was a member of the weekday warriors said to Pudge and the Colonel that she was haunted by Alaska's figure who in his speech said that Alaska was trying to talk to her using Morse code. It was so unreasonable in the colonel's mind that she called her a bitch. Pudge was about to scold him because he remembered that Alaska would never want to hear the Colonel calls any woman as a bitch but he managed to suppress his anger because he felt that fighting with the Colonel was completely pointless.

9. Trustworthiness

Trustworthiness is a characteristic of trustee that is responsible for trust (Mayer (1995). Someone must do good things as like telling the truth or being responsible to be trusted by others as Pudge did in the following passage.

It reminded me of nights in Florida—except with better food and no air-conditioning. Lying in bed and reading felt pleasantly familiar.

I decided to heed what I'm sure would have been my mother's advice and a good night's sleep before my first day of classes.

(page, 24)

When the colonel stopped by room 43 which was Alaska's to get a cigarette, Pudge didn't really care because he didn't ask him out with him. He prefers to surf the internet and read books about Richard Nixon and Watergae. Then in finally he decided to do his mother's advice which is to

sleep well before the first day's lessons start after he finishes his dinner. Here, he was being responsible to what his mother asked.

The same behavior is also done by Pudge when Takumi told him about a big confidential as stated in the following quote.

I stared down at Takumi's twig sticking erect out of the mud and I said, "I swear to God I won't rat."

About a week later rather than answering my question, she remarked, "So I heard Takumi told you. Yeah, I ratted out Marya, and I'm sorry, and I'll never do it again. (page 74-75)

This happens when Takumi tells Pudge that it was Alaska who complained about Marya and Paul so that they were both expelled from school. Takumi just told this to Pudge and without being asked Pudge also promised not to complain about what Takumi had told him because he really values friendship and doesn't want this friendship to be divided. He had never had friends as cool as this before, so he had no intention of betraying. In this case, he really kept his promise because in the end Alaska admitted that he was the one who complained to Marya because he had heard what Takumi had said to Pudge.

Another occurrence that shows attitude of trustworthiness is when Pudge didn't tell what wasn't said to the Colonel but only himself was told by Alaska as describe in the following passage.

The Colonel was sitting on the floor next to her bed, his head bent toward the floor, looking under her bed frame. "She sure didn't

leave any booze, did she?" he asked.

And I almost said, she buried it in the woods out by the soccer field, but I realized that the Colonel didn't know, that she never took him to the edge of the woods and told him to dig for buried treasure, that she and I had shared that alone, and I kept myself. (page 154-155)

While the colonel and Pudge are looking for items that Alaska's aunt doesn't want to carry, the colonel doubts that Alaska didn't leave liquor which is actually Pudge knowing that Alaska buried it in the woods near the football field, but he didn't tell him because he realized that Alaska only gave knew it only to him and kept it to himself. This action means that Pudge is extend the trust.

10. Sincerity

Sincerity shows the feeling, belief, or behavior that we think or feel. According to Yahya (2003: 2), sincerity is acting by complying God's orders and without considering any personal benefits or any expectations in return as Pudge did in the following passage.

And then he started naming countries. He spoke in a monotone, as if he'd done it a thousand times before.

Afghanistan. Albania. Algeria. American Samoa. Andorra. And so on.

"That's pretty amazing the countries thing," I said. (page, 10-11)

In his first encounter with Pudge, the Colonel found the map that

Pudge had panted before he entered the previously occupied room. The Colonel mentioned several country names in a monotone as if he had done it a thousand times. Hearing this, Pudge was very impressed with him, he did not hesitate to give praise to the person who is now his roommate for his ability to memorize the names of these countries.

The same behavior is also illustrated by Alaska when she said that Pudge is as smart as the Colonel as stated in the following quote.

So Chip became the Colonel—the military-style planner of their pranks, and Alaska was ever Alaska, the larger-than-life creative force behind them.

“You’re smart like him,” she said. “Quieter, though. And cuter.

(page, 20)

This happened when Alaska explained about the origins of Chip who was later called Colonel, namely because Chip was a military-style planner to commit a prank like when they scattered marbles on the 4th grade classroom floor that year. Then suddenly Alaska turned to praising Pudge that he was smart like the Colonel, only Pudge was quieter, and cuter too. those were all facts, and Alaska suddenly said them for no reason let alone expecting anything for the compliments that had been given.

Another example that shows the attitude of sincerity is done by Pudge that he really impresses to Dr. Hyde figure even he has kicked from his class just because he makes a small mistake as stated in the following sentences.

I tried a smile, but I couldn't stop thinking about Dr. Hyde.

