

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter provides some theoretical reviews related to this study. It consists of discussion of literature, novel, moral values, and the previous studies.

A. Novel as a Literary Work

Literature is a part of language that concerns with human life and the description expression through written its language. According to Ade and Okunoye (2008:3), literature is expression of thoughts, ideas, and feelings of human being by using beautiful words. Nurhayatun (2016) states that literature gives enjoyments well as knowledge about truth of life to the readers. She also says that in educational sector, literature is one of essential lessons that can guide the students to achieve the experience of life, human being as well as the world.

Novel is one of literary works with narrative forming prose that contains characters, actions, and values. The word novel itself comes from Italian (novella) which has meaning of little new thing. Further, Nurgiyantoro (2010: 10) argues that novels are works of fiction built by building the elements such as intrinsic and extrinsic elements. A novel is also interpreted as a prose essay that contains a series of stories of someone's life with others around him by highlighting the character and nature of the perpetrator.

B. The Intrinsic Elements of Novel

Intrinsic elements are the elements that build the literary work itself. The intrinsic elements which consists of theme, plot, character, setting, and point of view are described in the following parts:

1. Theme

Theme is a prominent element in literature. In a novel, theme is underlying idea that the author is presenting. The theme can be easily seen from the title. Yet, there also story that requires us to read the whole story to get what the theme is. It brings the story more attractive and has meanings. Staton (2007: 7) states that theme gives a strong explained about the unity of what is happening in the story and tells about the story life in common context. A good theme has to represent the entire story in the novel. Sometimes, the theme shapes in to the fact comes from human experience. It is explored by the story and then gives impression for each of event in life.

2. Plot

Plot is the important part in the novel or other literary works that used to describe the events or the main part of story. According to Staton (2007: 26), plot is a series of the events in a story. How a certain event affecting other events that cannot be ignored, since the events will be affected for the story. Plot is very close to existence of the character. If the story has only a little character in the story, the plot will be more

complicated. The clarity of the plot also helps the reader in understanding the story of the novel.

In essence, there are five elements of plot those are the beginning, the rising action, the climax, the falling action, and the resolution. The beginning is the introduction part of the story where the characters and setting are established. Second is the rising action which occurs when a series of events built up to the conflict. The third plot is the climax or the main point where the events of the story becomes the highest interest and emotion for the reader. The fourth is falling action that is about the events and complications begin to resolve. The last element of plot is the resolution or conclusion which means the end of the story.

3. Character and Characterization

Character is one of interesting things for personal opinion that the reader wants to see how is other people life and how their efforts to reach the goals. It is typically defined as the person who plays a certain role of the story. Besides, Foster (1927) in "Aspects of the Novel" divided it into two types those are rounded character and flat character. Rounded character is anyone who has a complex personality, he or she often portrayed as a conflicted and contradictory person. Then, flat character is the opposite of rounded character. This literary personality is notable for one kind of personality trait or characteristic.

Further, character is divided into two as based on the role there are protagonist and antagonist. According to Altenberd and Lewis (1966: 56),

protagonist is a character who is admired by the readers which is always called as a hero because she or he always does an ideal role, follows the rules, and values in the society. The readers often give sympathy to the protagonist character. Otherwise, antagonist is the one who opposes the protagonist.

In literature, characterization is the process an author uses in improving the characters and creating images of the characters for the audience. Another definition of this is the process which the author reveals the character's personality. The writer introduces the characters with noticeable emergence and following the introduction of the characters, the author always shows about their attitudes, then as the story progresses, the thought process of the character. The next level the character expressing his opinion, idea and getting into conversation with other characters. At the end the writer will show how the other in the story responds to the character's personality.