"I told you he was an asshole," she said.

"I still think he's a genius. (page, 40)

The quote above really illustrates how much Pudge admired Dr. Hyde sincerely. It was seen when Alaska said that Dr. Hyde is an asshole, but Pudge still thinks he is a genius after he was expelled from his class even though it was done by Alaska to quell his sadness because he only made a trivial mistake but had to be expelled from the class. It shows that Pudge is a sincere person because the admiration is purely from what he feels as described in the theory above.

The same behavior is also done by Alaska when she compliments her boyfriend who is a member of a band she thinks is cool as described in the following passage.

"Pudge, did I tell you that Jake is recording an album with his band?

They're fantastic. They're like Radiohead meets the flaming lips.

Did I tell you that I came up with name, Hickman Territory?" (page, 62)

This situation occurred when Alaska and her friends organized a triple date and a half that is for sure Alaska's date is her own boyfriend, Jake. There Alaska talked a lot about his boyfriend in front of his friends, one of which he said that Jake had a band he thought was cool to the point that he likened it to a mix between Radiohead and Flamingo Lips. Alaska said that it was a form of admiration for his lover so without being asked

he told his friends.

11. Love and Affection

Love is feeling and strong affection to other people or something, especially a member of family or friend (Hornby, 2010: 884). Meanwhile, affection is the emotional condition of loving someone or something very much and caring about them (Hornby, 2010: 24). Often, someone express or shows their love and affection by giving more attention and always complementing their partners. There are also people who sacrifice their self to show their love and affection for someone they love as described by Pudge before his parents left from his boarding school in the following passage.

“I love you,” they both blurted out simultaneously. It needed to be said, but the words made the whole thing horribly uncomfortable, like watching your grandparents kiss.

“I love you, too. I’ll call every Sunday.”

They hugged me again—Mom, then Dad—and it was over. Out the back window, I watched them drive the winding road off campus. I should have felt a gooey, sentimental sadness, perhaps. (page, 7)

The atmosphere of emotion occurred when Pudge's parents were about to leave Culver Creek where he went to school and had to not live with his parents again during school and of course his parents had to return home. As if they could not be different from the roof with their only child, they said at the same time that they loved their child. Pudge also replied that he also loved them which is a must. He also agreed that he would call his parents every week. It is a form of love and affection of a child so that parents do not worry because they are far from their son.

Another occurrence that shows behavior of love and affection is done by Alaska that implied by the Colonel when he told Pudge about Alaska's figure as stated in the following quote.

"Her boyfriend's at Vanderbilt on scholarship. Plays bass in some band. Don't know much about her family" So, she really likes him?
"I guess. She hasn't cheated on him, which is a first." (page, 21)

The conversation above occurred when Pudge asked the Colonel about Alaska's origins. The colonel replied that he didn't know much about her family, all he knew was that she was from Vine Station and he also told a little about her boyfriend who was a bass player in a band. About Alaska's feelings, the Colonel argued that he loved her boyfriend so much because she had never cheated on him, and this was the first time Alaska had not cheated on her boyfriend. It illustrates that Alaska loves her boyfriend so much that he doesn't want to turn away from her lover.

The moral value of love and affection is also shown by Pudge by calling their parents regularly every weekend as described in the following quote.

We weren't supposed to have cell phones, but I'd noticed that some of the Weekday Warriors carried them surreptitiously. And most non-Warriors called their parents, as I did, on a regular basis."
(page, 36-37)

It was described when the colonel had a fight with his girlfriend, Sara. Then he vented by drinking "ambrosia" which is milk mixed with vodka so that other people can't smell the vodka in the milk. After he

explained about his own “ambrosia” to Pudge, he offered it to his roommate, and Pudge refused because he was not used to drinking like that. Not long after that he heard the payphone ring which in his narration he said that some of the non-warrior members called their parents regularly including himself. It showed his love and affection for his parents so that they would not worry about his condition as he said before his parents came home after they drove him to Culver Creek.

Another example of love and affection is implied by Pudge when he really feels the longing for home and everything in it as illustrated in the following passage.

*I thought of the one thing about home that I missed, my dad's study with its built-in, floor-to-ceiling, shelves sagging with thick biographies, and the black leather chair that kept me just uncomfortable enough to keep from feeling sleepy as I read. It was stupid, to feel as upset as I did. **I felt unmistakable homesick.** (page, 79)*

This atmosphere occurred when Pudge was informed by his mother that he was going on vacation to London with his father. That's where he really missed his household and really wanted to gather with his loved ones who when at home he felt the warmth of mutual love between family members. From this illustration, Pudge shows his emotional condition of loving his family because if he doesn't love them, then he won't miss them.