Further, according to Murphy in his book *Understanding the Unseen: An Introduction to English Poetry and the English Novel for Overseas Student*, there are nine ways in which an author characterizes a novel (1972: 161-173) those are:

a. Personal Description

The author can describe a person's appearances and clothes. The author gives the readers the details of the character, for example about the posture, color of skin, hair, face, and clothing style.

b. Character as Seen by Another

Instead of describing a character directly, the author can describe through the eyes and the opinion of another. The readers get as it were a reflected image.

c. Speech

The author can give us an insight into the character of one of the person in the book through what the person says. Whenever a person speaks, whenever he/she is in conversation with another, whenever he/she puts forward an opinion, he gives us some clues to the character.

d. Past Life

By letting the reader learn something about people's past life, the author can give us a clue to events that have helped to build people's characters. This can be done by direct comment by the author, through people's thoughts, and through their conversation.

e. Conversation of Others

The author gives the readers clue to a character through the conversations of other people and the things they said. People talk about others and the things they say often give us a clue to the character of the person spoken about.

f. Reactions

The author can give the readers a clue to a character by letting us know how that person reacts to various situations and events.

g. Direct Comment

The author can describe or comment on a person's character directly without clues.

h. Thoughts

The author can give the readers direct knowledge of what people thinking about. In this respect, the author is able to do what we cannot do in real life. The author can tell us what different people are thinking.

i. Mannerism

The author can show people manner by describing the gesture or speech pattern such as running a hand through one's hair or fidgeting with a necklace when anxious).

4. Setting

Setting is one of elements in novel or literary works that shows the place, time, and environment where the story taken. According to Wellek and Warren (1956: 131), setting of places must have the characteristic where the event happened in a story. Then, setting of time is related to the problem of when the event happened in a story. The problem of when is usually connected with factual time that has connection with historical events. The last setting is social environment which are related to the behavior of social life in certain place and time in a novel. Social setting

has connection with the system of social life that contains many problems in complex scope. It can be habits, costumes, religion, ideology, and the way of thinking.

5. Point of View

According to Hamalian and Karl (1967: 446), point of view is the perspective from which a story is told. It is basically a question through whose eyes we seen the fictional world and whose voice tells us the story. Point of view has the varieties in the use of narrative view point on the story. Those are described as follows.

a. First person of view

In this point of view, the narrator is involved in the story. He is the “I” or the character who is telling his self-consciousness, telling events and action that are known, seen, experienced and felt by the character.

b. Third person of view

Third person point of view uses narrator as the person who is outside of the story and appears the character by calling their names or their substitutes: he, she, and they.

C. The Extrinsic Element of Novel

Extrinsic elements are elements that are outside the literary work, but indirectly effect the building or system of literary organisms (Nurgiyantoro, 2010: 23). These extrinsic elements are among others, the state of subjectivity

of individual authors who have attitudes, beliefs, and views of life that will all affect the literary work he wrote. The extrinsic elements of a literary work depend on the author telling the work. The following are some of the novel extrinsic elements:

1. Elements of Biography

Biographical elements are elements of the author's background, including such as the residence of the author, his family, his educational background, his environment, and so forth. The background is quite influential in poetry writing such as the writer whose background is from a poor family, then he will be able making a literary work that really touch the hearts of those who read it.

2. Social Elements

The social element is closely related to the condition of society when the novel is made. For example, the novel was made during the new order era, at that time, the condition of the community was in a state of chaos and the state of government was ragged, so the novel made at that time was a novel containing innuendos to the community.

D. Moral Values

1. Moral

Based on "Webster New World Dictionary of American Language", moral is thing that related with skill to decide right and wrong of behavior that accepted by citizen. Morality according Hazlitt (2003: 109) is art to

maximize happiness, it can be seen by achieving the existence of happy and joyful life of all people. A morality is sacrifice from little goodness to big goodness. Stemberg (1994: 938) states that morality refers to concern with what is good or right in people's relationships each other. The key to understand morality is to be specific about definition of good or bad and right or wrong.

A morality contains (1) belief about the nature of the man, (2) belief about ideals, about what is good or desirable or worthy for its own sake, (3) rules lying down what ought to be done and (4) motives that incline us to choose the right or the wrong course. We learn as children that we should be unselfish, that we should not tell lies (Paul Edward: 1967: 150).