The behavior of love and affection is also shown by Alaska when

she explained about what labyrinth is to Pudge as stated in the following sentences.

“What’s wrong?” I asked. And I felt the absence of her hand on me.

*“Nothing’s wrong. **But there’s always suffering, Pudge. Homework or malaria or having a boyfriend who lives far away when there’s a good-looking boy lying next to you.** Suffering is universal. It’s the one thing Buddhist, Christian, and Muslims are all worried about.”*

(page, 82)

The conversation above takes place when Alaska explained something that makes Pudge wonder what labyrinth really means. Then Alaska replied that the labyrinth is not about life or death but suffering. That suffering will always be there, whether it's homework or illness, even having a boyfriend who lives far away even though there is a handsome guy lying next to her. From her words, Alaska implied that she suffered when she was away from his boyfriend, it showed that she loved him very much.

The attitude of love and affection is also demonstrated by Pudge when Christmas came and he went home as illustrated in the following quote.

*It’s nice to have people who will feel guilty for you, **although I could have lived without my mom crying during every single family dinner.** Even my dad, who is affectionate but not, like, sentimental, randomly, while we were watching *The Simpsons*, said he missed me.*

I said I missed him, too, and I did. Short of. They're such nice people. We went to movies and played card games, and I told them the stories I could tell without horrifying them, I listened. I didn't care about thanksgiving anymore. I had a family. (page, 96-97)

When Christmas came, Pudge went home and finally he could feel the warmth of his family again. His parents seemed to miss him and so did Pudge. In the narration, he complimented his parents that they were such good people that he could possibly not love them. When they were together, he told the story of his time in the dormitory without disturbing them. Of course, this boy is powerless if his parents continue to worry about him. It shows that Pudge cares about them so this thing reflects the value of love and affection as stated in the theory described above.

Another thing that has the value of love and affection is happened in the incident where Alaska was about to run away from the dormitory and repeatedly said sorry as stated in the following passage.

She was sobbing, like that post-thanksgiving morning but worst.

"I forgot! God, how many times can I fuck up?" she said. I didn't even have time to wonder what she forgot before she screamed.

Her sobs childlike half screams. "God oh God, I'm sorry." (page, 132)

It happened just before Alaska had an accident. That night he insisted on running away from the dormitory. Many times, she apologized to her mother. At that time, she forgot that yesterday was the exact day her

mother died. At 2 a.m. she burst into tears and looked for her mother's favorite white flower. She felt very guilty because he had missed his mother's birthday. The guilt illustrates that she has a feeling and strong affection to her mother as stated by Hornby (2010: 884).

The value of love and affection is also reflected in the narration when Pudge's character reveals that he still loves Alaska even though she is no longer seen as a human as stated in the following sentences.

“Oh God, Alaska, I love you.” And the Colonel whispered, “I’m so sorry, Pudge. I know you did,” and I said, “No, not past tense.”

She wasn’t even a person anymore, just flesh rotting, but I loved her present tense. (page, 152)

The atmosphere was illustrated when Pudge and his friends attended an Alaska funeral. He realized that Alaska was gone, but in his sobs, Pudge still said that he loved her. He used to love her when Alaska was still human, but now she's not human anymore, just rotting flesh, but that doesn't reduce his love for her. From there, it can be seen that Pudge has a feeling and strong affection for Alaska because he cannot just forget it.

The same value is also shown by Pudge to the Colonel when his roommate scolded him badly but he didn't want to fight him as described in the following quote.

The Colonel stood up and sighed. “You know, Pudge? I feel bad for you. I do. I know you kissed her, and I know you’re broken up about it. But honestly, shut up. If Jake knows, you’re not gonna make it any

worse. And if he doesn't, he won't find out. So just stop worrying about your goddamned self for one minute and think about your dead friend. Sorry. Long day."

"It's fine," I said, pulling the covers back over my head. "It's fine I repeated. And, whatever. It was fine. It had to be. **I couldn't afford to lose the Colonel.** (page, 161)

The colonel was furious when Pudge refused to involve Alaska's boyfriend, Jake, in investigating Alaska's death. The Colonel felt that he was jealous of Jake and he didn't seem to accept that Jake understood more about Alaska than he did so the Colonel was very sick of Pudge's attitude. He also openly scolded Pudge but he didn't fight back because he didn't want to fight with the Colonel because he couldn't bear to lose his best friend. Feeling love and strong affection are also given by Pudge to the colonel as his best friend in this illustration.

The form of love and affection is shown by Pudge again to Alaska through direct expressions when he was talking to Lara as stated in the following passage.