Moral rules are not rule for achieving ideal ends, dependent for their validity for their success of failure in bringing about these ends, but are worthy of obedience in their own right, and a moral system is a system of rules in which some rules are regarded as depend on others. For example, the rule that someone ought to keep promises and the rule that one should not to kill is a special case of most general rule that one must not to do injury toward others.

According to Carol K. Sigelman (1995: 330), the term moral implies an ability they are (1) to distinguish right from wrong, (2) to act on this distinction, and (3) to experience pride when one does the thing and guilt or shame when one does not.

2. Value

The term values may suggest that judgments of right and wrong, lofty and base, just and unjust, and more personal references, that thing are useful as individuals happen to value them (Benninga, 1991: 131). Bertens (2000: 139) states that value is something that interest for us, something that we look for, something that please, something that loved, and in short, value is something good.

3. Moral values

Moral value is value that must be separated with other values. Every value will get quality if it has relation with other values. For example, honesty is example of moral values, this value has no meaning if does not be applied with other values. Economics value relate with purpose value. (Rosyadi, 2004: 123). Bertens (2000: 142) also states that Loyalty is moral value, but it must be applied with other humanity value for general, for example is love of husband and wife.

Moral value is one of values of life that focuses on attitude and character. According to George and Uyanga (2014: 41), moral value is essential which determine individuals' perception of morality and moral consciousness in society. In addition, Esteban as quoted by Adisusilo (1990: 57) states that moral value is universal truths which man holds to be good and important, they are ethnical principles that he struggles to attain and implement in his daily life.

According to Wibawa (2013: 173), moral values can be used as reference norm of a person or a group of people to determine whether the

attitudes and action are good or not. Hartman (2009: 23) states that there is a little prospect of our attaining any authoritative insight into moral values as much from the neighboring fields or in the form of general theory. It indicates that as a value system that sets criteria or principles underlying the assessment of response or action.

Based on the explanations above, the researcher concludes that moral value is the value of life that reflects humans' character in social life. Moral is about the good and bad human behavior. A good behavior is important to get great connection with society. A morality is a sacrifice from little goodness to big goodness (Hazlitt, 2003: 111). Morality itself contains belief about the nature of man, belief about ideals, what is good or desirable for its own sake, rules laying down what ought to be done, and motives that incline us to choose the right or the wrong course. Bertens (1997) stated that there are four characteristics of moral value as follows:

a. Moral values are related with responsibility

Moral values are related to human personality, but apart from moral values we can also automatically mention other values. Moral values make people wrong or not, because he/she has responsibility. Especially moral value is related with human personality of responsibility. Moral values can only be realized in full action if it is the responsibility of people involved.

b. Moral value is related with pure heart

All values need to make it real. Because it has persuasive power, it should be practice. For example, aesthetic value, it should be practiced, play music composition or others. After that the result of it, painting want to be showed, and music want to be listened. To make moral value to be real, it can be appealed from pure heart. One of special characteristics of moral values is this value will affect voice of pure heart to accuse us if oppose moral value and praise us if make moral value.

c. Obligation

Moral value obligates us absolutely and it cannot be compromised. Other values need to be real and admitted, for example, aesthetic value. Educative and cultural person will admit and enjoying aesthetic value. But in different people cannot we blame. Moral value obligates us as such, without requirement. For example, honesty orders us to return thing that borrowed, like or not, because moral value contains an imperative category. In other value for example, if badminton player wants to be champion, he/she must try hard. It is a must to be champion, but there is a limitation.

d. Formality

Moral value is not stand-alone without other value. Although moral value is top value that we must appreciate, but it is not in top without other value. Moral values did not separate with other values. For example, a seller applies moral values all at once with apply

economic values. Moral values are nothing without other values. It is form of formality (Bertens, 2000: 143-147).

3. Types of Moral Value

Moral values are reflections of human attitudes. People usually has a standard of good attitudes that should be followed by people in the society. Hornby (2010: 959) states that moral relates to the standard or principles of good behavior. Moreover, Susana (2018: 289) argues that moral values are beliefs and values of people that conform to normal standards of what is right and wrong and deals with people.

Buzan (2003: 23) have categorized moral values into eleven types. They are described below:

1. Bravery

According to Hornby (2010: 169), bravery is willing to things which are difficult. It is the ability to stand up for what is right in difficult situations. The example of this moral value is brave in defending honesty and truth such as reporting actions of cheating friends.

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. The example of humbleness is not arrogant

for advantages possessed and being polite.

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. The example of honesty is like when given trust by parents to buy something, we buy the item based on the price and there is the change of money, then we return it to the parents.

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. The example of steadfastness is always pray when God decreases the test and no revenge.

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. The example of this moral value is giving words of sadness and condolence to our friend who is struck by disaster or congratulate and take delight to others who get happiness

in their life.

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. The example of cooperativeness is cleaning classroom at school or leaning in a group so that all the members understand the material learned and the assignments given by the teacher can also be easily completed and light to work on.

7. Thankfulness

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 (Nisak, 2014: 20). Consequently, someone with thankfulness moral value always shows respect to others, never complain about something that given from others especially from God and shows gratitude to others.

8. Kindhearted

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. The concrete

example of it is receiving insults with an open heart and never reply because it will cause a dispute which is endless.

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. This moral value also can be seen from the actions of the character when he listens to other opinions before speak up and extend 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. Giving people compliments which reflect your true inner feelings, performing acts of kindness without expecting anything in return and maintaining the same personality when alone or in the presence of others is the example of this type of moral value.

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.

E. Novel as the Media in Education

In a broad sense, media is human, material, or event which builds the condition that makes the students are able to gain the knowledge, skill, and also attitude. It means that teachers, books, and school's environments are examples of media. Specifically, the meaning of media in learning process tends to the instrumentations in catching, processing, and arranging the visual and verbal information it is the component of learning source which contains the instructional material in the students' environment and helps them in the learning process. In other word, media is the items which needed in order to deliver the message of learning (Arsyad, 2011: 4).

According to National Education Association, media is the form of communication which is printed or not that can be seen, heard, or read. The function of the use of educational media is to assist the students in building proclivity and motivation which bring the psychological influence to the students (Arsyad, 2011:5). Further, Asnawir (2002: 11) affirms that media assist the audiences or learners in studying in order to improve their performance which is appropriate to the purpose that wanted to be obtained.

Brubacher (1981: 371) states that education is the process in developing potency, ability, and capacity of human which are easily affected or influenced by the habituation are perfected by habits. It is supported by the media which

is arranged. Therefore, it can be used to help the other people in obtaining the particular purpose.

Regarding to Wiji Suwarno, the elements of education are all of the matter that relate the educational process. There are kind elements of education, they are described in the following parts:

1. The Educational Purpose

The educational purpose means something which wants to be achieved. It is divided into general and specific purposes. General purpose is the aim at the end of the educational process that is to gain the maturity, physics, and psychology of the learners. Specific purpose is the specification of general purpose in education based on age, gender, characteristic, talent, intelligence, stage of development, and the social and cultural environment (Suwarno, 2006: 35).

According to Bloom in Suwarno (2006: 35), the purposes of education are divided into three kinds, they are described as follows:

- a. Cognitive Domain

Cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills.

- b. Affective Domain

Affective domain includes objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment.

c. Psychomotor Domain

Psychomotor domain contains the ability of perception, readiness, and respond.

2. Learner

Learner is the member of society who struggle to develop the potency through the process of learning that is available for the level and particular kind of education.

3. Teacher

Teacher is a person who influences other people to get the higher humanity. In other words, teacher is a mature person who is able to bring the learners to the maturity.

4. Media

Educational media involves the conditions or situations which help the learning process in achieving educational aims.

5. Educational Environment

Educational environment is the environment which includes the learning process such as family, school, and society (Suwarn, 2006: 39).