*We talked—about Alaska and about the past month, about how she had to miss me and miss Alaska, **while I only had to miss Alaska (which was true enough).** I told her as much of the truth as I could, from the firecrackers to the Pelham Police Department and the white tulips.*

"I loved her," I said, and Lara said she loved her, too, and I said,

“I know, but that’s why, I loved her, and after she died I couldn’t think about anything else. It felt, like, dishonest. Like cheating.”

(page, 192)

This moment happened by the lake where Pudge and Lara were chatting again after a few days of silence. Lara said she missed him and Alaska, but in Pudge's mind it was only Alaska he missed. Pudge also revealed that he loved Alaska until after she died he couldn't think of anything else but herself. That's one of the reasons they haven't spoken to each other since Alaska's death. It means that he has emotional condition of loving Alaska very much so it reflects the value of love and affection as stated by Hornby (2010: 24).

B. Discussion

Learning is the activities done by the teachers to improve students’ knowledge. Furthermore, the purpose of learning is to gain knowledge or skill in something by studying, practicing, or being thought. When people do the learning activity, it means that they want to gain knowledge about the study area and get capability to do it. Learning is a change in human disposition or capabilities. In term of language learning, the capabilities cover the mastery of form and the creativity of language use. As there is limited time in the context of school system, the teacher should also evaluate the learning progress in order to know whether it corresponds with the objective or not (Brown, 2000: 11).

Within the scope of language learning, literature is also important to be

taught in the school because it can help the students to improve their language skills, knowledge, creativity, and also to develop the formation of personality of students to appreciate literature and sharpen the sense, reasoning, and imagination and sensitivity to other people and the environment.

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study or something, providing with knowledge, causing to know or understand (Brown, 2000: 8). In teaching literature, the teachers have to have extensive knowledge so, the teachers are able to teach clearly so that the students can get the lesson well.

Teaching activity is an action which leads to improve students' achievement of their future success by using outcomes of matter. Defining effective teaching is not easy. For a judgment about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students (Coe, Aolisi, Higgins, & Major, 2014). In other words, Sequeira (2017) stated that teaching is a set of events, outside the learners which are designed to support internal process of learning.

While narrative literature has enormous potential to help readers see the moral life fully, it can help them see things differently. Literature provides a rich context within which students can reflect and then mentally rehearse how they might act in similar circumstance. Literature can help students to interpret and understand their lives as they are and will be as stated by Bohlin (2005) that by learning to analyze literature, students can learn to analyze their own lives. They are able to live alive, and also to stand back and look at it.

From the analysis through the novel's elements, there are some moral values that can be implemented in teaching and learning process especially in English education study program for literature subject in order that we can learn the moral values from those experiences.

As the students in English education study program, we are preparing ourselves to be English teachers by learning from all of subjects in our program. Teachers take the role to make students understand about what they want to teach. We face many kinds of people in our educational environment, various people mean they have different personalities, characters, and also behaviors. Therefore, we need to learn literature because it illustrates about people much.

Literature is made from the author imagination, yet it does happen even though not every scene really happened, still the surrounding does exist. The authors used their creativity to make a good work and their background affects their result of their work. For example, Andrea Hirata in his masterpiece, the *Rainbow's Trooper*, he wrote this novel based on his experiences when he was a kid. The setting, the characterizations and the details of the story is composed well and if we refer to the reality, it is really happened. Another example comes from Austen with her novel untitled *Sense and Sensibility*. The story is also affected by her background exactly her past that she can described the details in the Dashwood's environment correctly because it did exist. However, *Looking for Alaska* novel was written as Jhon Green's experience when he attended boarding school in Indian Springs in Alabama that inspired him for the Culver Creek school setting in this novel. The author of this novel has also

worked in a children's hospital where he was a pastor at the time and thought that what he did in life could benefit others. This he pours into the character of Alaska where she wants to be a teacher for children with special needs so that his teaching skills to his friends can be more useful for these children. The existence of the elements of the novel itself conducts the researcher to bring this novel analysis as the theses.

We can have a look at the moral values found in the main characters of this novel which is consist of bravery, humbleness, honesty, steadfastness, sympathetic to others, cooperativeness, thankfulness, kindhearted, trustworthiness, sincerity, and love and affection. Based on the analysis, these moral values are surely needed by the teachers which means the students of English Education study program are also need to learn it to implement them in teaching learning process to assist the students in building proclivity and motivation which bring the psychological influence to the students (Arsyad, 2011: 5).

Bravery is needed to be learned because children have so much potential, they just need educators to show them how believe in themselves and take risks. As training the students to create a safe learning environment to foster courage, the students' academic performance will increase. According to Dr. Michele Borba (2017), teaching students bravery can also empower them to discover their inner strength. Students who know tough they are will stand up to bullies and will not give in to negative peer pressure. Mark Katz (2009) states that teacher can inspire students with some stories because it can help the students

be more creative and innovative, think more critically, communicate effectively to inspire change, and collaborate to make an impact. Based on the analysis, bravery moral values that showed by Pudge and Alaska is needed to be implemented in teaching and learning process in order that the students are able to identify the bravery moral values and implement them to their life, so, they have the ability to stand up for what is right in difficult situations.

Being humble helps in building trust and facilitates learning which is a key aspect of leadership and personal development. According to Deffler, Leary, Hoyle (2016), the intellectually humble are better able to spot their own errors and positively correlates with the ability to discriminate ideas in memory. Teaching humbleness is important because we tell the students know that the most successful people in the world do not brag, they are gracious and respectful in their words and thoughts for others and the those help them.

In academic world, honesty is needed to prepare students to become human beings with positive characteristics (Kadir, 2015). Likewise, honesty behavior is proven to educate students about self-confidence, responsibility, curiosity, and courage (Andayani, 2017). In addition, to promote this trait, honesty also exposes students' insight and make students think genuinely and also more creative with heightened self-confidence. Efforts to implement and practice academic honesty also aim to increase students' self-esteem. According to Willems (2019), teaching honesty behavior has good effects on students who are more able to manage themselves and be more successful in interacting with others.

A feeling of concern for another person is based on a comprehension of the unfortunate situation and emotional state of another. It is needed to teach because rather than being overwhelmed, feeling of sympathy might allow students to engage in prosocial behaviors such as helping or sharing as Pudge did when his best friend, Chip looked like a puppet dancing without strings then he asked that did he get cold and make sure that his best friend was alright.

According to Raja (2010), A sense of thankfulness can benefit students in variety of ways. It can decrease stress and still has many important emotional benefits. A person who is grateful tends to spend less time comparing him or herself with others and feeling envious. By teaching thankfulness in the school, the students can see the good even in bad situations. Teachers also feel a lift in positive moods when they practice being thankful.

Kindhearted is an emotion that students feel and empathy is a strength that they share (O'Grady, 2013). By teaching kindhearted value, the students will be generous and it helps them appreciate what they have, makes them feel useful, and fosters empathy. Therefore, the value of kindhearted needs to be nurtured and exemplified by teachers to their students.

Trust is a fundamental element of educational success. Hoy and Tschannen (1999) argued trust as one of party's willingness to be vulnerable to another party based on confidence that the latter party is benevolent, competent, reliable, honest, and open. In educational settings, trust is a key predictor of collaboration and cooperation, healthy school climates, and students' achievement (Goddard, 2001). From those statements, it can be seen

that teaching trustworthiness value is important in order that students can be confident that one's well-being, or something one cares about, will be protected and not harmed even when the opportunity is available.

Those moral values will influence students' emotional intelligences. Students' achievement is influenced by their emotional intelligences. According to Saphiro (1999), emotional intelligences related to moral behaviors, the way of thinking, problem solving, social interacts, personal emotion, and academic achievement. That is why the teaching of moral values is important in our education. Teaching moral values is also can increase achievement and decrease the moral decadence in our environment.

Moral values can be integrated in the teaching and learning process, self-development activity and school culture. Before, integrating moral values in teaching and learning process, the teachers should design lesson plan with moral values included. As Jensen (2001) states that a lesson plan is really useful tool that serves as a combination guides, resource, and historical document reflecting the teaching philosophy, student population, textbooks, and the most important thing is the goals for the students. The goals are not only in cognitive domain, but also in affective domain. Therefore, in order to implement moral values in the teaching and learning process the adaptation of lesson plan is needed, such as adapting *Looking for Alaska* novel as material in teaching moral values because a novel can build students character by certain basic combinations of fictional elements in the form of language, description, action, dialogue, and interactions with other scenes and characters (Cassill, 1992: 156).

Based on the explanation above, the moral values reflected by two main characters in Looking for Alaska novel written by Jhon Green is really influential on teaching English to build students characters. The teachers can ask the students to do critical reading of this story. By using this story as material in taking moral values, the teacher can improve students' thinking, feeling, and behavior so that students can be breve, kind, humble, honest, trusted, cooperative, loveable, sincere, sympathetic, steadfast, and also thankful people. All in all, the teachers can give the students a head start in meaningful life at school with Looking for Alaska novel components because they can learn from reflecting experience on it.