Based on the explanation above, it can be conclude that media is one of kinds of educational elements. In learning process, the teacher can use novel as a media to convey the message of educational process and also to achieve educational aims.

F. The Relation between Moral Values and Education

Education is the organized development and equipment of all the powers of human being, moral, intellectual, and physical, by and for their individual and social uses, directed toward the union of these activities with their creator as their final end. It is used to improve moral and train intelligence (Suwarno, 2006: 19).

Moral values is significant for the students because they can understand a sense of responsibility to the school's community and to understand that cheating and other immoral acts harm everyone concerned. It helps the learners not only to higher level of academic achievement but also to higher level of moral awareness as well (Sigelman, 1995: 357).

Based on Hurlock (1997: 387), there are four elements in learning moral, those are:

1. Learning what the social group expects of its members as spelled in laws, customs, and rules.
2. Developing a conscience.
3. Learning to experience guilt and shame when the individual's behavior fails to conform to the expectations of the group.
4. Having opportunities for social interactions to learn what members of the group expect.

There are some contributions of literature to the comparative education. The first is literature can be dealt briefly which conveys information about details of the system of education in another country or region. The second is it produces awareness of the elements which gives the distinctive educational

system. And the third one is the simulation of empathy because the reader comprehends the differences in provision of education and experience (Watson, 1985: 54).

G. Previous Studies

Olivia Martha (2019) Senata Dharma University on her thesis entitled “The Moral Values Revealed through Sayuri’s Character in Arthur Golden *Memoirs of a Geisha*”. In her study, she used theory of moral values, theory of character, and theory of characterization. She presents a lot of moral values conveyed through the main character which is Nitta Sayuri. The main character is kind hearted to produce a successful Geisha. Hard working, loyalty, and also bravery appear in this analysis. This research has similarity with the study conducted by the researcher that is analyzing about moral values in a novel. But, the object taken is different. The previous study used Arthur Golden *Memoirs of a Geisha* as an object to collect the data while in this study *Looking for Alaska* novel was used by the researcher.

The next study regarding with moral values was from Ariyanti (2016) Widya Gama Mahakan Samarinda University with the title *Moral Values Reflected in “The House on Mango Street” Novel Written by Sandra Cisnero*. The researcher found that all elements of moral values exist in the content of the novel except the point of respect and caring to others exactly in the element of not hurting others. The similarity and difference are almost the same with the first previous study, and one thing that can make this study different with

this previous study is the theory used. The previous study used the theory proposed by Kinner that consist of six major parts while this study used Buzan theory which categorized moral values into eleven types.

Related to the novel, there is previous study that conduct by Meiliana (2016) with the title “The Analysis of Conflicts Found in the Novel *Looking for Alaska* Written by Jhon Green”. In her study, she found the two types of conflicts in that novel those are the portrayal of internal conflict and external conflict. Both of them can be found in Miles’s and Alaska’s character. The fourth previous study with the same novel was conducted by Cahya Tri Atmaja (2018) entitled “Alaska’s Broadline Personality Disorder as Reflected in John Green’s *Looking for Alaska*”. Atmaja stated that Alaska’s personality fulfils three cores of characteristic broadline personality disorder those are affective dysregulation, behavioral dysregulation, and disturbed relatedness.

Furthermore, the researcher wants to analyze moral values reflected by main characters in *Looking for Alaska* novel because from the previous study, this novel is analyzed based on conflict and personality reflected by main characters. Therefore, the researcher wants to complete the analysis of this novel by analyzing the moral values implied by the main characters. In term of story, Miles was actually a nice and quiet boy, but after entering boarding school he did some juvenile delinquency which was the influence of his friends. So, the researcher wants to analyze the moral values implied by the main characters on the sidelines of the juvenile delinquency he commits. This thing is also having correlation within English Learning in order that the students can

take the moral values from the learning process and apply them in their life. The researcher used qualitative method and the result of this study showed the moral values contained in main characters in Looking for Alaska novel written by Jhon Green. In addition, through morality, students can learn how aspect of self-concept related to positive evaluation.